Curriculum Vitae

SUSAN K. STAATS
staats@umn.edu

Education

PhD, Indiana University, Cultural Anthropology	2003
MS, Ohio State University, Mathematics	1987
BS, Ohio State University, Mathematics	1985

Academic Appointments

University of Minnesota, Twin Cities

Full Professor	2022
Associate Professor	2010 - 2022
Assistant Professor	2003 – 2010

HONORS AND RECOGNITION

University of Minnesota

CEHD Distinguished Teaching Award	2019
Morse-Alumni Undergraduate Teaching Award	2013
Academy of Distinguished Teachers	2013

External Sources

Janet Duffin Award. Outstanding annual article in the journal Research in Mathematics Education. For Staats (2017). *Poetics of argumentation: The relevance of conversational repetition for two theories of emergent mathematical reasoning.*	2018
Excellence in Research Award. Journal of College Teaching and Learning. For Staats & Robertson (2014). *Designing tasks for math modeling in college algebra: A critical review.*	2016
Article of the Year Award. Journal of College Reading and Learning. For Staats & Batten (2009). *Context in an interdisciplinary algebra writing assignment.*	2009

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Publications

Refereed Journal Articles

Staats, S. (2023, Invited). Same thing: Mind blown: Stylization of "pleasantly frustrating" analogies. Proceedings of a symposium on speaking mathematically in honour of David Pimm. Festschrift monograph in honor of David Pimm, pp. 50-56.

Staats, S. (2021). Mathematical poetic structures: The sound shape of collaboration. *Journal of Mathematical Behavior*, 62. https://doi.org/10.1016/j.jmathb.2021.100846

Staats, S. & Laster, L. A. (2019, Invited, peer-reviewed). About time. *For the Learning of Mathematics, 39*(1), 43-46. [Student co-author. I directed the research and was the primary writer].

Staats, S. (2018). Coloring conjectures with sound, silence, syntax and gesture: A multimodal poetic analysis. *For the Learning of Mathematics*, *38*(2), 2-8.

Staats, S., & Laster, L. A. (2018, Invited, peer-reviewed). Extending universal design for learning through concurrent enrollment: Algebra teachers' perspectives. *Education Sciences*, *8*(4). doi:10.3390/educsci8040154. [Student co-author. Student designed and conducted interviews. I conducted the data analysis and was the primary writer].

Staats, S. (2017). Poetics of argumentation: The relevance of conversational repetition for two theories of emergent mathematical reasoning. *Research in Mathematics Education*, *19*(3), 276-292.

Staats, S. (2017, reprint from 2008). Valuing math applications: The role of context. *Academic Exchange Quarterly 21*(1), 19-25. [Same updated article published in 2017 as a book chapter].

Staats, S., Link, A., Robertson, D., Sintjago, A. (2016, reprint from 2013). iPads in an algebra writing assignment. *Academic Exchange Quarterly*. Editor's Choice. *20*(1), 73-79. [Two student co-authors. I directed the research and was the primary writer].

Staats, S. (2014, Invited). The interdisciplinary future of mathematics curriculum. *For the Learning of Mathematics 34*(2), 7-9.

Staats, S. & Robertson, D. (2014). Designing tasks for math modeling in college algebra: A

critical review. *Journal of College Teaching and Learning 11*(2), 85-94. Available at http://www.cluteinstitute.com/ojs/index.php/TLC/article/view/8546. [I was the primary writer].

Staats, S., Link, A., Robertson, D., Sintjago, A. (2013). iPads in an algebra writing assignment. *Academic Exchange Quarterly*. Editor's Choice. *17*(2), 113-118. [Two student co-authors. See comment in reprint above].

Staats, S., Sintjago, A. & Fitzpatrick, R. (2013). Kiva Microloans in a Learning Community: An assignment for interdisciplinary synthesis. *Innovative Higher Education 38*(3), 173-187. DOI 10.1007/s10755-012-9235-y. [One student co-author; one co-teacher author. I was the primary author with sections contributed by co-authors].

Grier-Reed, T. L., Detzner, D., Poch, R. K., Staats, S. (2010). Toward multicultural community engagement. *Academic Exchange Quarterly 14*(3), 177-184. [I wrote several sections].

Staats, S. and C. Batteen. (2010). *Linguistic indexicality in algebra discussions*. *Journal of Mathematical Behavior 29(*1), 41-56. [Student co-author].

Staats, S. & Batten, C. (2009). Context in an interdisciplinary algebra writing assignment. *Journal of College Reading and Learning 40*(1), 35-50. [Student co-author].

Staats, S. & Robertson, D. (2009). International inequalities: Algebraic investigations into health and economic development. *MathAMATYC Educator 1*(1), 6 – 11.

Staats, S. (2009, Invited). A comment on "Mathematics, style, audience, and criticism" by D. Pimm and N. Sinclair. *For the Learning of Mathematics 29*(2), 29.

Staats, S. and Batteen, C. (2009). Stretching, sliding and strategy: Indexicality in algebraic explanations. *Research in Mathematics Education 11*(1), 57-71. [Student co-author].

Staats, S. (2008). Valuing math applications: The role of context. *Academic Exchange Quarterly 12*(4), 217-221.

Staats, S. (2008). Poetic lines in mathematics discourse: A method from linguistic anthropology. *For the Learning of Mathematics 28*(2), 26-32.

Staats, S. (2007). An intensive option for developmental algebra: Student achievement on extra credit test problems. *Research and Teaching in Developmental Education 23*(2), 49-61.

Staats, S. (2007). Dynamic contexts and imagined worlds: An interdisciplinary approach to mathematics applications. *For the Learning of Mathematics 27*(1), 4-9.

Staats, S., Duranczyk, I., Moore, R., Hatch, J., Jensen, M., & Somdahl, C. (2006). Communication for inquiry and access: Teaching techniques from discourse research. *Science Education Review 5*(3), 71-80.

Staats, S. (2006). The case for rich contexts in ethnomathematics lessons. *Journal of Mathematics and Culture 1(*1), 39-56.

Jensen, M., Duranczyk, I., Staats, S., Moore, R., Hatch, J., & Somdahl, C. (2006). Using a reciprocal teaching strategy to create multiple-choice exam questions. *The American Biology Teacher 68*(6). URL:http://www.nabt.org/sub/pdf/068_06_0012.pdf. [I helped edit].

