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Northern Michigan University
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EDUCATION

- 2011 **Ph.D., Curriculum and Instruction: Teaching and Learning**
University of South Florida
Specialization: English Education
Cognate: Teacher Education
- 2006 Master of Arts, English Education
University of South Florida
- 1998 Bachelor of Arts, English
Clearwater Christian College

TEACHING AND LEADERSHIP

University Teaching and Leadership Experience

- 2025-present **Associate Dean and Director for Teacher Education**
School of Education, Leadership, and Public Service
Northern Michigan University
- 2021-present **Professor of Education**
Innovation Award, 2022
Excellence in Scholarship Award, 2021-2022
- 2014-present **Graduate Reading Program Director**
School of Education, Leadership and Public Service
- 2025 (Jan-June) Assistant Department Head
School of Education, Leadership, and Public Service
- 2017-2019;
2021-2025 **Extended Learning and Community Engagement Scholar**
Northern Michigan University Global Campus
- 2016-2021 Associate Professor of Education
Excellence in Teaching Award, 2016-2017
Online Teaching Fellow
- 2011-2016 Assistant Professor of Education
- Graduate Courses Taught:
ED 462 WEB: Literature for Young Adults

ED 500 DS WEB: Educational Research
ED 511 WEB: Trends in Teaching Language Arts
ED 517 WEB: Recent Children's Literature
ED 518 WEB: Seminar in Elementary/Secondary Education Reading
ED 570 WEB: Foundations of Reading Instruction
ED 571 WEB: Diagnosis and Treatment of Reading Disabilities
ED 572 WEB: Clinical Practicum in Reading
ED 573 DS WEB: Organization and Supervision of Reading Programs
ED 574 WEB: Seminar in Educational Research
ED 575 WEB: Improving Reading Comprehension: Research and Practical Implications
ED 576 WEB: The Teaching of Reading for Secondary Teachers
ED 595 ST WEB: Advancing and Applying Practices for Engaging Online Teaching and Learning
ED 595 WEB: Enduring Practices: Social –Emotional Learning Impacts & Trajectories
ED 595 WEB: Exploring Family Literacy
ED 595 WEB: (Re)Thinking Teaching
ED 595 WEB: Self-Study of Teaching Practices in Rural Schools
ED 595 WEB: Self-Study of Teaching Practices
ED 595A WEB: (Re)Thinking Teaching: Responding to School Closure and Improving Distance Delivery
ED 596 ST WEB: (Re)Thinking Teaching: Responding to School Closure and Improving Distance Delivery
ED 595A WEB: Advancing and Applying Practices for Engaging Online/Distance Teaching and Learning
ED 596 WEB: Ruthless Equity: Ensuring Learning for ALL Students
ED 597DS WEB: Social/Racial Disparities
ED 597DS WEB: Elementary and Secondary Literacy Coaching
ED 597DS WEB: Clinical Practicum in Reading
ED 598 WEB: Research in Literature for Young Adults
ED 598: Research in Online Teaching and Learning
ED 598 WEB: Research in Teaching of Reading for Secondary Teachers
ED 598DS WEB: Teaching of Reading
ED 599: Thesis, Masters in Education
ED 699: Thesis, Education Specialist
EN 462 WEB: Literature for Young Adults
EN 462R WEB: Research in Teaching Literature for Young Adults

Undergraduate Courses Taught:

ED 201: Introduction to Education
ED 296 WEB: Ruthless Equity
ED 301: Dimensions of Education
ED 306: Children's Literature
ED 319: Teaching of Reading for Secondary Teachers
ED 319-89 HyFlex: Teaching of Reading for Secondary Teachers
ED 349: Teaching for Diversity, Equity and Social Justice in the Sec Schl Community
ED 380: Practicum in Secondary Schools

ED 380DS: WEB Practicum in Secondary Schools
ED 420: Supervision of Student Teachers
ED 450: Seminar in Teaching
ED 462: Literature for Young Adults
ED 491: Seminar in Literacy
ED 498: Directed Study in Educational Research
ED 498 WEB: Best Practices in Teaching
EN 462: Literature for Young Adults
EN 462R: Research in the Teaching Literature for Young Adults
ED 495 WEB: Advancing Online Teaching

2006-2011

University of South Florida

Department of Secondary Education, English Education

University Fellow

Graduate Teaching Assistant

Graduate Research Assistant

Provost's Commendation for Outstanding Teaching, 2008

Undergraduate Courses Taught:

EDG 4909: Grammar for Teachers

EDG 4909: Teaching Reading in the Secondary English Classroom

ENC 1101: First Year Composition

LAE 4335: Methods of Teaching High School English

LAE 4530: Methods of Teaching High School English, Practicum

LAE 4936: Senior Seminar in English Education

LAE 4940: Internship, English Education: University Supervisor

RED 4335: Teaching Reading in the English Classroom

Graduate Courses Taught:

LAE 5932: Classroom Communication (co-taught)

LAE 6339: Methods of Teaching Secondary English Language Arts

LAE 6644: English Language and Traditional English Grammar

Secondary (6-12) Teaching Experience

2004-2006 English Language Arts and Advanced Reading Teacher
Sickles High School; Hillsborough County, Florida

2002-2004 English Language Arts, Advanced Placement Literature, and Intensive
Reading Teacher
Alonso High School; Hillsborough County, Florida

2004 GAP I Program Language Arts Summer Instructor
Alonso High School; Hillsborough County Schools

2004 GAP II Program Language Arts Summer Instructor
Hillsborough County School District

2003 Key Scholars Think Camp Reading and English Summer Instructor
Hillsborough County Schools

1998-2002 English Language Arts and Advanced Reading Teacher
Sickles High School; Hillsborough County, Florida

PUBLICATIONS (Invited and Peer Reviewed)

- Isaacson, H., Bergh, B., Cameron-Standerford, A., & Edge, C. (in press). HyFlex Teaching: Key Considerations and Recommendations from a Faculty Learning Community. *Journal of Higher Education Theory and Practice*.
- Edge, C. U., Bergh, B., & Cameron-Standerford, A. (Eds.). (2025). Insights from the 2023 Castle Conference: Navigating Professional Learning through Self-Study Research. *Studying Teacher Education*, 21(1). <http://dx.doi.org/10.1080/17425964.2025.2478766>
- Kosaka, K., Miyamoto, K., Takeda, N., Edge, C., Tooru, T., & Takahiro, W. (2024). How is individual history research evaluated by overseas researchers? A dialogue with self-study. *JSTAJE [Japanese]*. (pp. 237-240).
- Edge, C. U., & Haniford, L. C. (Eds.). (2023). *World teachers' day*. Lausanne: Frontiers Media SA.
- Haniford, L. C., & Edge, C. U. (2023). Editorial: World Teachers' Day. *Frontiers in Education*, 8, 1282190. <https://doi.org/10.3389/feduc.2023.1282190>
- Edge, C. U. (2023). *Making Meaning with Readers and Texts: Beginning Teachers' Meaning-Making from Classroom Events*. Emerald. ISBN 9781802623383
- Cameron-Standerford, A., Berg, B., & Edge, C. U. (Eds.) (2023). *Pausing at the Threshold: Opportunity through, with, and for Self-Study of Teaching and Teacher Education Practices*. Equity Press. https://equitypress.org/pausing_at_the_thres
- Allison, V. A., Haniford, L. C. Powerll, P. J., Edge, C. U., Moriarty, C., & Ramirez, L. A. (2023). Learning about self through a multi-institutional Inquiry into New Teacher Preparedness Post-COVID. *Pausing at the Threshold: Opportunity through, with, and for Self-Study of Teaching and Teacher Education Practices*. Equity Press. https://equitypress.org/pausing_at_the_thres/YPRKWNMR
- Edge, C. U., & Vipperman, C. (2022). How do we Praxis?: Becoming Teachers of Diverse Learners in Urban Environments. In A. Martin (Ed.), *Self-Studies in Urban Teacher Education: Preparing U.S. Teachers to Advance Equity and Social Justice* (pp. 55-71). Springer. https://doi.org/10.1007/978-981-19-5430-6_4
- Edge, C., Monske, L. Boyer-Davis, S., VandenAvond, S., & Hamel, B. (2022). Leading university change: A case study of meaning-making and implementing online learning quality standards. *American Journal of Distance Education*, 36(1), 53-69. <https://doi.org/10.1080/08923647.2021.2005414>
- Edge, C., Cameron-Standerford, A., & Bergh, B. (2022). Power-With: Strength to Transform through Collaborative Self-Study Across Spaces, Places, and Identities. In B. Butler & S. Bullock (Eds.), *Learning through Collaboration in Self-Study: Communities of Practice, Critical Friendship, and Collaborative Self-Study* (pp. 171-184). Springer.
- Olan, E. & Edge, C. (2022). Problematizing the Notion of Story through Critical Friendship: An Exploration of Reframing Dissertation Writing through Collaborative Meaning-Making Events. In B. Butler & S. Bullock (Eds.), *Learning through Collaboration in Self-Study: Communities of Practice, Critical Friendship, and Collaborative Self-Study* (pp. 53-66). Springer.
- Cameron-Standerford, A., Menard, K., Edge, C., Bergh, B., Shayter, A., Smith, K., & VandenAvond, L. (2022). The Phenomenon of Moving to Online/Distance Delivery as a Result of Covid-19: Exploring Initial Perceptions of Higher Education Faculty at a Rural Midwestern University. In J. M. Cooper, L. M. Gauna, & C. Beaudry Eds.). *COVID-19 and the Educational Response: New Educational and Social Realities* (pp. 21-31). Lausanne: Frontiers Media SA.
- Edge, C. U., & Olan, E. (2021). Learning to breathe again: Found poems and critical friendship as methodological tools in self-study of teaching practices. *Studying Teacher Education*, 17(2), 228-252. <https://doi.org/10.1080/17425964.2021.1910807>

