Carey E. Andrzejewski

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EDUCATION

2008 Ph.D., Teacher Education Policy and Leadership, Cognates in Qualitative Research Methods and Movement Studies, The Ohio State University, Columbus.
2006 M.A., Educational Policy and Leadership, The Ohio State University, Columbus.
2002 M.A., Dance and Related Arts, Texas Woman's University, Denton.
1999 B.S., Mathematics and Dance, Berry College, Mount Berry, Georgia.

Other training

Summer 2021	CCTS, Research Mentorship Certificate, University of Alabama at Birmingham.
Summer 2018	Transforming Teacher Education, Summer Institute, Arcadia University, Glenside, PA.
Summer 2016	LINKS Center Summer Workshop on Social Network Analysis, University of Kentucky, Lexington.
Summer 2015	LINKS Center Summer Workshop on Social Network Analysis, University of Kentucky, Lexington.

ACADEMIC POSITIONS

August 2020 – present	Professor, Department of Educational Foundations, Leadership, & Technology, College of Education, Auburn University
May 2020 – present	Consultant, Office of Research Compliance, Office of the Vice President for Research and Economic Development, Auburn University
August 2013 – August 2020	Associate Professor, Department of Educational Foundations, Leadership, & Technology, College of Education, Auburn University
Summer 2009	Visiting Professor, Department of Dance, School of the Arts, College of Arts and Sciences, Texas Woman's University
August 2008 – August 2013	Assistant Professor, Department of Educational Foundations, Leadership, & Technology, College of Education, Auburn University

September 2005 – August 2008	Graduate Teaching and Research Associate, School of Educational Policy and Leadership, College of Education and Human Ecology, The Ohio State University
August 2000 – May 2002	Graduate Teaching Associate, Department of Dance, School of the Arts, College of Arts and Sciences, Texas Woman's University

RESEARCH SCHOLARSHIP

(* indicates student co-authors; [1] indicates equal contributions by all authors)

Authored Book

Baggett, H. C., & Andrzejewski, C. E. (2021). *The grammar of school discipline: Removal, resistance, and reform in Alabama*. Lexington Books, Race in Education Series.

Peer-Reviewed Articles and Book Chapters

Andrzejewski, C. E., Forbes, S. A., & *Hogan, E. (in press). Intimacy in autoethnography: A framework for autoethnographic trustworthiness. *American Journal of Qualitative Research*.

Baggett, H. C., Andrzejewski, C. E., *Richardson, L., & *Porter, B. (in press). Research as copaganda: An abolitionist framework for the study of police in schools. *Critical Education.*

Forbes, S. A., Andrzejewski, C. E., *Hogan, E. (forthcoming). Ceding space, seeding agency with alternative school students. *Moving from Involvement to Equitable Community Collaboration*. Myers Education Press.

Anderson, A., Baggett, H. C., Andrzejewski, C. E., & Forbes, S. A. (2024). "Why don't they just move closer?": Adolescent critical consciousness development in YPAR about food security. *Journal of Adolescent Research, 39*(4), 861-887. https://doi.org/10.1177/07435584211065343

Strunk, K. K., & Andrzejewski, C. E. (2023). Racisms of commission and omission in educational psychology: A historical and systematic review. *Educational Psychologist,* 58(2), 57-69. https://doi.org/10.1080/00461520.2022.2152031

Baggett, H. C., Anderson, A., & Andrzejewski, C. E. (2022). Photo collages and near-peer interviewing: Scaffolding data collection in youth participatory action research projects with children. *Journal of Participatory Research Methods*.

*Beall, A. L., & Andrzejewski, C. E. (2021). Equity audits as tools for school improvement: Educators' experiences and perceptions. In R. Shankar-Brown (Ed.). *Bending the arc towards justice: Equity-focused practices for educational leaders*. Information Age.

*Hogan, E., Forbes, S. A., & Andrzejewski, C. E. (2021). Academic social capital of students from an alternative school: An ego network perspective. *International Studies in Sociology of Education*.