Duranczyk, I., Staats, S., Moore, R., Hatch, J., Jensen, M. & Somdahl, C. (2004). Developmental mathematics explored through a socio-cultural lens. In I. Duranczyk, J. Higbee & D. Lundell (Eds.), *Best Practices for Access and Retention in Higher Education* (pp. 43-54). Minneapolis: Center for Research on Developmental Education and Urban Literacy. [I contributed a paragraph]

Moore, R., Jensen, M., Hatch, J., Duranczyk, I., Staats, S. & Koch, L. (2003). Showing up: The importance of class attendance for academic success in introductory science courses. *The American Biology Teacher 65*(5), 325-329. [I helped edit].

Book Chapters

Baldinger, E,. Staats, S. Clarkson, L. Gullickson, E., Norman, F., & Akoto, B. (2020). Returning voice to the silent M: A review of conceptualizations of mathematics in integrated STEM curriculum. In Anderson, J., & Li, Yeping, (Eds.). *Integrated approaches to STEM curriculum: An international perspective* (pp. 67-90). Cham: Springer. [Student co-authors. I contributed extensively to all aspects of the paper].

Whipple, K. S., Staats, S., & Harrison, K.C. (2020). Mathematical modeling activity: The spread of gender inclusive pronouns. In Wooley, S. & Airton, L., (Eds). *How to teach about gender diversity: Teacher-tested lesson plans for K-12 classrooms* (pp. 271-276). Canadian Scholars Press [Student author. Highly collaborative work].

Anhalt, C.O., Staats, S., Cortez, R. & Civil, M. (2018). Mathematical modeling and culturally responsive teaching. IN Y. J. Dori, Z. Mevareach, & D. Baker (Eds.). *Cognition, Metacognition, and Culture in STEM Education (*pp. 307-330). Cham, Switzerland: Springer International. [I wrote a section on culture; envisioned and helped develop connections between modeling and culturally-relevant pedagogy].

Staats, S. (2018, reprint from 2008). Valuing math applications: The role of context. Sound Instruction Book. [Same as updated updated 2017 reprint].

Staats, S., Link, A., Robertson, D., Sintjago, A. (2016, reprint from 2013). iPads in an algebra writing assignment. In S. Pec, (Ed). *STEM Education: Twenty examples, part 1.* Sound Instruction Book 9 (pp. 64-60). Stuyvesant Falls, NY: Rapid Intellect group. [Student co-author. This is a reprint that was also reprinted as an article this year].

Staats, S., Ernst, D., Berken, S. & Robertson, D. (2015). Investigating the mathematics of inaccessible objects: Algebra videos with iPads. In M. Meletiou-Mavrotheris, K. Mavrou & E. Paparistodemou (Eds). *Integrating touch-enabled and mobile devices into contemporary mathematics education* (pp. 97 – 121). Hershey, Pennsylvania: IGI Global. [I directed qualitative research with Robertson, was the primary writer, and incorporated sections from Ernst and Berken].

Staats, S. (2015). *Internationalizing college algebra*. In R. Williams & A. Lee, (Eds.). Internationalizing higher education: Critical collaborations across the curriculum (pp. 151 - 170). Rotterdam, The Netherlands: Sense.

Staats, S. (2009). The Somali mathematics vocabulary: A community perspective on mathematics and culture. In R. Barwell, (Ed.), *Mathematics in multilingual classrooms: global perspectives on bilingual, multilingual and second language mathematics classrooms* (pp. 48-72), Clevedon, UK: Multilingual Matters.

Staats. S. (2009). Historical perspectives on Areruya communicative ideology. In *Anthropologies of Guayana: Cultural spaces in Northeastern Amazonia*, Tucson, AZ: University of Arizona Press.

Staats, S. (2005). Multicultural mathematics: A social issues perspective in lesson planning. In J. Higbee, D. Lundell & D. Arendale (Eds.), *The General College vision: Integrating intellectual growth, multicultural perspectives, and student development* (pp. 185-200). Minneapolis: CRDEUL, University of Minnesota.

Hill, J. & Staats, S. (2002). Redelineando el curso de la historia: Estados Euro-Americanos y culturas sin pueblos. In G. Boccara (Ed.), *Colonizacion, resistencia y Mestizaje en las Americas*, Quito,Ecuador: Abya Yala.

Staats, S. (1996). Fighting in a different way. In J. Hill (Ed.), *Ethnogenesis in the Americas, 1492 - 1992*. Iowa City: University of Iowa Press

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Proceedings of Conferences

Staats, S., Forrester, J., Grande, S., Jefferson, N., & Nelson, V. (2022). "Writing the world" through writing: priorities for composition research in social justice mathematics. In C. Fernández, S. Llinares, A. Gutiérrez, & N. Planas (Eds.), *Proceedings of the 45thth Conference of the International Group for the Psychology of Mathematics Education*. (Vol. 4, pp. 35-42). Alicante, Spain: PME. July, 2022.

Staats, S. K., Laster, L. A. & Whipple, K. S. (2020) *Storytelling, Validation, and Legitimation in Social Justice Mathematics* [Paper Session]. AERA Annual Meeting San Francisco, California. Apr 17 – 21. http://tinyurl.com/wb6a3z6 (Conference Canceled)

Staats, S. (2019) Re-mythologizing mathematics? Lessons from a sacred text. In J. Subramanian (Ed.), *Proceedings of the 10th International Conference of Mathematics Education and Society-MES10*. Hyderabad, India. January, 2019.

Hong, Y. & Staats, S. (2019). Collective construction of heteroglossia in a Korean primary school geometry lesson. In J. Subramanian (Ed.), *Proceedings of the 10th International Conference of Mathematics Education and Society-MES10*. (n.p.). Hyderabad, India. January, 2019. [Student first author based on my mentoring].

Staats, S. (2017). Poetic structure chaining in a problem-solving conversation. In B. Kaur, W. K. Ho, T.L. Toh, & B.H. Bhoy, (Eds.), *Proceedings of the 41st Conference of the International Group for the Psychology of Mathematics Education*. (Vol. 4, pp. 217-224). Singapore: PME. July, 2017

Staats, S. (2017). Toward multimodal poetic analysis: A case of property noticing. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th Conference of the Group for the Psychology of Mathematics Education-North America*. (pp. 1186-1193). Indianapolis, IN: PMENA. October, 2017.

Staats, S., & Robertson, D. (2017). Equity in a college readiness math modelling program: Limitations and opportunities. In A. Chronaki, (Ed.), *Proceedings of the 9th International Conference of Mathematics Education and Society-MES9*, (Vol. 2, pp. 877-888). Volos, Greece: MES. [I wrote the paper incorporating edits and suggestions from coauthor].

Staats, S. (2016). Poetic structures as resources for problem-solving. In C. Csíkos, A. Rausch, & J. Szitányi (Eds.). *Proceedings of the 40th Conference of the International Group for the Psychology of Mathematics Education*. (Vol. 4, pp. 227-234). Szeged, Hungary: PME.