- Edge, C.** (2021). Learning from exploring S-STEP literature: Making meaning from a systematic review of discipline-focused self-studies. *Journal of Higher Education Theory and Practice*, 21(8). <https://doi.org/10.33423/jhetp.v21i8.4506>
- Edge, C.** (2021). A Teacher Educator's Meaning-Making from a Hybrid "Online Teaching Fellows" Professional Learning Experience: Toward Literacy Practices for Teaching and Learning in Multimodal Contexts. In Information Resources Management Association (Eds.). *Research Anthology on Facilitating New Educational Practices Through Communities of Learning* (pp. 422-455). IGI Global. <https://dx.doi.org/10.4018/978-1-7998-7294-8.ch023>
- Cameron-Standerford, A., Menard, K., **Edge, C.**, Bergh, B., Shayter, A., Smith, K., & VandenAvond, L. (2020). The Phenomenon of Moving to Online/Distance Delivery as a Result of Covid-19: Exploring Initial Perceptions of Higher Education Faculty at a Rural Midwestern University. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2020.583881>
- Bergh, B., **Edge, C. U.**, Cameron-Standerford, A., Menard, K., VandenAvond, L. (2020). Weaving threads of care: A trans-disciplinary self-study of online teaching practices. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.). *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*, (pp. 620-629). Equity Press. https://equitypress.org/textiles_tapestries_self_study/weaving_threads_of_care
- Edge, C. U.**, & Olan, E. L. (2020). Envisioning New Meanings through Found Poetry: (Re)Stitching Narratives upon the Loom of Self-Study. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.). *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*, (pp. 466-485). Equity Press. https://equitypress.org/textiles_tapestries_self_study/Envisioning_new_found_poem
- Edge, C. U.**, Cameron-Standerford, A., & Bergh, B. (Eds.). (2020). *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*. Equity Press. https://equitypress.org/textiles_tapestries_self_study
- Bergh, B., **Edge, C.**, Cameron-Standerford, A., Menard, K., VandenAvond, L., & Johnson, K. (2020). Developing glocal understandings of online teaching practices: Transforming practices through collaborative self-study. In M. Brown, M. Goilla Mhichil, E. Bernie, & E. Costello (Eds.), *Proceedings of the 2019 ICDE World Conference on Online Learning, Volume 1*, (pp. 69-77). Dublin. DOI: 10.5281/zenodo.3804013
- Edge, C.**, Bergh, B., & Cameron-Standerford, A. (2020). Reclaiming Opportunity, Access and Ownership through Multimodal Meaning Making in Three Online Programs. In M. Brown, M. Goilla Mhichil, E. Bernie, & E. Costello (Eds.), *Proceedings of the 2019 ICDE World Conference on Online Learning, Volume 2*, (p. 86). Dublin. DOI 10.5281/zenodo.3804256.
- Edge, C. U.**, & Olan, E. L. (2020). Reading, Literacy, and English Language Arts Teacher Education: Making Meaning from Self-Studies of Teacher Education Practices. In J. Kitchen, A. Berry, S. Bullock, A. Crowe, H. Guðjónsdóttir, J. Kitchen, & M. Taylor (Eds.). *2nd International handbook for self-study of teaching and teacher education*, pp. 779-821. Singapore: Springer. https://link.springer.com/referenceworkentry/10.1007/978-981-13-6880-6_27
- VandenAvond, L., Menard, K., Johnson, K., Cameron-Standerford, A., Bergh, B., & **Edge, C.** (2020). Care and rigor in online courses: An analysis of faculty and Student Perspectives. In M. Brown, M. Goilla Mhichil, E. Bernie, & E. Costello (Eds.), *Proceedings of the 2019 ICDE World Conference on Online Learning, Volume 1*, (pp. 968-980). Dublin. DOI: 10.5281/zenodo.3804013
- Edge, C.** (2020). Access, opportunity, and curriculum making through multi-modal meaning-making and technology integration in teacher education. In J. Keengwe & G. Onchwari (Eds.), *Handbook of Research on Literacy and Digital Technology Integration in Teacher Education*, (pp. 188-213). Hershey, PA: IGI Global. DOI [10.4018/978-1-7998-1461-0.ch011](https://doi.org/10.4018/978-1-7998-1461-0.ch011)

- Edge, C. (2020). Introduction: Exploring, Inspiring, and Forming New Envisionments through S-STEP. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.). *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*, (pp. 8-11). Equity Press.
- Edge, C. (2020). Exploring the Weavings of Teaching and Teacher Education Practices through Self-Study Research. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.). *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*, (pp. 12-13). Equity Press.
- Edge, C., Cameron-Standerford, A., & Bergh, B. (2019). Creating Access, Opportunity, and Ownership through Cross-Cultural Meaning-Making in Academically Diverse Online Courses. In S. Keengwe & K. Kungu (Eds.), *Handbook of Research on Cross-Cultural Online Learning in Higher Education* (pp. 42-65). Hershey, PA: IGI Global. DOI [10.4018/978-1-5225-8286-1.ch003](https://doi.org/10.4018/978-1-5225-8286-1.ch003)
- Edge, C., (2019). Lunch notes: Remember who we teach and why. *Florida English Journal*, 54(1), pp. 51-53.
- Olan, E. L., & Edge, C. (2019). Collaborative meaning-making and dialogic interactions in critical friends as co-authors. *Studying Teacher Education*, 15(1), 31-43.
<https://doi.org/10.1080/17425964.2019.1580011>
- Olan, E. L., & Edge, C. (2018). Critical friends as co-authors: Pushing boundaries and crossing borders together. In D. Garbett & A. Ovens, (Eds.). *Pushing boundaries and crossing borders: Self-study as a means for knowing pedagogy* (pp. 461-467). Herstmonceux, UK: S-STEP, ISBN: 978-0-473-35893-8.
- Edge, C. (2019). A teacher educator's meaning-making from a hybrid "Online Teaching Fellows" professional learning experience: Toward literacy practices for teaching and learning in multimodal contexts. In S. Keengwe (Ed.), *Handbook of Research on Virtual Training and Mentoring of Online Instructors* (pp. 76-109). Hershey, PA: IGI Global. <http://doi:10.4018/978-1-5225-6322-8.ch005>
- Bergh, B., Edge, C., & Cameron-Standerford, A. (2018). Reframing our use of visual literacy through academic diversity: A cross-disciplinary collaborative self-study. In J. Sharkey & M. M. Peercy (Eds.), *Self-Study of Language and Literacy Teacher Education Practices across Culturally and Linguistically Diverse Contexts*. Advances in Research on Teaching, Vol. 30 (pp. 115-142). Bingley, UK: Emerald Group Publishing. [10.1108/S1479-368720180000030010](https://doi.org/10.1108/S1479-368720180000030010)
- Edge, C. (2018). Five ways to invest in your children's lifelong literacy. In T. Payor (Ed.), *Reading Across America: Ways to Celebrate your Child's Love of Reading*. Tampa Bay Parenting. <http://www.tampabayparenting.com/article/lifelong-literacy/>
- Edge, C. (2017). (Mis)Reading the classroom: A two-act 'play' on the conflicting roles in student teaching. *International Journal of Learning, Teaching and Educational Research*, 16(1), 38-56.
<https://www.ijlter.org/index.php/ijlter/article/view/850>
- Cameron-Standerford, A., Edge, C., & Bergh, B. (2016). Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices. In D. Garbett & A. Ovens (Eds.). *Enacting self-study as methodology for professional inquiry* (pp. 371-377). Herstmonceux, UK: S-STEP, ISBN: 978-0-473-35893-8.
- Edge, C. (2015). On the nature of experience in the education of prospective teachers: A philosophical problem. *International Journal of Learning, Teaching and Educational Research*, 13(1), 29-41.
<http://commons.nmu.edu/cgi/viewcontent.cgi?article=1210&context=journalarticles>
- Bergh, B., Edge, C., Cameron-Standerford, A., Imdieke, S., Standerford, N. S., & Reissner (2014). "(Re)Seeing our Teacher Education Practices through Visual Literacy." *American Reading Forum Annual Yearbook* [Online]. Vol. 34.
http://americanreadingforum.org/yearbook/14_yearbook/documents/Bergh.ReSeeing_Our_Teacher_Education_Practices.pdf

- Edge, C.**, Cameron-Standerford, A., Bergh, B. (2014). Using Self-Study to Navigate the Changing Seas of Standards-Based Education. In D. Garbett & A. Ovens (Eds.), *Changing Practices for Changing Times: Past, Present and Future Possibilities for Self-Study Research*. Proceedings of the Tenth International Conference of Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. Auckland, New Zealand: University of Auckland.
<http://www.aera.net/SIG109/Conferences/PastCastleProceedings/tabid/15213/Default.aspx>
- Cameron-Standerford, A., Bergh, B., **Edge, C.**, Standerford, S., Sabin, J., Reissner, L., & Standerford, C. (2013). Textualizing Experiences: Reading the “texts” of teacher education practices. *American Reading Forum Annual Yearbook*, 33,108-126.
- Standerford, N. S., Sabin, J. M., Anderson, D., **Edge, C.**, Lubig, J., & Cameron-Standerford, A. (2012). Minding the gap: Navigating chasms of confusion and fogs of frustration—A Problems Court. *American Reading Forum Annual Yearbook*, Vol. 32.
http://americanreadingforum.org/yearbook/12_yearbook/volume12.htm
- Edge, C.** (2011). Making meaning with “readers” and “texts”: A narrative inquiry into two beginning English teachers’ meaning-making from classroom events. *Graduate School Theses and Dissertations*. <http://scholarcommons.usf.edu/etd/3722/>
- Edge, C.** (2009). Research Brief: Strengthening at-risk students’ affiliation with school. *The Principals’ Partnership*. A Program of Union Pacific Foundation.
<http://www.principalspartnership.com/affiliation.pdf>.
- Kaywell, J. F., Kelley, P. K., **Edge, C.**, McCoy, L., & Steinberg, N. (2006). Growing Up Female around the Globe with Young Adult Literature. *The ALAN Review*, 33(3), 62-69.