Staats, S. (2016). From speaking to writing: The role of the reversal poetic structure in problem-solving. *Proceedings of the 38th Conference of the Group for the Psychology of Mathematics*

Education-North America. (pp. 1266-1272). Tucson, AZ: PMENA.

Staats, S. & Johnson, J. (2013) Designing interdisciplinary curriculum for college algebra. In Task design in mathematics education: Proceedings of ICMI study 22. *International Commission on Mathematical Instruction Working Group Study 22: Task Design*, C. Margolinas, (Ed.), (pp. 391-402). Available at https://hal.archives-ouvertes.fr/hal-00834054 . [Refereed and Invited, student co-author. I directed research and writing].

Staats, S. (2012). Interdisciplinary algebra curriculum model. In *Navigating Transitions Along Continuums.* Proceedings of the 34th annual conference of the Psychology of Mathematics Education-North America. L. Van Zoest, J.-J. Lo, & J. Kratky (Eds.), (pp. 555 – 558). Kalamazoo, MI, November 2012.

Editor-reviewed publications

Staats, S., & Helme, R. (2023). Report of Working Group 6 on Poetic Methods in Mathematics Education. IgPME Newsletter.

Staats, S., & Halpert, C. (2020, Invited). Comparisons and their Magic: A commentary on "Diversity of mathematical expression: The language of comparison in English and isiXhosa early grade mathematics texts" by Ingrid Mostert and Nicky Roberts. *Research in Mathematics Education.*

Staats, S., & Lee, A. (2020). Introduction to Special Issue on Increasing Participation in Higher Education STEM Programs. *Education Sciences 10*(5), 139; https://doi.org/10.3390/educsci10050139

Staats, S. (2004). Mathematics discourse as performance. Proceedings of the 28th meeting for the Psychology of Mathematics Education, July 2004.

Staats, S. (2004). The case for rich contexts in ethnomathematics lessons. Online proceedings of the Ethnomathematics strand of the National Association of Supervisors of Mathematics Conference, Tod Shockey and Rick Silverman, editors. Retrieved on Dec. 8, 2005 from http://www.ccd.rpi.edu/Eglash/nasgem/ncsm04. After peer review, a similar version of this article appeared in The Journal of Mathematics and Culture, listed above.

Staats, S. (2003). Review of the pre-meeting of the Multilingual Mathematics Group, Psychology of Mathematics Education conference, July, 2003. International Newsletter of the PME, November, 2003.

Publications Submitted or in Progress

Staats, S. (Under review). Poetics, autopoiesis, and the speaking body. Monograph on the Pirie-Kieren theory of dynamic growth of mathematical understanding.

Staats, S. K., Laster, L. A. & Whipple, K. S. (In revision). *Storytelling, validation, and legitimation in social justice mathematics*.

Ellingson, C., Staats, S., Roerhig, G. Negotiating discourses of play and learning. In progress.

Presentations, Posters, and Exhibits

International Conferences: Contributed Papers

Staats, S., & Helme, R. (2023). Working Group 6 on Poetic Methods in Mathematics Education. Two day workshop presented at the *4th[d] Annual Conference of the International Group for the Psychology of Mathematics Education*, Haifa, Israel. July 17 & 19, 2023.

Staats, S. (2023). Poetics, autopoiesis, and the speaking body. Symposium on the Pirie-Kieren theory of dynamic growth of mathematical understanding. [Online]. May 13, 2023.

Staats, S. (2021, Invited). Poetic structure analysis methods. Keynote/interactive workshop presented to the Mathematics Education Research Network, University of Bristol. March 9, 2021. [Online].

Staats, S. & Laster, L. A. (2021). Timescales of transgressive teaching in social justice mathematics. In D. Kollosche (Ed.), *Proceedings of the Eleventh International Mathematics Education and Society Conference-MES11* (Vol. 1, pp. 231–234). Tredition. https://doi.org/10.5281/zenodo.5392935. [Online].

Staats, S. K., Laster, L. A. & Whipple, K. S. (2020) *Storytelling, Validation, and Legitimation in Social Justice Mathematics* [Paper Session]. AERA Annual Meeting San Francisco, California. Apr 17 – 21. http://tinyurl.com/wb6a3z6 (Conference Canceled).

Staats, S. (2020, Invited). Same thing:mind blown: Stylization of "pleasantly frustrating" analogies. Festschrift conference in honor of David Pimm, Simon Frasier University, British Columbia, Canada, March. 3, 2020.

Staats, S. (2019, Invited keynote). Two Claudes and Clyde: Stories at the confluence of poetics and mathematics discourse. Janet Duffin lecture presented at the conference for the British Society for Research into Learning Mathematics, March 8, 2019.

Staats, S., Laster, L.A., & Whipple, K.S. (2018). Storytelling, validation and legitimation in social justice mathematics. Paper presented at the *42[nd] Annual Conference of the International Group*

for the Psychology of Mathematics Education. Umea, Sweden. [Student co-authors].

Staats, S. (2017). Poetic structure chaining in a problem-solving conversation. In B. Kaur, W. K. Ho, T.L. Toh, & B.H. Bhoy, (Eds.), *Proceedings of the 41st Conference of the International Group for the Psychology of Mathematics Education*. (Vol. 4, pp. 217-224). Singapore: PME. July, 2017

Staats, S. (2017). Toward multimodal poetic analysis: A case of property noticing. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th Conference of the Group for the Psychology of Mathematics Education-North America*. (pp. 1186-1193). Indianapolis, IN: PMENA. October, 2017.

Staats, S., & Robertson, D. (2017). Equity in a college readiness math modelling program: Limitations and opportunities. In A. Chronaki, (Ed.), *Proceedings of the 9th International Conference of Mathematics Education and Society-MES9*, (Vol. 2, pp. 877-888). Volos, Greece: MES. [I wrote the paper incorporating edits and suggestions from co-author].

Staats, S. (2016). Poetic structures as resources for problem-solving. In C. Csíkos, A. Rausch, & J. Szitányi (Eds.). *Proceedings of the 40th Conference of the International Group for the Psychology of Mathematics Education*. (Vol. 4, pp. 227-234). Szeged, Hungary: PME.

Staats, S. & Ntow, F. (2015). Critical professional identity of pre-service teachers: Introducing theories of equity in a college algebra class. Presented at the Mathematics Education and Society Conference 8, June 21 – 26, Portland, Oregon. [Student co-author]

Staats, S. (2015). Repetition in mathematics discussions: Bridging education and cognitive science perspectives. Presented at the Society for Text and Discourse conference, July 6 – 8, Minneapolis, MN.

Staats, S. (2012). Interdisciplinary algebra curriculum model. Presented at the 36th Conference for the Psychology of Mathematics Education, July 2012, Taipei, Taiwan.

Staats, S. (2009). *Poetic structures in mathematics discourse: Method seeks theory.* Colloquium: Methodological Issues in mathematics Education Research. Mathematics Education Research Unit, Faculty of Education, University of Ottawa, December, 2009, Ottawa, Canada.

Staats, S. (2009). The poetics of argumentation. Presented at the 33rd Conference for the Psychology of Mathematics Education, July 2009, Thessaloniki, Greece.

Staats, S. (2009). Unlike terms: International development as a context for algebra. Poster presented at the 33rd Conference for the Psychology of Mathematics Education, July 2009, Thessaloniki, Greece.

Staats, S. (2008). Somali mathematics vocabulary: Polysemy as a resource for learning. Presented at the conference of the International Association for Applied Linguistics, August 2008, Essen, Germany.

Staats, S. (2008). Grammatical parallelism: A multilingual perspective. Working Session, R. Barwell, J. Moschkovich, S. Staats, organizers. Presented at the 32nd Conference for the Psychology of Mathematics Education, July 2008, Morelia, Mexico.

Staats, S. (2008). Somali math video project. Presented to the Multilingual Math Group, July 2008, Morelia, Mexico.

Staats, S. & Batteen, C. (2007). Quiet students analyze math transcripts. Presented at the 31st Conference for the Psychology of Mathematics Education, July 2007, Seoul, South Korea. [Student co-author]

Staats, S. (2006). Standard mathematics discourses of developmental algebra undergraduates. Presented at the 30th conference for the Psychology of Mathematics Education, July 2006, Prague, Czech Republic.

Staats, S. (2004). Mathematics discourse as performance. Research forum presented at the 28th conference for the Psychology of Mathematics Education, July 2004, Bergen, Norway.

Staats, S. (2004). The Somali mathematics lexicon: Prospectus of an experiment in connections. Presented to the meeting of the Multilingual Mathematics Group, July 2004, Bergen. Norway.

International Conferences: Contributed Posters

Staats, S. & Laster, L. (2022). Timescale analysis of teachers' talk: A theoretical framework. Poster presented at the *45th Conference of the International Group for the Psychology of Mathematics Education*. Alicante, Spain: PME. July, 2022.

Staats, S., Ugboajah, I., Chronaki, A., Doolittle, E., & Sircar, S. (2021). 'There is no America without inequality': Imagining social justice writing in a calculus class. In D. Kollosche (Ed.), *Proceedings of the Eleventh International Mathematics Education and Society Conference-MES11* (Vol. 1, pp. 260–263). Tredition. https://doi.org/10.5281/zenodo.5393187

Hong, Y. & Staats, S. (2019) Chronotope as an analytical tool: A teacher's dilemma management in a mathematics classroom. Poster presented at the *10th International Conference of Mathematics Education and Society-MES10*. Hyderabad, India. January, 2019. [Student author].

Staats, S. (2018). Coloring conjectures with sound, silence, syntax and gesture: A multimodal poetic analysis. Poster presented at the *42nd Annual Conference of the International Group for the Psychology of Mathematics Education*. Umea, Sweden.

Staats, S., & Laster, L. A. (2017). Equity in a college readiness math modelling program: Limitations and opportunities. Poster presented at the 39th Conference of the Group for the Psychology of Mathematics Education-North America. Indianapolis, IN. October, 2017. [Student co-author. Previous co-author Robertson is passing this project on to the student, who is extending the research].

Staats, S. & Branigan, H. (2014). Syntactic parallelism in mathematics discourse: Bridging discursive and cognitive science perspectives. Poster for the 38th Conference for the Psychology of Mathematics Education, July 2014, Vancouver, Canada.

Staats, S., Link. A, Sintjago, A., Robertson, D. (2012). Interdisciplinary algebra with iPads. Poster presented at the 36th Conference for the Psychology of Mathematics Education, July 2012,

Taipei, Taiwan. [Two student co-authors]

Staats, S. (2008). Grammatical parallelism and mathematical thinking. Poster presented at the 32nd Conference for the Psychology of Mathematics Education, July 2008, Morelia, Mexico.

Staats, S. (2006). Students' linguistic strategies for shared authority in undergraduate algebra discussions. Poster presented at the 30th conference for the Psychology of Mathematics Education, July 2006, Prague, Czech Republic.

U.S. Conferences: Contributed Papers

Staats, S., Dennis, J., Louks, R., & Geischen, T. (2022). Rethinking rigor and inviting joy: Teachers' stories of equity in concurrent enrollment algebra. Conference for the National Association of Concurrent Enrollment Partnerships, Minneapolis, MN, October, 2022.

Staats, S. & Upadhyay, B. (2020). Enhancing STEM Concurrent enrollment courses with universal design for learning. Conference for the National Association of Concurrent Enrollment Partnerships, Salt Lake City, Utah, October, 2020.

Staats, S. (2014). A conversation on interdisciplinary curriculum design for college algebra. Interactive presentation at the Conference for Higher Education Pedagogy, Virginia Tech, Blacksburg, VA, February 2014.

Staats, S. (2013). Interdisciplinary algebra curriculum model. Joint meetings of American mathematical Society and Mathematical Association of America. Included in the Inquiry Teaching of Math for Liberal Arts Strand. San Diego, CA, January 2013.

Staats, S. (2005). Multilingual mathematics and everyday life: The Somali mathematics vocabulary. Presented at the National Council of Supervisors of Mathematics annual conference, April 2005, Anaheim, California.

Staats, S. (2004). Issues through ethnography: The case for rich contexts in multicultural mathematics lessons. Presented at the National Council of Supervisors of Mathematics annual meeting, April 2004, Philadelphia, Pennsylvania.

Staats, S. (2004). Historical shifts in Areruya communicative ideology. Presented at the Society for the Anthropology of Lowland South America annual conference, January 2004, Miami, Florida.

Staats, S. (2001). Communicative ideology in Alleluia religious discourse. Presented at the annual meeting of the American Anthropological Association, November 2001, Washington, D.C.

Staats, S. (2000). Inspiration in a post-prophetic age. Presented at the annual meeting of the American Ethnological Society, March 2000, Tampa, Florida.

Staats, S. (1999). Verses for the end of time: Responses of the Alleluia church to the millennium. Presented at the annual meeting of the American Anthropological Association, November 1995, Chicago, Illinois.

Staats. S. (1995). Heaven's alphabet: Metacommunication in Akawaio religious songs. Presented at the annual meeting of the American Anthropological Association, November 1995, Washington, D.