PROFESSIONAL CONFERENCE PRESENTATIONS (Invited & Peer Reviewed)

- Cameron-Standerford, A., Bergh, B., & **Edge, C.** (2025, June) Navigating HyFlex Design and Practices: A Self-Study of Teaching practices and Inclusivity in Graduate Teacher Education. 21st Biennial Conference of the International Study Association on Teachers and Teaching. University of Glasgow, Scotland.
- Kosaka, K., Nishida, M., & **Edge, C.** (2025, June). Disclosing Myself: Becoming a Calm Researcher through Self-Study. 21st Biennial Conference of the International Study Association on Teachers and Teaching. University of Glasgow, Scotland.
- Edge, C. U.** (2025, April). Disrupting Dead Spaces. Invisible College for Research on Teaching. Denver, CO.
- Isaacson, H., Bergh, B., Cameron-Standerford, A., & **Edge, C.** (2025, January). Exploring Perceptions of HyFlex Course Delivery: Student “Versus” Faculty. Hawaii International Conference on Education, Hawaii.
- Isaacson, H., Cameron-Standerford, A., Bergh, B., & **Edge, C.** (2025, January). HyFlex Teaching: Key Considerations and Recommendations. Hawaii International Conference on Education, Hawaii.
- Edge, C. U.** (2024, May). *Response to Kotai-Shi-Kenkyu from a Self-Study of Teacher Education Practices Perspective*. Japanese Teaching Society of Japan Annual Conference. National Association of University Language Education. Kagoshima University, Japan.
- Edge, C.**, Isaacson, H., & Smock, M. (2024, May). Invited Spotlight Session: HyFlex Design and Delivery. Upper Peninsula Teaching and Learning Conference, Escanaba Michigan
- Bergh, B., **Edge, C. U.**, & Cameron-Standerford, A. (2024, April). *Navigating the Future: HyFlex Learning in Education*. Online Learning Consortium, Denver, Colorado.

- Cameron-Standerford, A., Isaacson, H., Bergh, B., & **Edge, C.** (2024, January). *Student perceptions of HyFlex course design: Exploring Benefits and Barriers*. Paper presented at Hawaii International Conference on Education, Hawaii.
- Edge, C.**, Cameron-Standerford, A., Isaacson, H., & Bergh, B. (2024, January). *Implementing HyFlex: Challenges, benefits, and lessons learned*. Paper presented at Hawaii International Conference on Education, Hawaii.
- Bergh, B., **Edge, C.**, Cameron-Standerford, A., Isaacson, H., Jeevar, V., Estelle, R., Krzakowski, C. & Smock, A. (2023, November). *Exploring Student Perceptions of HyFlex Course Design: Benefits and Barriers*. Paper Presentation, International Conference on Distance Education, Costa Rica.
- Isaacson, H., Bergh, B., **Edge, C.**, Cameron-Standerford, A., Jeevar, V., Estelle, R., Krzakowski, C. & Smock, A. (2023, November). *Fostering "Peace" between the Tension of Flexibility and Feasibility: An Exploration of HyFlex Teaching*. Paper Presentation, International Conference on Distance Education, Costa Rica.
- Bergh, B., **Edge, C.** & Cameron-Standerford, A. (2023, December) *Pedagogic Potentials: Using Multimodal Literacies and Universal Design for Learning in Cross-Disciplinary Online Graduate Programs*. American Reading Forum, St. Pete Beach, Florida.
- Allison, V., Haniford, L., **Edge, C. U.**, Powell, P., Ramirez, L., & Moriarty, C. (August, 2023). *Learning about Self through a Multi-Institutional Inquiry into New Teacher Preparedness Post-COVID*. Self-Study of Teacher Education Practices International Biennial Castle Conference. Herstmonceux, England.
- Smock, M., Isaacson, H., Estelle, R., **Edge, C.**, & Krzakowski, C. (May, 2023). Building a Highly Flexible Bridge to Success: Implementing HyFlex. *Building Bridges: Creating Pathways for Superior Success*. UPTLC (Upper Peninsula Teaching and Learning) Conference. Sault Ste. Marie, MI.
- Edge, C. U.**, & Monske, E. (accepted for 2023). *Bumping in(to)Thresholds: A Self-Study of Distance Education Leadership Practices*. Self-Study of Teacher Education Practices International Biennial Castle Conference. Herstmonceux, England.
- Haniford, L., Alison, V., Powell, P., **Edge, C. U.**, Ramirez, L., & Moriarty, C. (accepted for 2023) AERA presentation.
- Edge, C.**, Bergh, B., & Cameron-Standerford, A. (accepted for 2023). *Harnessing Power-with through Multimodal Pedagogies: Creating Socially Just Learning Communities*. Self-Study of Teacher Education Practices International Biennial Castle Conference. Herstmonceux, England.
- Powell, P., **Edge, C.**, Horn, R., Allison, V., Haniford, L., Moriarty, C., & Ramirez, L. (2023, February 24). Pondering Pre-Pandemic Teacher Preparation in a Post-Pandemic Context: A Multi-University Inquiry. American Association of Colleges for Teacher Education (AACTE) Annual Conference, Indianapolis, IN
- Cameron-Standerford, A., **Edge, C.**, & Bergh, B. (2022, December 9). *Power-With: Enacting Literacy Processes through Collaboratively Studying Teaching Practices*. American Reading Forum (ARF) Conference. St. Petersburg, FL.
- Edge, C.** (2022, October 14). *Enacted Literacy Practices in Teaching and Teacher Education: Seeing Power-With through Literacy Frameworks*. Organization of Teacher Educators in Literacy (OTEL). International Literacy Association (Virtual Conference Presentation).
- Edge, C.** & Vipperman, C. (2022, April 23). *Reading and Composing (Praxis) Experiences: Expanding Educational Futures through Narrative Self-Study*. American Educational Research Association (AERA) Annual Conference, San Diego, CA.
- Edge, C.**, Marshall, H., Yacos, B., & Anderson, S. (May, 2022). *Connecting Comprehension and In-Class Literacy Engagement Across Disciplines*. *Navigating Change: New Directions for Superior Teaching*. UPTLC (Upper Peninsula Teaching and Learning) Conference. Marquette, MI.

- Cameron-Standerford, A., **Edge, C.**, & Bergh, B. (2021). *Harnessing the Power of Multimodal Literacies: Creating Socially Just Online Learning Communities*. American Reading Forum (Accepted presentation. Virtual Conference.)
- Edge, C.** (2021, Apr 8-12). *Learning from Exploring Self-Study of Teacher Education Practices (S-STEP) Literature: Making Meaning from a Systematic Review of Discipline-Focused Self-Studies* [Paper Session]. AERA Annual Meeting, Online Conference.
- Edge, C.**, & Olan, E. (2021, January 21). Invited Presentation: "Reading, Literacy, and English Language Arts Education." *Self-Study Across Subject Disciplines*. [Webinar]. In A. Crowe (Producer), *Self-Study across subject disciplines: A webinar event*. S-STEP AERA SIG.
<https://www.youtube.com/watch?v=y77Zcxq96vk>
- Edge, C.** (2020, October 16). (Re)Designing for Multimodal Reading and Writing in an Online Course." *Equity and Excellence in Literacy Education*. International Literacy Association Annual Conference, Organization of Teacher Educators in Literacy, Online Conference.
- Edge, C.**, Cameron-Standerford, A., Bergh, B., Menard, K., VandenAvond, L. & Johnson, K. (2020, Apr 17 - 21) *Collaborating Through Care: Creating a Transdisciplinary Self-Study of Online Teaching Practices Group Across Campus* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uu4d9hf> (Conference Canceled)
- Cameron-Standerford, A., **Edge, C.** & Bergh, B. (2020, Apr 17 - 21) *Building Capacity through Universal Design for Learning in Cross-Disciplinary Online Graduate Programs* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rr84nwt> (Conference Canceled)
- Edge, C.**, Menard, K., Cameron-Standerford, A., Bergh, B., & VandenAvond, L. (Accepted, February 2020). "Building Bridges to Superior Learning through Care and Rigor: Insights from Studying Care and Rigor Across Campus. Upper Peninsula Teaching and Learning Conference (Conference Canceled).
- Cameron-Standerford, A., Bergh, B., & **Edge, C.** (February, 2020). Exploring Equity: Universal Design for Learning in Cross-Disciplinary Online Graduate Programs. Council for Exceptional Children Annual Conference. Portland, OR.
- Edge, C.** (January, 2020). Designing for Multimodal Literacy and Multimodal Learning: Connection, Communication, and Composition in an Online Reading Course. Global Society of Online Literacy Educators (GSOLE). Annual Online Conference.
- Bergh, B., Cameron-Standerford, A., & **Edge, C.** (November, 2019). Reclaiming Opportunity, Access, and Ownership through Multimodal Meaning Making in Three Online Programs: Empowering Learners and Re-Seeing Teaching Practices. World Conference on Online Learning. Dublin, Ireland.
- Cameron-Standerford, A., **Edge, C.**, Bergh, B., VandenAvond, L., & Menard, K. (November, 2019). Care and Rigor in Online Courses: An Analysis of Faculty and Student Perspectives. World Conference on Online Learning. Dublin, Ireland.
- Edge, C.**, (November, 2019). From Fail to "This is Fantastic!": Learning from My Own Modeling in Two Online Graduate Reading Courses. World Conference on Online Learning. Dublin, Ireland.
- Edge, C.**, Bergh, B., Cameron-Standerford, A., Menard, K., & VandenAvond, L. (November, 2019). Developing Global Understandings of Online Learning Practices through Collaborative Self-Study. World Conference on Online Learning. Dublin, Ireland.
- Edge, C.**, & Betz, J. (October, 2019). (Co)Creating a Culture of Agency, Discovery, and Relationship-Building: Exploring Understanding of Meaningful Events in Teacher-Student Writing Conferences. Organization of Teacher Educators in Literacy. International Literacy Association Annual Conference. New Orleans, LA.

- Edge, C.** (August, 2019). Multimodal Global Literacy Practices: (Re)Considering Print-Based Challenges to Create Access and Opportunity for Online Learners. World Education Research Association (WERA). Tokyo, Japan.
- Edge, C., & Olan, E.** (August, 2019). Exploring the Meanings Educators in Nine Countries Made from Studying their Teaching Practices: A Metasynthesis of Self-Study Literature. World Education Research Association (WERA). Tokyo, Japan.
- Edge, C., Monske, L., & Smock, M.** (May, 2019). Reimagining Online Expectations for Faculty and Program. Upper Peninsula Teaching and Learning Conference. Michigan Technological University. Houghton, MI.
- Edge, C.** (May, 2019). Accessing, Generating, and Sharing Knowledge through Multimodal Learning in Asynchronous Online Courses. Upper Peninsula Teaching and Learning Conference. Michigan Technological University. Houghton, MI.
- Menard, K., VandenAvond, L., **Edge, C.**, Cameron-Standerford, A., Bergh, B., & Johnson, K. (May, 2019). Care “vs” Rigor: Exploring Faculty and Student Perspectives in Online Courses. Upper Peninsula Teaching and Learning Conference. Michigan Technological University. Houghton, MI.
- Edge, C.** (April, 2019). Considering Print-Based Challenges for Online Literacy Instruction: Creating Access and Opportunity through Multimodal Literacy Practices. Online Consortium (OLC) Innovate Conference. Denver, CO.
- Edge, C.** (January, 2019). Learning from My Own Modeling: From Fail to “SO MUCH FUN!” in Two Online Graduate Reading Courses. Global Society of Online Literacy Educators 2nd Annual Online Conference.
- Edge, C.** (January, 2019). Whose Meaning is This?: Navigating the Narrative Inquiry Story World. The Qualitative Report 10th Annual Conference, “Teaching and Learning Qualitative Research.” Nova Southeastern University. Fort Lauderdale, FL.
- Edge, C., Cameron-Standerford, A., & Bergh, B.** (November, 2018). Reclaiming Opportunity, Access, and Ownership through Multimodal Literacy Practices in Online Classes: (Re)Seeing Teaching Practices and Empowering Learners. 68th Literacy Research Association Conference, Indian Wells, CA.
- Olan, E. L., & **Edge, C.** (July, 2018). Critical friends as co-authors: Pushing boundaries and crossing boarders together. 12th International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England.
- Edge, C. & Betz, J.** (2018). Shifting Writing Practices through Conferences: Discovery, Agency and Relationships to Drive Change. International Literacy Association 63rd Annual Convention. Austin, TX.
- Edge, C., Cameron-Standerford, A., VandenAvond, L., Menard, K., Johnson, K., & Bergh, B.** (May, 2018). Cross-Disciplinary Self-Study of Online Teaching Practices. Upper Peninsula Teaching and Learning Conference. Marquette, MI.
- Olan, E. L., & **Edge, C.** (April, 2018). (Re)Imagining living and doing narrative research: Critical friends as co-authors. Paper presented for the American Educational Research Association Annual Conference: New York, NY.
- Edge, C.** (January, 2018). Considering Print-Based Challenges for Online Literacy Instruction: Creating Access and Opportunity through Multimodal Literacy Practices. Global Society of Online Literacy Educators First International Online Conference.
- Edge, C.** (January, 2018). From Discovering to Generating Multimodal Literacy Practices in an Online Course: Toward Understanding Literacy Practices for Teaching and for Learning in Diverse Contexts. Global Society of Online Literacy Educators First International Online Conference.

- Edge, C., & Betz, J.** (November 2017). Expanding Understanding of Meaningful Literacy Practices in Teacher-Student Paper Conferences: Discovery, Agency, and Relationship-building through Transactional Events. Literacy Research Association Annual Conference: Tampa, FL.
- Edge, C.** (July 2017). Reimagining Teacher Preparation through Transmediation: Using Sketching to Stretch Prospective Teachers' Understandings. Research presented for the International Literacy Association Annual Conference: Orlando, FL.
- Edge, C., Bergh, B., & Cameron-Standerford, A.** (April 2017). Exploring Use of Multimodal Literacies in Academically Diverse Online Classrooms: Creating Opportunity, Access, and Ownership. Paper presented for the American Educational Research Association Annual Conference: San Antonio, TX.
- Edge, C.** (March 2017). Considering Teachers' *Classroom Literacy*: Toward Uniting the Knowledge Base for Teaching and for Learning. Paper presented for the American Association of Colleges for Teacher Education Annual Conference: Tampa, FL.
- Bergh, B., Cameron-Standerford, A., **Edge, C.**, & Reissner, L. (December, 2016). Connecting Worlds through Multimodal Literacy Practices in Three Academic Disciplines. Research presentation for the American Reading Forum Annual Conference: Sanibel, FL.
- Roberts, C., Higdon, K., Atkins, H., Duhon, L., Vásquez, A., **Edge, C.**, & Greathouse, P. (November, 2016). Advocacy in Teacher Preparation: Preparing teachers for what *is* or for what *could be*? National Council Teachers of English Annual Conference: Atlanta, GA.
- Reaves, M., Kamberelis, G., **Edge, C.**, Kirshner, J., Sanders, A., & Billie, B. (November, 2016). Instruction as Learner-Centered, Responsive, Improvisational Practice: Possibilities and Pushbacks. 66th Annual Literacy Research Association Annual Conference: Nashville, TN.
- Cameron-Standerford, A., **Edge, C.**, & Bergh, B. (August, 2016). Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices. International Conference of Self-Study of Teacher Education Practices: Herstmonceux Castle, East Sussex, England.
- Edge, C.** (July, 2016). Transmediation for Teacher Preparation: Using Sketching to Stretch Teacher Candidates' Understanding of Teaching in a Field-based Literacy Methods Course. Research presentation to the Organization of Teacher Educators in Literacy. International Literacy Association Annual Conference: Boston, MA.
- Edge, C.** Bergh, B., & Cameron-Standerford, A. (April, 2016). Critically Reading Lived Experiences as Texts: A Four-Year Study of Teacher Education Practices. Paper presentation for the American Educational Research Association Annual Conference: Washington D.C.
- Reaves, M., **Edge, C.**, Rayner, K., Sippola, T., & Corcoran, K. (March, 2016). Expanding Definitions and Applications of Literacy. Michigan Reading Association Annual Conference: Detroit, MI.
- Cameron-Standerford, A., Bergh, B., & **Edge, C.** (February, 2016). Multimodal Representations of Academic Diversity: An Ethnographic Cross-Disciplinary Collaborative Study. Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.
- Edge, C.**, (July, 2015). Becoming teachers: Secondary teacher candidates' use of literacy strategies to read experiences as texts. 60th Annual International Reading Association Conference: St. Louis, MO.
- Bergh, B., **Edge, C.**, & Cameron-Standerford, A., (April, 2015). Examining the culture of policy: Creating the space to change our teaching practice. American Educational Research Association Annual Meeting: Chicago, IL.
- Vipperman, C., & **Edge, C.**, (April, 2015). Transition from student to teacher: A phenomenological study. 29th Annual National Conference on Undergraduate Research: Cheeney, WA.

- Edge, C., Bergh, B., & Cameron-Standerford, A.,** (April, 2015). Using visual literacy strategies to enhance online learning. International Conference on College Teaching and Learning: Jacksonville, FL. Accepted research presentation; unable to attend.
- Edge, C., Bergh, B., & Cameron-Standerford, A.,** (March, 2015). Using visual literacy strategies to enhance online learning. SOTL Commons Conference: Savannah, GA. Accepted research presentation; unable to attend.
- Edge, C., Swanson, A., Kleinpaste, A., & Morrison, E.,** (March, 2015). United we know: Critically “reading” our classrooms through teacher research.” Michigan Reading Association 59th Annual Conference: Grand Rapids, MI.
- Edge, C., Bergh, B., & Cameron-Standerford, A.,** (February, 2015). Examining lived experiences: A Three-Year Inquiry of Teacher Education Practices as “Texts.” 29th Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.
- Edge, C.,** (February, 2015). Using literate thinking skills to read the classroom as text: Examining how two beginning English teachers made meaning from classroom events. 29th Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.
- Edge, C.,** (February, 2015). Whose meaning is this? A case study examining how one researcher navigated the narrative inquiry story world. 18th Annual American Association of Behavioral and Social Sciences Conference: Las Vegas, NV.
- Edge, C.,** (November, 2014). Story as a transactional space for teachers and students: Examining how a second-year English teacher made meaning before, during, and after teaching through stories lived and told. National Council Teachers of English Annual Conference: Washington, DC.
- Edge, C., Cameron-Standerford, A., Bergh, B.** (August, 2014). Using Self-Study to Navigate the Changing Seas of Standards-Based Education. International Conference of Self-Study of Teacher Education Practices: Herstmonceux Castle, East Sussex, England.
- Edge, C.,** (May, 2014). Reading and composing the classroom as text: Illuminating Two Second-Year English Teachers’ Meaning Making from Classroom Events through Narrative Inquiry. 59th Annual International Reading Association Conference: New Orleans, LA.
- Bergh, B., Edge, & C., Cameron-Standerford, A.,** (April, 2014). Examining educative experiences: Critically reading the texts of teacher education practices. American Educational Research Association Annual Conference: Philadelphia, PA.
- Edge, C. & Swanson, A.,** (March, 2014). Literacy power inverter: (Re)Discovering content area texts. Michigan Reading Association Annual Conference: Grand Rapids, MI.
- Edge, C.** (May, 2013). *Navigating the narrative inquiry story world: Whose Meaning is this?* Research paper presentation, International Congress of Qualitative Inquiry: University of Illinois at Urbana-Champaign, IL.
- Edge, C., Bergh, B., & Cameron-Standerford, A.** (May, 2013). *Tensions and transitions: textualizing teacher education practices through self-study.* Research paper presentation, International Congress of Qualitative Inquiry: University of Illinois at Urbana-Champaign, IL.
- Edge, C., Cameron-Standerford, A., Bergh, B., Standerford, N. S., Reissner, L., Imdieke, S., Sabin, J. M., & Licht-Mallo, M.** (December, 2013). *Looking back at policy: Re-seeing teacher education practices through visual literacy.* Research panel presentation, American Reading Forum Annual Conference: Sanibel Island, FL.
- Edge, C., Cameron-Standerford, A., Bergh, B., Standerford, N. S., Reissner, L., Imdieke, S., & Sabin, J. M.** (December, 2012). *Textualizing experiences: Reading the “texts” of teacher education practices.* American Reading Forum Annual Conference: Sanibel Island, FL.
- Edge, C.** (November, 2012). *Connections that sparked instructional decisions and kindled an understanding of teaching and learning: Illuminating two second-year English teachers’ meaning making from*

classroom events through narrative inquiry. Paper presented at National Council Teachers of English Annual Conference, Las Vegas, Nevada.