U.S. Conferences: Contributed Posters

Staats, S. & Robertson, D. (2014). The mathematics of inaccessible objects: Algebra videos with iPads. Poster presented at the Conference for Higher Education Pedagogy, Virginia Tech, Blacksburg, VA, February 2014.

Staats, S. & Batteen, C. (2007). Linking data, values and context in an algebra writing assignment. Poster presented at the Conference of the Psychology of Mathematics Education-North America, October 2007, Lake Tahoe, Nevada. [Student co-author]

Local presentations

Upadhyay, B. & Staats, S. (2020). Enhancing STEM Concurrent enrollment courses with universal design for learning. *Partnering with Minnesota: Connecting the University with Urban, Suburban, and Rural Communities through Public Engagement Conference.* Office of Public Engagement, University of Minnesota, March 5, 2020.

Staats, S. (2019). Writing in university mathematics classes. Workshop for College in the Schools concurrent enrollment teachers of WRIT 1201. June 12, 2019, University of Minnesota.

Hong, Y. & Staats, S. (2019). Collective construction of heteroglossia in a Korean primary school geometry lesson. Curriculum and Instruction Graduate Student Association Conference, University of Minnesota, February 19, 2019. [Student author]

Baldinger, E,. Staats, S. Clarkson, L. Gullickson, E., Norman, F., & Akoto, B. (2019). Returning voice to the silent M: A review of conceptualizations of mathematics in integrated STEM curriculum. College of Education and Human Development Research Day, University of Minnesota, February 26, 2019. [Student authors]

Staats, S., Whipple, K S.., & Harrison, K.C. (2017). Gender Inclusivity in Math Modeling. Twin Cities Annual Social Justice Education Fair. Patrick Henry High School, Minneapolis, MN. October 20, 2017.

Staats, S., Robertson, D., & Williams, J. (2016). Assessing equity in a concurrent enrollment college algebra program. Meeting Society's Grand Challenges through Community-Engaged Research, Teaching, and Learning Conference. Minneapolis, MN, March 31, 2016.

Chidthachak, S., Tackie, N., & Staats, S. (2016). STEM education without borders: An engineering design challenge to inspire future STEM teachers. Celebrating the 30th Anniversary of National TRIO Day: Be Your Own Superhero Conference. Minneapolis, MN, March 12, 2016. [Student authors]

Staats, S. (2014). College algebra for middle-achieving high school students: Planning an impact assessment. College Readiness and Achievement Gap Talks. University of Minnesota,

Minneapolis, MN, April 2014.

Staats, S. (2014). Invited Panelist. Authentic sites of practice for internationalizing the on-campus curriculum. University of Minnesota, Minneapolis, MN, April 2014.

Staats, S. (2014). Invited Panelist. Exploring student success in college coursework. Minnesota Concurrent Enrollment Partnership Conference, Minneapolis, MN, March 12, 2014.

Staats, S. (2011). Reflections on a Rubric: An assessment tool for modeling competencies. Presented to the K12 STEM Colloquium, August 16, 2011, St. Paul, Minnesota.

Staats, S. (2011). International perspectives through algebra. Presented to Global Teacher Education Program, College of Education and Human Development, University of Minnesota, July 17, 2011.

Staats, S., L. Meyers, & C. Davidson. (2010). Mathematical Modeling for the Academic Middle. National Alliance of Concurrent Enrollment Partnerships, Oct. 2010, Minneapolis, Minnesota. [Teacher co-authors]

Staats, S. (2008). Featured speaker, Somali Education Night, Somali Education Center, June 6, 2008, Minneapolis, Minnesota.

Staats, S. (2008). Understanding global health, economic and environmental inequalities through algebra. Academic Technology Services Open House, February 2008, University of Minnesota, Minneapolis, Minnesota.

Staats, S. (2008). Multicultural mathematics: Developing international perspectives through algebra. Presented to the Multicultural Concerns Club, College of Education and Human Development, February 6, 2008, University of Minnesota, Minneapolis, Minnesota.

Staats, S. (2007). Spiritual education in an indigenous Guyanese community. Presented to the College of Education and Human Development International Pizza and Talk, March 2007, University of Minnesota, Minneapolis, Minnesota.

Staats, S. & Batteen, C. (2007). Functions of indexicality in algebra discussions. Presented to the University of Minnesota Linguistics Colloquium, December 8, 2006, University of Minnesota, Minneapolis, Minnesota.

Staats, S. (2002). Shannon's theorem and sacred texts: A mathematician's contribution to a theory of poetry. Faculty Forum, Department of Mathematics and Computer Science, April 2002, Valparaiso University, Valparaiso, Indiana.

Grants: External Sources (under review)

Title: Developing Marshallese Middle School Mathematics Curricula (M3C) to Promote Positive Education Outcomes Among Students in the Republic of the Marshall Islands
Principal Investigator on subaward: **Lesa Clarkson & Susan Staats**
Team members on all associated projects: Partnering with McREL International
Status: Under review

Sponsoring Organization: **NSF**
Award Dates: Submitted January 2023
Funded Amount: $1,712,674 (requested)
Direct Amount: $1,162,055
Indirect Amount: $550,619

Title: Expanding pathways into equity-focused University of Minnesota algebra and physics courses through College in the Schools.
Principal Investigator: **Susan Staats & Bhaskar Upadhyay**
Team members on all associated projects: N/A
Status: Under review
Sponsoring Organization: **Minnesota Office of Higher Education**
Award Dates: Submitted December 2022
Funded Amount: $131,685 (requested)
Direct Amount: $125,414
Indirect Amount: $6,271

Grants: External Sources (unfunded)

Award: Writing algebra from community curriculum to college credit
Principal Investigator: **Susan Staats**
Team members on all associated projects: N/A
Status: Unfunded
Sponsoring Organization: **Gates Foundation**
Award Dates: Submitted November 2020
Funded Amount: $99,931 (requested)
Direct Amount: N/A
Indirect Amount: N/A

Award: Interdisciplinary algebra curriculum design
Principal Investigator: **Susan Staats**
Team members on all associated projects: N/A
Status: Unfunded
Sponsoring Organization: **Fund for the Improvement of Postsecondary Education**
Award Dates: FIPSE program was cancelled days before deadline in 2011
Funded Amount: $782,822 (requested)
Direct Amount: N/A
Indirect Amount: N/A

Award: Interdisciplinary algebra curriculum design
Principal Investigator: Susan Staats
Team members on all associated projects: N/A
Status: Unfunded
Sponsoring Organization: **Institution of Education Sciecne, US Dept. of Education**
Award Dates: Submitted 20210
Funded Amount: $487,742 (requested)