Edge, C. (April, 2012). *Exploring the tacit: A Narrative inquiry into how two beginning English teachers make meaning from classroom events*. Paper presented at American Educational Research Association Annual Conference, Vancouver, British Columbia.

Standerford, N. S., Lubig, J., Anderson, D., **Edge, C.**, Sabin, J., & Cameron-Standerford, A. (December, 2011). *Minding the gap: Avoiding chasms of confusion and fogs of frustration*. Paper presented at American Reading Forum Annual Conference, Sanibel Island, FL.

Edge, C. (October, 2011). *The hidden power of haiku: Playing with words, reflecting on meaning, and transforming texts with haiku*. Paper presented at Upper Peninsula Reading Association Conference, Marquette, MI.

Edge, C. (October, 2011). *The hidden power of haiku: Writing to learn in content-area classrooms*. Fall Conference for Educators, Marquette, MI.

Edge, C. (February, 2011). *(Re)Considering meaning-making: Time and space in teachers' classroom literacy practices*. Paper presented at National Council Teachers of English Assembly for Research Annual Conference, University of Wisconsin, Madison.

Edge, C. (September, 2010). *The hidden power of haiku: Playing with words, transforming texts, and reflecting on meaning*. Tampa Bay Area Writing Project Annual Fall Conference, Tampa, FL.

Edge, C. (April, 2009). *(Mis)Reading the classroom text: A two-act play on the tensions of teaching*. Paper presented at American Educational Research Association Annual Conference, San Diego, CA.

Semon, S., **Edge, C.**, Mucci, A., Applegate, J., & Kleinhammer, J. (February, 2009). *Becoming teacher educators: An exploratory study*. Paper presented at American Association of Colleges for Teacher Education Annual Conference, Chicago, IL.

Edge, C. (November, 2008). *Publishing: Creating classroom community in common places and cyberspaces*. Paper Presented at National Council Teachers of English Annual Conference, San Antonio, TX.

Edge, C. (October, 2008). *Extending meaning on Mango Street: Novel ideas*. Florida Council Teachers of English Annual Conference, Orlando, FL.

Edge, C. (September, 2005). *Academic writing with voice: Coaching students through literature*. Tampa Bay Area Writing Project Annual Fall Conference, Tampa, FL.

GRANTS (Peer-Reviewed)

2024 **National Science Foundation (NSF)** grant, *Michigan Middle School Master Teachers Program (MTP)*; Implementation Project Team Member. Award Abstract #2345094. \$2,700,000; Award to date \$1,442,609; NMU Project Co-Leader.

2024 **TalentFirst and the Michigan Center for Adult College Success** grant. *Michigan Adults Access to Credentials, "Mighty MAAC"*; Co-Writer; Co-PI. Award \$905,750.

2024 **Michigan Department of Education** grant, *Rural Experiential Credential Hub (RECH)*, Central Michigan University Consortium for Addressing Rural Education Expansion and Retention (MiCAREER) Resource Hub. Experiential Learning Assessment (ELA) Consultant and NMU Co-Project Leader. Award, \$15,000,000; NMU Sub awardee

2024 **College of Health Sciences and Professional Studies, Scholarship of Teaching Grant**. Northern Michigan University; Co-Writer; Shared Award: \$2,500

2023 **College of Health Sciences and Professional Studies, Scholarship of Teaching Grant**. Northern Michigan University; Co-Writer; Shared Award: \$2,500

2023 **Global Campus, CHSPS Scholarship of Teaching Grant**.

- Northern Michigan University; Co-Writer; Shared Award: \$2,500)
- 2023 **Teaching and Learning Advisory Committee (TLAC) Grant.** Northern Michigan University; Writer; Award: \$1,500
- 2022 **Interdisciplinary Exploration of the HyFlex Model: A Faculty Learning Community.** Northern Michigan University Prime Investment Funds (PIF) Grant. Co-Project Leader; FLC Coordinator; Co-PI. \$66,100.
- 2021 **College of Health Sciences and Professional Studies, Scholarship of Teaching Grant.** Northern Michigan University; Co-Writer; Shared Award: \$2,500)
- 2021 **Global Campus, CHSPS Scholarship of Teaching Grant.** Northern Michigan University; Co-Writer; Shared Award: \$2,500)
- 2020 **Teaching and Learning Advisory Committee (TLAC) Grant.** Northern Michigan University; Writer; Award: \$1,000
- 2020 “(Re)Thinking Teaching: Responding to School Closure and Improving Distance Delivery.” Research in Teaching and Teacher Education, AERA Division K Seeds Grant. Writer, \$7,500
- 2019 **College of Health Sciences and Professional Studies, Scholarship of Teaching Grant.** “Disseminating Findings from the Scholarship of Teaching in the Online Environment.” Northern Michigan University; Writer; Award: \$5,000
- 2018-2019 **Faculty Research Grant.** “Making Meaning with Teachers and from Teacher Education Practices.” Northern Michigan University. Writer; Award: \$7,000
- 2018 **College of Health Sciences and Professional Studies, Scholarship of Teaching Grant.** “Exploring the Scholarship of Teaching in the Online Environment.” Northern Michigan University; Writer; Award: \$2,5,00
- 2018 School of Education Leadership & Public Service, “Exploring the Scholarship of Teaching in the Online Environment” Matching grant. NMU; Writer; Award, \$2,500
- 2018 **Teaching and Learning Advisory Committee (TLAC) Grant.** Northern Michigan University; Writer; Award: \$1,500.
- 2017 **University Faculty Research Grant:** “Considering Teachers’ *Classroom Literacy: Toward Uniting the Knowledge Base for Teaching and for Learning*”; Writer and PI; Award, \$7,000
- 2017 **Progressive Research and Innovative Mutual Exploration (PRIME) Interdisciplinary Research Grant:** “Providing Access to Challenging Concepts Today (Northern PACT): Faculty-Created Resources for Student Engagement, Interaction, and Individualized Learning” Co-Writer for \$20,000 grant
- 2017 **College of Health and Human Performance, Scholarship of Teaching Grant** “Disseminating Findings from Three Studies: The Scholarship of Teaching in Graduate Online, Undergraduate Face-to-Face, and Secondary School Settings” Writer; Award \$5,000
- 2017 **University Reassigned Time Grant:** “Literacy/Language Arts Teacher Education: Making Meaning from Self-Studies of Teaching and Teacher Education”; Writer and PI; Award 4 cr.
- 2017 **Teaching and Learning Advisory Council (TLAC) Grant.** Northern Michigan University; Writer; Award, \$1,500
- 2016 **National Endowment for the Humanities Grant:** “Digital Humanities Institute: Photovoice Stories Using Technology for Educator-Researchers (Digital HIPSTERS).” Co-Writer (\$237,640)
- 2016 **College of Health and Human Performance Internal Grant:** “Advocacy in Teacher Preparation: Preparing Teachers for What *Is* or for What *Could Be*?” Northern Michigan University. Writer and Co-Principal Investigator; Award, \$1,000

- 2016 **School of Education, Leadership and Public Service Internal Grant:** “Reframing Our Use of Visual Literacy through the Consideration of Academic Diversities: A Cross-Disciplinary Collaborative Self-Study”; Northern Michigan University; Co-Writer and Co-Principal Investigator; Award, \$4,500
- 2016 **College of Health and Human Performance Internal Grant** “A Framework for Critically Reading Lived Experiences as Texts: A Four-Year Study of Teacher Education Practices”; Northern Michigan University; Co-Writer and Co-Principal Investigator; Award, \$8,000
- 2015 **University Reassigned Time Grant Award:** “Becoming Teachers in Field-Based Methods Courses: A Phenomenological Study”; Northern Michigan University; Writer and Principal Investigator; Award, course release for research.
- 2015 **Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Grant;** U.S. Department of Education; Co-Lead Investigator; Award, \$50,000
- 2014 **Curriculum Development, Northern Michigan University Faculty Grant** “Paving the New Pathway: Creating a Clinical Partnership for the Preparation of Secondary Education Teachers”; Writer; PI; Award, \$3,000
- 2014 **NMU College of Health Sciences and Professional Studies Scholarship of Teaching Research Grant;** Collaborative Self-Study of Teaching Practices Research; Co-Writer; Co-PI; Shared Award, \$5,000
- 2014 **College of Health Sciences and Professional Studies: Scholarship of Teaching Research Grant:** “Extending the Conversation: Using Visual Literacy Strategies in the Online Classroom as a Medium for Understanding” Qualitative Research; Northern Michigan University; Co-Writer; Co-PI; Shared Award, \$5,000
- 2014 **Teaching and Learning Advisor Council (TLAC) Grant;** Northern Michigan University; Writer; Award, \$1,500
- 2013 **College of Professional Studies Scholarship of Teaching Research Grant;** “Becoming Teachers” Phenomenological Research; Writer; Principal Investigator; Award, \$5,000
- 2012 **Teaching and Learning Advisory Council (TLAC) Grant;** Northern Michigan University; Writer; Principal Investigator; Award, \$900.
- 2012 **College of Professional Studies Research Grant.** Self-Study Research on Textualizing Experiences; Northern Michigan University; Co-Writer; Co-PI; Award, \$5,000
- 2012 **Curriculum Development Grant;** Rubric on Candidate Clinical Practice; Northern Michigan University; Co-Writer; PI; Award \$3,000
- 2011 **NMU College of Professional Studies Research Grant:** Narrative Inquiry into Two Third-Year English Teachers’ Meaning Making from Classroom Events; Writer; Principal investigator; Award, \$5,000
- 2009 **USF Interdisciplinary Research Grant.** Co-Writer for \$5,000
- 2008 **USF College of Education Mini-Grant:** Becoming Teacher Educators study; Co-Writer; Award, \$5,000
- 2007 **USF College of Education Mini-Grant:** Becoming Teacher Educators study; Co-Writer; Award, \$5,000;
- 2007 **Sokol Family Foundation Grant.** University of South Florida and Hillsborough County Schools Partnership for Professional Development. Year-long writing project Co- investigator; Award, \$100,000