Direct Amount: N/A
Indirect Amount: N/A

Award: Interdisciplinary algebra curriculum design
Principal Investigator: **Susan Staats**
Team members on all associated projects: N/A
Status: Unfunded
Sponsoring Organization: **Fund for the Improvement of Postsecondary Education**
Award Dates: Submitted 2010
Funded Amount: $509,999 (requested)
Direct Amount: N/A
Indirect Amount: N/A

Award: Socially-contextualized mathematics
Principal Investigator: **Susan Staats**
Team members on all associated projects: N/A
Status: Unfunded
Sponsoring Organization: **Fund for the Improvement of Postsecondary Education**
Award Dates: Submitted 2004; FIPSE program suspended in that year
Funded Amount: $138,413 (requested)
Direct Amount: N/A
Indirect Amount: N/A

Award:Rich contexts for multicultural mathematics
Principal Investigator: **Susan Staats**
Team members on all associated projects: N/A
Status: Unfunded
Sponsoring Organization: **Fund for the Improvement of Postsecondary Education**
Award Dates: Submitted 2004
Funded Amount: $465,993 (requested)
Direct Amount:
Indirect Amount:

Internal: University of Minnesota funded grants

Award: POESiA: Poetic Structures, Prosody, and Gesture among English and Somali Speakers in Algebra Generalization Tasks
Project Investigators: **Susan Staats and Claire Halpert**
Status: Funded
Sponsoring Organization: Grant in Aid of Research, Office of the Vice President for Research
Institution: **University of Minnesota**
Award Dates: June 2021 to December 2022
Percent Effort: N/A
Funded Amount: $38,493

Award: POESiA: Poetic Structures, Prosody, and Gesture among English and Somali Speakers in Algebra Generalization Tasks
Project Investigators: **Susan Staats and Claire Halpert**
Status: Funded
Sponsoring Organization: STEM Education Small Grants, Curriculum & Instruction
Institution: **University of Minnesota**
Award Dates: Ongoing
Percent Effort: N/A
Funded Amount: $4,000

Award: International conference travel
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Global Programs and Strategy Alliance
Institution: **University of Minnesota**
Award Dates: July 2021
Percent Effort: N/A
Funded Amount: $1,200

Award: Understanding global health, economic and environmental inequalities through algebra: Graduate assistant support for PSTL 1904
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Academic Technology Services Fellowship, CEHD.
Institution: **University of Minnesota**
Award Dates: Spring 2008
Percent Effort: N/A
Funded Amount:

Award: International conference travel
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Office of International Programs
Institution: **University of Minnesota**
Award Dates: July 2006
Percent Effort: N/A
Funded Amount: $500

Award: The Somali mathematics lexicon: Application and assessment of community-based ethnolinguistic research.
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Center for Research on Developmental Education and Urban Literacy
Institution: **University of Minnesota**

Award Dates: 2004
Percent Effort: N/A
Funded Amount: $1,500

Award: The Somali mathematics lexicon: Gendered discourse for developmental mathematics students.
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Office of University Women
Institution: **University of Minnesota**
Award Dates: 2004
Percent Effort: N/A
Funded Amount: $500

Award: Modeling epidemics and their economic consequences in developmental mathematics classes.
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Internationalizing the On-Campus Curriculum, Center for Teaching and Learning Services
Institution: **University of Minnesota**
Award Dates: 2004
Percent Effort: N/A
Funded Amount: $1,200

Award: Multicultural education fellowship: Assessing rich contexts for multicultural mathematics
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: \ Center for Teaching and Learning Services
Institution: **University of Minnesota**
Award Dates:
Percent Effort: N/A
Funded Amount: $3,000

Internal: University of Minnesota unfunded grants

Award: POESiA: Poetic Structures, Prosody, and Gesture among English and Somali Speakers in Algebra Generalization Tasks
Project Investigators: **Susan Staats and Claire Halpert**
Status: Unfunded
Sponsoring Organization: Grant in Aid of Research, Office of the Vice President for Research
Institution: **University of Minnesota**
Award Dates: 2020 (submitted)
Percent Effort: N/A

Funded Amount: $38,493 (requested)

Award: POESiA: Poetic Structures, Prosody, and Gesture among English and Somali Speakers in Algebra Generalization Tasks
Project Investigators: **Susan Staats and Claire Halpert**
Status: Unfunded
Sponsoring Organization: Grant in Aid of Research, Office of the Vice President for Research
Institution: **University of Minnesota**
Award Dates: 2020 (submitted)
Percent Effort: N/A
Funded Amount: $37,369 (requested)

Award: Supporting global scholarship on STEM access in higher education.
Project Investigators: **Susan Staats and Amy Lee**
Status: Unfunded
Sponsoring Organization: CEHD Global Signature Grant
Institution: **University of Minnesota**
Award Dates:2019 (submitted)
Percent Effort: N/A
Funded Amount: $7,997 (requested)

Award: Innovations in Education:Developing two interdisciplinary modules for college algebra.
Project Investigators: **Susan Staats**
Status: Unfunded
Sponsoring Organization: Provosts's Office and Center for Educational Innovation.
Institution: **University of Minnesota**
Award Dates: 2014 (submitted)
Percent Effort: N/A
Funded Amount: $6,200

Award: Learning algebra through public policy: Engaging community organizations in an interactive curriculum development project
Project Investigators: **Susan Staats**
Status: Unfunded
Sponsoring Organization: Faculty Interactive Research program, CURA
Institution: **University of Minnesota**
Award Dates: (submitted)
Percent Effort: N/A
Funded Amount: $36,676 (requested)

Award: Learning algebra through public policy: An interdisciplinary, community-engaged curriculum development project
Project Investigators: **Susan Staats**
Status: Unfunded

Sponsoring Organization: University Metropolitan Consortium, CURA
Institution: **University of Minnesota**
Award Dates: (submitted)
Percent Effort: N/A
Funded Amount: $80,698 (requested)

Award: Evaluation and transformation of multicultural teaching and learning in the pharmacy curriculum.
Project Investigators: **Scott, D., Alexander, I., Staats, S. & Taussig, K.**
Status: Unfunded
Sponsoring Organization: Office of the Vice President for Research, University of Minnesota.
Institution: **University of Minnesota**
Award Dates: 2009 (submitted)
Percent Effort: N/A
Funded Amount: $249,992 (requested)

Award: Somali mathematics video project
Project Investigators: **Susan Staats,** partnership with the Somali Education Center
Status: Unfunded
Sponsoring Organization: Office for Public Engagement
Institution: **University of Minnesota**
Award Dates: 2008 (submitted)
Percent Effort: N/A
Funded Amount: $4,569.50 (requested)