INVITED PRESENTATIONS AND OTHER PROFESSIONAL CONTRIBUTIONS

- Edge, C., Bergh, B., Cameron-Standerford, A. Invited Guest Editors, *Studying Teacher Education Journal* (July 2023-December 2024).
- Edge, C. Invited Research Collaboration and Round Table Presentation, Japanese Teaching Society (November 2023-May 2024)
- Edge, C., S-STEP Mentoring Session: Community Connections. AERA. (May 3, 2023).
- Ovens, A., Garbett, D., Edge, C., Cameron-Standerford, A., Bergh, B. (July 2020). The Self-Study of Teacher Education Practices (S-STEP). International CaZtle Symposium. July 14-15, 2020.
- Pithouse-Morgan, Edge, C., K., Kitchen, J., Martin, A., Mills, T., Kennedy, L., & Berry, M. (May 2020). AERA S-STEP Research Virtual Gatherings. May 15-16, 2020.
- Edge, C. (January, 2020). "Global Writing Instruction." Session Chair. Global Society of Online Literacy Educators. Annual Conference.
- Edge, C. (April, 2019). "Perspectives on Social Justice in Self-Study." Session Chair. AERA Annual Conference. Toronto, CA.
- Edge, C. (April, 2019). "Writing and Reflection in and through Self-Study." Session Chair. AERA Annual Conference. Toronto, CA.
- Edge, C., & Monske, L. (April, 2019). ELCE Scholars. Extended Learning and Community Engagement Division Presentation. Northern Michigan University.
- Edge, C., Monske, L., & VandenAvond, S. (April, 2019). Online Course Review: Updates and Next Steps. Presentation to Academic Senate. Northern Michigan University.
- Monske, L., & Edge, C. (December, 2018). ELCE Scholars. Extended Learning and Community Engagement Division. Poster Presentation. Northern Michigan University.
- Edge, C. (December, 2018). *Assessment of learning report: Reading K-8 and Reading Specialist K-12 Graduate Programs*. Northern Michigan University.
- Edge, C. (October, 2018). Online Course Review: Standards, Rubrics, Processes, and Resources. Presentation to the Instructional Design and Technology Team. Northern Michigan University.
- Edge, C., Monske, L., & VandenAvond, S. (October, 2018). AAUP Leadership Information Session: Online Course Review. Northern Michigan University.
- Edge, C., Monske, L., & VandenAvond, S. (September, 2018). Deans and Department Heads Information Session: Online Course Review. Three presentations. Northern Michigan University.
- Edge, C., Cameron-Standerford, A., & Bergh, B., (2018, July). *Conference Opening: Welcome to the 12th International Conference on the Self-Study of Teacher Education Practices*. Herstmonceux XII: Castle Conference for the American Educational Research Association Self-Study of Teacher Education Practices, Herstmonceux, England.
- Edge, C., Cameron-Standerford, A., & Bergh, B., (2018, July). *Conference Closing Session: Considering New Futures of Self-Study Research*. Herstmonceux XII: Castle Conference for the American Educational Research Association Self-Study of Teacher Education Practices, Herstmonceux, England.
- Edge, C. (April, 2018). American Educational Research Association (AERA) Self-Study of Teacher Education Practices Newsletter.
- Monske, L., & Edge, C. (April, 2018). ELCE Scholars. Extended Learning and Community Engagement Division. Poster Presentation. Northern Michigan University.
- Edge, C., Monske, L., & VandenAvond, S. (March, 2018). HLC: Assessment of Online Teaching and Learning. Presentation to Deans, Department Heads, and Directors. Northern Michigan University.

- Edge, C., Monske, L., & VandenAvond, S. (March, 2018). HLC: Assessment of Online Teaching and Learning. Mediasite Video Presentation. Northern Michigan University.
<https://tinyurl.com/yarl38pp>
- Edge, C. (February, 2018). American Educational Research Association (AERA) Self-Study of Teacher Education Practices Newsletter.
- Edge, C., Monske, L., & VandenAvond, S. (January, 2018). Minimum Standards for Online Delivery and Rubric. Northern Michigan University Global Campus.
- Edge, C., Monske, L., VandenAvond, S., Smock, M., & Hamel, B. (January, 2018). Entry-Level Standards and Rubric for Online Course Design. Northern Michigan University Global Campus.
- Edge, C., Monske, L., VandenAvond, S., Smock, M., & Hamel, B. (January, 2018). Minimum-Level Standards and Rubric for Online Course Design. Northern Michigan University Global Campus.
- Edge, C., Monske, L., VandenAvond, S., Smock, M., & Hamel, B. (January, 2018). Quality-Level Standards and Rubric for Online Course Design. Northern Michigan University Global Campus.
- Edge, C. (December, 2017). *Assessment of learning report: Reading K-8 and Reading Specialist K-12 Graduate Programs*. Northern Michigan University.
- Edge, C., & Monske, L., (September, 2017). Online Learning: Faculty Forum. Northern Michigan University.
- Edge, C. (August, 2017). The *Who, What, and Why* of Self-Study Research. Cross-Disciplinary Study of Online Teaching Practices Inquiry Group. Northern Michigan University.
- Edge, C. (Ed.). (August, 2017). American Educational Research Association (AERA) Self-Study of Teacher Education Practices Newsletter.
- Edge, C. (Ed.). (June 2017). American Educational Research Association (AERA) Self-Study of Teacher Education Practices Newsletter.
- Edge, C. (Ed.). (April, 2017). American Educational Research Association (AERA) Self-Study of Teacher Education Practices Newsletter.
- Edge, C. (December, 2016). *Assessment of learning report: Reading K-8 and Reading Specialist K-12 Graduate Programs*. Northern Michigan University.

RESEARCH ADVISING AND MENTORSHIP

- 2025 **Doctoral Research Examiner:** Fostering Professional Quality Practice in Icelandic Preschool Practice: A Self-Study and Action Research Approach” by Ásta Möller Sívertsen, University of Iceland
- 2024-2025 **Graduate Thesis Mentor:**
- 2023 **Graduate Research Mentor:** Connecting Belonging and Literacy
- 2021-2022 **Freshman Fellow and Co-Researcher:** Putting Theory to Work in Learning
- 2021 **Doctoral Research Examiner:** “Exploring Children’s Popular Culture as a Resource for English Creative Writing in an Isizulu-Speaking Grade 6 Class: A Teacher’s Self-Study” by Sphiwe Bafana Madondo. PhD granted November 2021.
- 2021-2022 **Alumni Co-Researcher and Co-Writer:** Rural Teacher Preparation for City Schools (former freshman fellow)
- 2017-2019 **Education Specialist Research Advisor and Thesis Chair:** “Authentic Learning in the Middle School Classroom: A Case Study” by Andrea Ballard. Completed April 2019.
- 2017-2019 **Education Specialist Research Advisor and Thesis Chair:** “Learning from Teaching Literacy to Two Incarcerated, Special Education Adult Learners” by Brandon Selling. Completed February 2019.

- 2019 **Education Specialist Research Committee Member.** "Discussion Protocol: The Effect on Classroom Culture." by Lacey O'Donnell. Completed May 2019.
- 2017-2019 **Education Specialist Research Advisor and Thesis Chair:** "Student Recruitment at Universities" by Brad Hamel. Completed March 2019.
- 2018-2019 **Doctoral Research Mentor:** Examining the Role of Feedback in the Teaching and Learning Process. Stacey Deloose. Wayne State University.
- 2018 **Undergraduate Research Mentor and Co-Researcher:** Becoming Teachers: A Phenomenology. January-June 2018 with NMU undergraduate, Chelsie Vipperman.
- 2016-2017 **Freshman Fellow Mentor and Co-researcher:** "Becoming a Teacher: Understanding the Phenomenon from the Student Perspective." Research Completed May 2017. Presented at the NMU Celebration of Student Scholarship
- 2015-2016 **Education Specialist Research Advisor and Thesis Chair:** "Instructor Feedback on Student Writing in the Secondary Classroom" by Jessica Betz. Ed.S. Thesis completed July, 2016.
- 2015-2016 **Education Specialist Research Advisor and Thesis Chair:** "Perceptions of Scholarship: Investigating the Perceived Role of Scholarship in a Primarily Undergraduate Institution" by Erica Goff. Thesis completed November, 2016.
- 2014-2015 **Master's Thesis Advisor and Committee Chair:** "Impacts of Promoting Family Literacy Knowledge: A Kindergarten Teacher's Understanding of How to Continue Promoting Family Literacy" by Trish Sippola. Thesis completed July 2015.
- 2014-2015 **Freshman Fellow Mentor and Co-researcher:** "Transitioning from Student to Teacher" with Chelsie Vipperman. Award-winning research completed May 2015.
- 2014 **Master's Thesis Advisor and Committee Chair:** "Movement Breaks: The Effectiveness of Physical Movement on Kindergarten Students' Recall of Addition Facts" by Erica Morrison. Completed July 2014.
- 2014 **Master's Thesis Advisor and Committee Chair:** "Perceptions of Open-Ended Art by Fourth-Grade Students and Their Teacher" by Amanda Swanson. Completed July 2014.
- 2014 **Master's Thesis Advisor and Chair:** "The Effects of Individualized, Student-Selected Spelling Lists on Elementary Student Learning and Motivation" by Andrea Kleinpaste. Completed July 2014.
- 2014 **McNair Scholar Mentor and Co-Researcher:** "Transitioning from Student to Teacher" with Michelle McGuire

INVITED PROFESSIONAL CONSULTATIONS, PRESENTATIONS, AND WORKSHOPS

- Edge, C. (2024, September). *Kotter Institute Advanced Change Certification Program*, Participant, certified. Boston, MA.
- Johnson, L., & Edge, C. (August, 2024). *Online Teaching Design and Delivery: Panel*. The CTL Presents: 10th Annual Professional Development Day. Northern Michigan University. Invited presentation.
- Edge, C., Estelle, R., Isaacson, H., Krzakowski, C., Cameron-Standerford, A., Bergh, B., & Jeevar, V. *HyFlex FLC Panel Presentation: Successes, Challenges, and Recommendations* (2023, December). Northern Michigan University.

- Edge, C., Estelle, R., Isaacson, H., Krzakowski, C., Cameron-Standerford, A., Bergh, B., & Jeevar, V. (2023, January). *Workshop: Introduction to HyFlex*, Northern Michigan University.
- Johnson, L., & Edge, C. (August, 2023). "NMU's Online Quality Standards." The CTL Presents: 9th Annual Professional Development Day. Northern Michigan University. Invited presentation.
- Edge, C. (January 2022-2024). Exploring HyFlex Design and Delivery: Faculty Learning Community; Invited and Faculty Learning Circle Leader.
- Edge, C., & Johnson, L. (January 2023). "Preparing for Minimum Online Review Standards Workshop." NMU Center for Teaching and Learning Professional Development Day. Invited workshop leader.
- Johnson, L., & Edge, C. (December 2022). Online Course Design Workshop. Global Campus Professional Development Series. Northern Michigan University.
- Johnson, L., & Edge, C. (October 2022). "Delivering Measurable Course Outcomes." Global Campus Professional Development Series, Northern Michigan University. Workshop leader.
- Edge, C. (August 2018). Online Teaching: "Exploring New Course Design and Delivery Standards." Professional Development Days. Workshop. Northern Michigan University.
- Edge, C., Monske, L., & VandenAvond, S. (August 2018). "Competencies in Higher Education, Prior Learning Assessment, & Competency Based Education: Chewing on Distinctions and Discussing Possible Visions." University Lunch and Learn Presentation. Northern Michigan University.
- Edge, C., Bergh, B., & Cameron-Standerford, A. (May-July, 2018). Self-Study of Teaching Practices in Rural Schools. Grant-supported professional development workshop for educators.
- Gillespie, T., & Edge, C. (January, 2018). Rubrics for Clear and Descriptive Grading. Professional Development Workshop. NMU Center for Teaching and Learning. Marquette, MI.
- Edge, C. (August, 2018). Online Teaching: Exploring New Course Design and Delivery Standards.
- Gillespie, T., & Edge, C. (January, 2018). Rubrics for Clear and Descriptive Grading. Professional Development Workshop. NMU Center for Teaching and Learning. Marquette, MI.
- Edge, C. (August, 2018). Online Teaching: Exploring New Course Design and Delivery Standards. PD Workshop. NMU Center for Teaching and Learning. Marquette, MI.
- Gillespie, T., & Edge, C. (September, 2017). Rubrics: F2F and EduCat. Professional Development Workshop. NMU Center for Teaching and Learning. Marquette, MI.
- Edge, C. & Monske, L. (August, 2017). Online Teaching: Focus Group Discussion. . 4th Annual Professional Development Days. NMU Center for Teaching and Learning. Marquette, MI
- Smock, M., Smith, S., & Edge, C. (August, 2017). Online Teaching Fellows. 4th Annual Professional Development Days. NMU Center for Teaching and Learning. Marquette, MI
- Hoppa, A., Standerford, C., & Edge, C. (February-March, 2017). SMILE UP: Content Literacy. ZOOM Virtual Professional Development Content Literacy Workshops with 100 teachers across 5 sites.
- Edge, C. (May, 2017). "Lights, Camera, Action! Pulling Back the Curtain to Reveal How to Engage Learners with Before, During, and After-Reading Strategies." Alcovy High School / Northern Michigan University Partnership. Marquette, MI
- Edge, C. & Reaves, M. (March 2015). "Visual Thinking Strategies: Thinking as Pre-Writing." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C. & Reaves, M. (March 2015). "Using RAFT to Keep Student-Driven Meaning-Making Afloat." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C. & Reaves, M. (March 2015). "Student-Centered Writing through Project-Based Learning" *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C. & Reaves, M. (May 2015). "Finding Choice" *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI

- Edge, C.** (May 2015). "Finding Choice in Academic Writing: Recognizing Choice to Empower Writers with Voice" *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C. & Reaves, M.** (June 2015). "Sparking the Reading-Writing Connection" *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C. & Reaves, M.** (June 2015). "Reading Like a Writer and Writing Like a Reader." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** (June 2015). "Writing Like a Reader: using Questions to Discover Leads." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Edge, C.** (June 2015). "Lights, Camera, Action! Pulling Back the Curtain to Read Like a Writer and Write Like a Reader." *Student-Centered Writing in the Content Areas*. Delta Schoolcraft ISD, Manistique, MI
- Reaves, M., & **Edge, C.** (June 2015). "It's About Them, Not Us: Student-Centered Writing in the Content Areas." Action in Education Summer Institute. Marquette, MI.
- Reaves, M., & **Edge, C.** (June 2015). "Visual Thinking Strategies: Negotiating and Creating with Visual Texts" *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Reaves, M., & **Edge, C.** (June 2015). "Using RAFT to Keep Student-Driven Meaning-Making Afloat." *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Reaves, M., & **Edge, C.** (June 2015). "Student-Centered Writing through Project-Based Learning" *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Edge, C.** (June 2015). "Finding Choice in Academic Writing: Recognizing Choice to Empower Writers with Voice." *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Edge, C.** (June 2015). "Finding Choice: Leads." *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Edge, C.** (June 2015). "Lights, Camera, Action! Pulling Back the Curtain to Read Like a Writer and Write Like a Reader." *It's About Them, Not Us: Student-Centered Writing in the Content Areas*. Action in Education Summer Institute. Marquette, MI.
- Edge, C.,** Cameron-Standerford, A., Cameron-Standerford, C., O'Donnell, L., (January-April, 2013). *Teaching Reading in the Content Areas*. Marquette Senior High School, Marquette, MI.
- Edge, C., & Payor, T.** (January - April, 2011). *Seeing the Reading Process: Strategic Thinking for Literacy Success*. Reading workshops for Dowdell Middle Magnet School, Tampa, FL.
- Boney, K., **Edge, C.,** Payor, T., & Grahm, N. (January, 2011). *Writing with FCAT in Mind*. Writing workshops for Anclote High School, Holiday, FL.
- Edge C.,** Boney, K., Payor, T., & Grahm, N. (November, 2010). *Discovering Ideas for Successful Writing*. Writing workshop for Anclote High School, Holiday, FL.
- Edge, C.** (July, 2010). *Academic Writing with Voice: Coaching Students through Literature, Connections, and Choice*. Presentation and writing workshop for Tampa Bay Area Writing Project Invitational Summer Institute, Tampa, FL.
- Edge, C.** (May, 2009). *Transforming Texts with Haiku*. Presentation and writing workshop for Pasco County Schools, Writing Well Writing Project, Land 'O Lakes, FL.
- Edge, C.** (March, 2009). *Shifting our Perspective: Seeing "Ordinary" Publishing Venues in "Extraordinary" Ways through Everyday Writing*. Presentation and writing workshop for Pasco County Schools Writing Well Writing Project, Land 'O Lakes, FL.
- Edge, C.** (November, 2008). *Conversations for Conferencing: Strategies for Conducting*

Classroom Writing Conferences. Presentation and Workshop for Pasco County Schools Writing Well Writing Project, Land O' Lakes, FL.

Edge, C. (June, 2008). *Conventions in Context*. Presentation and workshop for Pasco County Schools Writing Well Writing Project, Land O' Lakes, FL.

Edge, C. (June, 2008). "*Where I'm From*": *Where We're From*. Demonstration and workshop for Pasco County Schools Writing Well Writing Project, Land O' Lakes, FL.

Edge, C. (January, 2008). *Academic Writing with Voice*. Presentation and workshop for Sokol Family Writing Project, Tampa, FL.

Edge, C. (July, 2007). *Bloggng: From Theory to Practice*. Presentation and workshop for Sokol Family Writing Project, Tampa, FL.

Edge, C. (July 2007). *Haiku You: Reflecting and Responding Through Haiku*. Demonstration and Workshop for Tampa Bay Area Writing Project, Tampa, FL.

Edge, C. (July, 2007). *Ideas: Developing the 6 Traits of Writing*. Workshop for Sokol Family Writing Project, Tampa, FL.

Edge, C. (July, 2007). *Learning through Literature Circles*. Workshop for Sokol Family Writing Project, Tampa, FL.

Edge, C. (July, 2007). *Publishing: Creating Classroom Community in Common Places and Cyber Spaces*. Presentation and Workshop for Sokol Family Writing Project, Tampa, FL.