Award: Martial arts mathematics: Moving mathematics for Minnesota standards
Project Investigators: **Susan Staats**
Status: Unfunded
Sponsoring Organization: Office of Public Engagement
Institution: **University of Minnesota**
Award Dates: 2007 (submitted)
Percent Effort: N/A
Funded Amount: $6,166 (requested)

Award: Poetic discourse structures in mathematics classrooms
Project Investigators: **Susan Staats**
Status: Unfunded
Sponsoring Organization: CEHD
Institution: **University of Minnesota**
Award Dates: 2007 (submitted)
Percent Effort: N/A
Funded Amount: Summer salary (requested)

Award: Student responses to pedagogical discourse style
Project Investigators: **Susan Staats**
Status: Unfunded
Sponsoring Organization: Grant in Aid
Institution: **University of Minnesota**
Award Dates: 2007 (submitted)
Percent Effort: N/A
Funded Amount: $24,643 (requested)

Award: Student responses to pedagogical discourse style
Project Investigators: **Susan Staats**
Status: Unfunded
Sponsoring Organization: Grant in Aid
Institution: **University of Minnesota**
Award Dates: 2007 (submitted)
Percent Effort: N/A
Funded Amount: $24,643 (requested)

Award: Contextualized algebra applications
Project Investigators: **Susan Staats**
Status: Unfunded
Sponsoring Organization: Grant in Aid
Institution: **University of Minnesota**
Award Dates: 2005 (submitted)
Percent Effort: N/A
Funded Amount: $23,983 (requested)

Award: Discourse analysis of dream reports in Trinidad and Tobago
Project Investigators: **Susan Staats**
Status: Unfunded
Sponsoring Organization: Grant in Aid
Institution: **University of Minnesota**
Award Dates: 2003 (submitted)
Percent Effort: N/A
Funded Amount: $29,547 (requested)

Other funded grants and fellowships

Award: Project SEED Summer Intern Program.
Project Investigators: **Susan Staats**

Status: Funded
Sponsoring Organization: Lilly Endowment, the Department of Metropolitan Development of the City of Indianapolis, the Indianapolis Star Season for Sharing Foundation and the Hoover Family Foundation.
Institution:
Award Dates: 2001
Percent Effort: N/A
Funded Amount: $16,000 renewable annually

Award: Anthropological research travel fellowship
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Wenner-Gren Foundation for Anthropological Research,
Award Dates: 1997
Percent Effort: N/A
Funded Amount: $10,600

Award: Summer research travel fellowship
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Graduate School Grant-in-Aid of Research
Institution: **Indiana University**
Award Dates: 1996
Percent Effort: N/A
Funded Amount: $1,000

Award: Summer research travel fellowship
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Graduate School Grant-in-Aid of Research
Institution: **Indiana University**
Award Dates: 1994
Percent Effort: N/A
Funded Amount: $1,250

Award: Travel Fellowship
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Office of International Programs
Institution: Indiana University
Award Dates: 1993
Percent Effort: N/A
Funded Amount: $1,450.

Award: Fellowship
Project Investigators: **Susan Staats**
Status: Funded
Sponsoring Organization: Department of Anthropology
Institution: **Indiana University**
Award Dates: 1992
Percent Effort: N/A
Funded Amount: $8,500.

TEACHING

Scheduled Teaching

Research Approaches to Classroom Discourse: CI 8153: Fall 2016, 2018, 2020, 2022
Action Research in Educational Settings: CI 5116: Spring 2019, 2020, May 2022, Fall 2022
Critical Discourse Analysis: CI 8147: Fall 2019, 2020
Social Change, Social Justice: An Introduction to Applied Calculus. CI 1826: Fall 2018, 2019, 2020, 2021, 2022; Spring 2020
College Algebra through Modeling: CI 1806 and PSTL 1006: Fall 2006, 2010, 2011-2013, 2015-2017, 2019; Spring 2010, 2011-2013, 2015-2017, 2019
First Year Inquiry: PSTL 1525W: Fall 2008-2010, 2012, 2014, 2015
Action Research Methods: PSTL 5206: Spring 2011, 2013.
Unlike Terms Freshman Seminar (Global Perspectives): PSTL 1904: Spring 2007, 2008, 2010.
Ethnomathematics (Global Perspectives): PSTL 1904: Spring 2004
Introductory Algebra: GC 0721: Fall 2003-2007; Spring 2004
Intermediate Algebra: GC 0732: Fall 2004, 2007; Spring 2008

CURRICULUM DEVELOPMENT

Curriculum Development Activities

I have contributed substantial and continuous curriculum devclopment across all my years of employment at the University of Minnesota. In my early years of employment, I incorporated inquiry and interdisciplinary pedagogy into GC algebra classes and I developed several versions of global perspective mathematics first-year seminars centered on culuturally-situated mathematics and on UN Millennium Development Goals. In PSTL, I contributed interdisciplinary team teaching to 1525W: First Year Inquiry and to algebra learning communities. I also revised PSTL 5206: Action Research so that it incorporated a survey of standard research methods and an IRB that enabled students to practice research methods. In CI, I developed a social justice calculus class, and revised graduate courses on action research and discourse analysis to realize the CI commitment to social justice and

2003 - present

incorporate scholarship of racially, ethnically and internationally diverse scholars.

Collaborative Efforts and Activities

	Dates
I have contributed substantial co-teaching and collaborative curriculum development through 1525W: First Year inquiry; learning communities linking algebra to global literature, introduction to elementary schools, and child psychology; and in CI 8147: Critical Discourse Analysis.	

PROFESSIONAL DEVELOPMENT

Dismantling Racism in Mathematics Instruction led by Achieve the Core; online course.	Aug. 2021 – Sep. 2021

ADVISING AND MENTORING

Undergraduate Students Mentored

Mentored undergraduate English Language Learners in academic reading and writing through the course PSTL 1993.	Spring 2010-2018

Graduate Student Activities

Advisees

Sousada Chidthachack, PhD.	2015
Dexter Lim, Bismark Akoto, Sarah Streitz, all PhD.	Ongoing
Janette Tafoya Giles	2023
Vern Nelson, M.A.	2020
Saida Hassan, M.A.	2015

Committee Advising

Megan Parise	2022
Geri VonGrey	2022
Gonsar Ngawang	2021
Katherine Martin, PhD	2021
Nicholas Kleese, PhD	2021
Younkyung Hong, PhD	2021
Yi-Ju Lai, PhD	2020
Felicia Karas, PhD	2020
Felicia Dawn Leammukda, PhD	2020