SERVICE AND SYNERGISTIC ACTIVITIES

(Inter)National Professional Community

- *Studying Teacher Education Journal*, **Invited Co-Editor** (2025-2028)
- *Teaching and Teacher Education* (TATE), **Invited Executive Editor** (2025)
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **International Biennial Conference Program Co-Chair** (2018-2026)
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Outgoing Chair** (2023-2025)
- *Studying Teacher Education* **Invited Guest Editor** (2024)
- International Study Association on Teachers and Teaching Conference, **Self-Study Track Co-Chair and Peer Reviewer** (2025)
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Castle Conference Program Co-Chair** (2018-2024)
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Chair** (2021-2023)
- *Frontiers in Teacher Education*, Special Topics, **Invited Lead Editor** (October 2021-May, 2022)
- *Frontiers in Teacher Education* journal, **Associate Editor** (2020-present)
- *Frontiers in Teacher Education*, Special Topics **Invited Guest Editor** (Aug-Sept 2020)
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Chair-Elect** (2019-2021)
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Executive Webmaster** (2018-2019)
- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Executive Secretary** (2016-2018)
- American Educational Research Association (AERA) Conference, **Peer Reviewer** (2016-present)
- American Reading Forum Yearbook, **Associate Editor** (2013-2015)

- International Journal of Learning, Teaching and Educational Research, **Peer Reviewer** (2015-present)
- Michigan Reading Journal, **Editorial Review Board Member** (2015-present)
- Michigan Reading Journal, **Peer Reviewer** (2014-present)
- Self-Study of Teacher Education Practices, Castle Conference Proceedings, **Peer Reviewer** (2014-present)
- *Studying Teacher Education* Journal, **Peer Reviewer** (2018-present)
- Language Arts Journal of Michigan, **Peer Reviewer** (2012-present)
- English Journal, **Peer Reviewer** (2006-present)
- Journal of Teacher Education, **Peer Reviewer** (2010-present)
- Assembly on Literature for Adolescents (ALAN), **State Representative**, (fall 2011-2012)
- *Brock Educational Journal*, **Peer Reviewer** (fall 2011-present)
- National Council Teachers of English (NCTE) Annual Conference, **Session Chair** (November, 2010)
- Council of English Education (CEE) Commission on English Methods, **Member** (2008-2009)
- Florida Council Teachers of English (FCTE) Commission on the Continuation of Professional Development, **Member** (2008-2009)
- Pasco County Writing Well Writing Project, **Coordinator** (2008-2009)

Regional

- Michigan Department of Education Standards Review Committee (Reading/Literacy) (2021-22)
- Upper Peninsula Teaching and Learning Conference **Track Chair** and Reviewer (2022)
- Upper Peninsula Teaching and Learning Conference Program Committee, Online Teaching and Learning **Track Chair** and Reviewer (2017-2018)
- Tampa Bay Area Writing Project (TBAWP), Teacher Consultant (2005-2011)
- Tampa Bay Area Writing Project and Pasco County Schools partnership for professional development (2007-2009)
- Pasco County "Writing Well" Writing Project, **Facilitator** (2008-2009)
- Sokol Family Writing Project, **Coordinator** (2007-2009)
A University of South Florida and Hillsborough County Schools partnership for professional development
- Sokol Family Writing Project, **Facilitator** (2007-2008)
- University of South Florida, **Graduate Ambassador** (fall, 2007)
- Florida Council Teachers of English (FCTE) Annual Conference, **Session Chair** (October, 2006)
- National Council Teachers of English (NCTE) Annual Conference, **Session Chair** (November, 2006)
- Alonzo High School Advanced Placement Program, **Liaison** (2004)
Hillsborough County Schools, Tampa, FL
- GAP I for Alonzo High School, **Program Coordinator** (2004)
Hillsborough County Schools, Tampa, FL
- English and Composition, **Tutor** (2004)
University of South Florida graduate students
- English, Language Arts and Reading, **Tutor** (2002-2004)
Alonzo High School, Hillsborough County, Florida
- Vertical Team Curriculum, Sickles High School, **Representative** (2000-2004)
Hillsborough County Schools, Tampa, FL
- Hillsborough County Teachers of English, **Vice President** (2001-2002)

- Eleventh Grade Curriculum, **Chair** (1999-2002)
- Sickles High School; Hillsborough County Schools
- Hillsborough County Teachers of English, **Secretary** (1999-2000)
- Alpha Chi Honor Society, **Tutor** (1996-1997)
Clearwater Christian College, Clearwater, FL

University

- Committee on Elections and Committees (CEC), **Member** (2020-2024)
- Higher Learning Commission Global Campus Work Group, **Member** (2021-present)
- Global Campus, Micro-Credentials Working Advisory Group, **Member** (2021-present)
- Global Campus, HyFlex learning Working Advisory Group, **Member** (2021-present)
- Global Campus Working Advisory Group, ELCE Scholar and Faculty Representative, **Member** (2021-present)
- Global Campus Course Review, **Member** (2021-present)
- Global Campus Virtual and Augmented Reality Advisory Group, **Member** (2021-present)
- Secondary Education Committee, **Member** (2020-present)
- Faculty Showcase EduCat course, **Contributor** 2020
- Graduate Program Directors Committee, **Member** (2016-present)
- Senate Executive Committee, **Executive Secretary** (2018-2019)
- Secondary Education Committee, **Vice-Chair** (2017-2019)
- Program Investment Fund (PIF) Review Committee, **Member** (2018-2019)
- Global Campus Search Committee, **Member** (2017-2018)
- Excellence in Online Teaching Award Committee, **Reviewer** (2018-present)
Northern Michigan University Global Campus
- Higher Learning Commission Report Working Group, **Member** (2017-2019)
Northern Michigan University Global Campus
- Assessment of Learning Committee, **Member** (2017-2019)
- Extended Learning Advisory Committee, **Member** (2017-2019)
Northern Michigan University Global Campus
- Senate Executive Committee, **Executive Member at Large** (2016-2019)
- Assessment of Online Courses Workgroup, **Scholar and Member** (2017-2019)
- Faculty Grants Committee, **Co-Chair** (2014-2016)
- Senate member, School of Education, Leadership and Public Service **Senator** (2015-2019)
- Graduate Directors, Reading **Program Director/Representative** (2014- present)
- Secondary Education Committee, **Chair** (August, 2013-2014)
- Faculty Grants Committee, **Member** (January, 2012-present)
- Committee W., **Secretary** (August, 2011-May, 2012)
- Faculty Search Committee, **Member** (2012-present)
- Faculty Search Committee, Speech, Language, Hearing Sciences, **Member** (2011-2012)
- Secondary Education Committee, **Member** (August, 2011-present)
- Teacher Education Advisory Council, **Participant** (August, 2011-present)

College

- College of Professional Studies Grants Committee, **Member** (fall 2011)
Northern Michigan University

Department

- Faculty Search Committee (Secondary Literacy 3Y Term), **Chair** (2025)
- Evaluation and Personnel Committee, **Member** (2013-2016; 2017-2018; 2021-2023; 2024-2025)
- Graduate Review Committee, **Member** (August-November, 2015; 2018-2019; 2023-2024)
- Faculty Search Committee (Literacy Tenure Track), **Member** (March-May, 2023)
- Faculty Search Committee (Elementary Literacy Tenure Track), **Chair** (August-December 2021)
- Faculty Search Committee (Educational Psychology Tenure Track), **Member** (December 2021-April 2022)
- Faculty Search Committee, **Member** (2017-2018)
- Evaluation and Personnel Committee, **Chair** (2016-2017)
- Faculty Search Committee, **Chair** (2013-2014)
- Faculty Search Committee, **Member** (2013)
- By-Laws Committee, **Member** (2013-present)
- Faculty Search Committee, **Member** (2012)
- Undergraduate Review Committee, **Member** (August, 2011-May, 2013)

AWARDS AND HONORS

- **Extended Learning and Community Engagement Scholar**, Northern Michigan University (2021-2025)
- **Excellence in Scholarship Award**, Northern Michigan University (2021-2022)
- **Innovation Award**, SISU Institute, Northern Michigan University (2022)
- **Sabbatical Award**, Northern Michigan University (2019-2020)
- **Extended Learning and Community Engagement Scholar**, Northern Michigan University (2017-2019)
- **Best-in-Track Award: Research: Designs, Methods, and Findings.** (2019) from the Online Learning Consortium and MERLOT. "Considering Print-Based Challenges for Online Literacy Instruction: Creating Access and Opportunity through Multimodal Practices."
- **UPCEA Central Region Excellence in Teaching Award** nomination (2018).
- **Key Woman Educator** Delta, Kappa, Gamma Society International (September, 2018)
- **Excellence in Teaching Award**, Northern Michigan University (2016)
- **University Online Teaching Fellow**, Northern Michigan University (2016-present)
- **Teaching Assistantship**, University of South Florida, College of Education (2006-2011)
- **Provost's Commendation for Outstanding Teaching** by a Graduate Teaching Assistant, University of South Florida (2008)
- **University Graduate Fellowship**, University of South Florida (2006-2007)
- **Research Assistantship**, University of South Florida, College of Education (2007)
- **National Honor Roll's Outstanding American Teachers Award** (2006)
- **Who's Who of American High School Teachers** (2001-2006)
- **Tampa Bay Area Writing Project Fellowship** Tampa Bay Area Writing Project, University of South Florida (2005)
- **Intern of the Year Award**, Clearwater Christian College (1998)
- **Alpha Chi National Honor Society** (1996)

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (2009-2010; 2016-present)
American Educational Research Association (2008-present)
American Reading Forum (2011-present)
Assembly on Literature for Adolescents (2005-present)
Delta Kappa Gamma Society International (2018-present)
Global Society of Online Literacy Educators (2018-present)
International Reading Association/ Literacy Association (2012-present)
International Study Association on Teachers and Teaching (2024-present)
Literacy Research Association (2016-present)
Marquette-Alger Reading Council (2011-present)
Michigan Reading Association (2012-present)
National Council Teachers of English (2000-present)
Organization of Teacher Educators in Literacy (2014-present)
Self-Study of Teacher Education Practices SIG (2014-present)
Florida Council Teachers of English (2006-2011)
Hillsborough County Teachers of English (1998-2006)