Brad Johnson, PhD	2019
James Carlovsky, PhD	2019
Mary Hedenstrom, PhD	2019
Hilary Barron, PhD	2019
Charlene Ellingson, PhD	2018
Forster Ntow, PhD	2015
Gary Berger, Khomson Keratithamkul, Travis Churchward, Jonathan Andicoechea, Ramya Sivaraj, Darren LaScotte, Cuc Vu, Vu Dao, Desi Fnu, Kamie Stack, Margaret Buchanon, Kae Takaoka, Katie Bauman, Abdullahi Bashir, all PhD	Ongoing

Dee Danielle Locke, MA	2022
Venoreen Browne-Boatswain, MA	2021
Firi Dawid, MA	2021
Adnan Turan, MA	2021
Brian Ung, MA	2021
Marlin Farley, MA	2020
Nathalie Wharton, MA	2020
Christopher Stoltenberg, MA	2020
David Boardway, MA	2019
Zixiang Su, MA	2017
Shadé Osifuye, MA	2015
Andrea Dulcet Herrera, MA	2014
Stephanie Nelson, MA	2013

External Examiner, Dissertation

Rachel Helme, University of Bristol	2023
Andrew Hare, Simon Frasier University	2022

Other Mentoring Activities

Since 2006, I have mentored nine graduate students through co-authorship on twelve articles, chapters or conference proceedings. This allowed me to mentor graduate students despite the small PSTL graduate program. [Chris Batteen, Alison Link, Alfonso Santiago, Kyle Whipple, Youn Hong, Lori Ann Laster, Elena Gullickson, Fawnda Norman, Bismark Akoto. One article won a research award.]	2006 - present
Invited Research Consultant, Symposium titled *Teaching and learning mathematics in multilingual classrooms.* Sponsored by University of the Witwatersrand and University of South Africa. Led two workshops for high school teachers on modeling epidemics. Consulted intensively with five graduate students studying classroom discourse in South Africa, Swaziland, and Malawi on drafts of their theses.	2008

External Examiner for a dissertation titled *Using multiple languages to support mathematics proficiency in a grade 11 multilingual classroom of second language learners: An action research*, University of the Witwatersrand, Johannesburg, South Africa, April 2008. 2008

External Examiner, Master's degree thesis titled *Teaching and learning linear programming in a grade 11 multilingual mathematics class*, University of the Witswatersrand, South Africa. The role of the external examiner is to ensure high program standards for the University of the Witswatersrand, December 2007. 2007

Reader, thesis proposal, University of the Witwatersrand, South Africa, Fall 2005. 2005

MENTORING/CAREER ADVISING

Yi-Lu Lai, J-1 Scholar — Oct. 2021 - present
Mentoring in pedagogical application of discourse research; incorporating mathematics education scholarship into publications.

Charlene Ellingson, PhD — July 2019 – Dec. 2020
Mentoring STEM Education (science focus) doctoral graduate in discourse analysis research methods

SERVICE

Service to the Discipline

Editorships and Advisory Boards

Associate Editor, *For the Learning of Mathematics*, Spring 2020 – present
Advisory Board, *For the Learning of Mathematics*, Spring 2010 – Spring 2019
Associate Editor, *Journal of Mathematics and Culture* Spring 2008 – Spring 2021
Math Focus Editor, *Academic Exchange Quarterly* Spring 2008 – Spring 2009

Reviewer

For the Learning of Mathematics Ongoing

Mathematical Thinking and Learning
Language and Education
Research in Mathematics Education
Journal of Mathematics and Culture
Journal for Research in Mathematics Education
Culture, Agriculture, Food and Environment

Review panels for external funding agencies

External reviewer for multinational math educational research grant sponsored by the Israel Science Foundation. Budget over four years is US$ 177,440.	Feb. 2015
External reviewer for continuance of two funded math education projects in South Africa. FirstRand Foundation South African Math Chairs Initiative. Recommended research grade level for two researchers. Combined budget for the two projects for the next five years is US$ 7,600,000.	May, 2014

Service to the University/College/Department

University Service

Senate Judicial Committee	August, 2018 - present
Campus Curriculum Committee	January 2015 – present
Faculty Senate	September 2017 – July 2020
ROTC (Reserve Officer Training Corp) subcommittee of Senate Committee on Educational Policy	September 2015 – May 2020
Liberal Education Redesign Committee	November 2017 – December 2019
Liberal Education Pre-Planning Committee	April 2017 – November 2017
College in the Schools Advisory Council	September 2013 – present
Classroom subcommittee of Senate Committee on Educational Policy	September 2013 – May 2016
Equity Research subcommittee of College in the Schools Advisory Board	July 2017 – July 2018

Collegiate Service

CEHD Curriculum Committee	September 2015 – August 2018
CEHD Re-Envisioning sub-Task Force	September 2014- May 2015
First Year Experience Advisory Committee	September 2014- May 2015

Departmental Service

Director of Graduate Studies	September 2021 - Present
Curriculum & Instruction Merit Review Committee	September 2018 - May 2020, Chair in 2020.
Racial Justice in Education Recruiting Committee	September 2019-December 2020
Search committee co-chair, with Lesa Clarkson, Mathematics and Elementary Education faculty search	May 2019 to May 2020
Director of Undergraduate Studies, Curriculum & Instruction	September 2015 - August 2019
Faculty Search Committee	November 2010 – May 2011
PSTL Co-Director of Undergraduate Studies (with Robert Poch)	September 2009 – May 2010
Engaged Department group	September 2009 – May 2010
PSTL faculty representative, Dean's reception for potential CEHD students	March 13, 2009
Teaching Specialist Promotion Committee, Department of Postsecondary Teaching and Learning, University of Minnesota	Spring 2008
Multicultural Community Engagement development committee for undergraduate major, Department of Postsecondary Teaching and Learning, University of Minnesota	Spring 2008
First Year Inquiry Capstone Presentation Committee, Department of Postsecondary Teaching and Learning, University of Minnesota	Fall 2008
Merit Review Process Committee, Department of Postsecondary Teaching and Learning, University of Minnesota	Spring 2007
General College Curriculum Committee	September 2003 – May 2006
General College Writing Center Committee, Spring, 2006.	Spring 2006
General College First Year Experience Planning Committee	Fall 2005
Grants Coordinator Search Committee, March 2004.	March 2004

Public Engagement

CI 1806 Faculty Coordinator for Entry-Point College in the Schools	Fall 2008 – present
Staats, S. (2014). Faculty representative from the University of Minnesota. College Readiness Parent Academy, Washington Technology Magnet. St. Paul, MN	May 24, 2014
Board of Directors, Somali Education Center, Minneapolis,	September 2009 – May 2010

MN