Wolf, S. E., Andrzejewski, C. E., *Clark, D., & *Forney, K. N. (2020). A bibliometric exploration of the qualitative research literature in distance education using a network approach. *American Journal of Distance Education*. DOI: 10.1080/08923647.2020.1811569

Baggett, H. C., & Andrzejewski, C. E. (2020). "I'm not good at this stuff:" Using bravery to rethink action in YPAR. In R. Cordova & W. Reynolds (Eds.). *Educating for social justice: Field notes from rural communities* (pp. 72-85). Sense Publishers.

Forbes, S. A., & Andrzejewski, C. E. (2020). O Grows and the Contextual and Interactive Model of Community-University Collaborations: A (re)incarnation story. In F. Kochan, & D. Griggs (Eds.). *Creating school partnerships that work: A guide for practice and research* (pp. 185-198). Information Age.

*Dillette, A., Douglas, A., & Andrzejewski, C. E. (2020). Dimensions of holistic wellness as a result of international wellness tourism experiences. *Current Issues in Tourism.* DOI: 10.1080/13683500.2020.1746247

Forbes, S. A., & Andrzejewski, C. E. (2020). O Grows, community-based food systems, and the sustainability compass. *Journal of Sustainability Education, 21*, 1-15. ISSN: 2151-7452

Andrzejewski, C. E., & Baggett, H. C. (2020). Magic and hocus-pocus: Teaching for social justice in a qualitative methods course. *The Qualitative Report 25*(3), 864-875. Retrieved from https://nsuworks.nova.edu/tqr/vol25/iss3/19

*Arnberg, B., Baggett, H. C., & Andrzejewski, C. E. (2020). […] Resurrecting dead data. *Taboo: The Journal of Culture and Education, 19*(3), 43-61. Retrieved from https://digitalscholarship.unlv.edu/taboo/vol19/iss3/4

Andrzejewski, C. E., Baker-Doyle, K. J., Glazier, J., A. & Reimer, K. E.[1] (2019). (Re)framing vulnerability as social justice work: Lessons from hacking our teacher education practices. *Review of Education, Pedagogy, and Cultural Studies, 41* (4-5), 317-351. DOI: 10.1080/10714413.2019.1694358

Baggett, H. C., & Andrzejewski, C. E. (2019). An exploration of white fear and school discipline in Alabama. *Whiteness and Education, 5*(1), 71-90. DOI: 10.1080/23793406.2019.1697964

Andrzejewski, C. E., Wolf, S. E., Straub, E. T., & Parson, L. (2019). Facilitating student empowerment and agency through the "Scaffolded Autonomy" approach to curriculum design. In G. I. E. Strohschen & K. Lewis (Eds.) *Competency-based and social-situational approaches for facilitating learning in higher education* (pp. 76-109). IGI Global.

Andrzejewski, C. E., *Arnberg, B., & Baggett, H. C.[1] (2019). Transformative mixed methods: A missed opportunity. In K. K. Strunk & L. A. Locke (Eds.). *Research methods for social justice and equity in education* (pp. 241-251). Palgrave.

Andrzejewski, C. E., & *Askia, R. E. (2018). Reflections on anger, sadness, fear, and privilege in the wake of the election: A narrative collage. *Taboo: The journal of culture and education*, themed issue *President Trump: The first one-hundred days of the radical normal, 17*(2), 54-63. DOI: 10.31390/taboo.17.2.07

*Dillette, A., Douglas, A., & Andrzejewski, C. E. (2018). Yoga tourism—A catalyst for transformation? *Annals of Leisure Research, 22*(1), 22-41. DOI: 10.1080/11745398.2018.1459195

Andrzejewski, C. E., Baggett, H. C., & *Askia, R. E. (2018). "No matter what personal feelings we have…": Exploring the tension between preservice teachers' personal ideologies about and professional responsibilities for LGBTQ students. In K. Strunk (Ed.), *Queering the deep south. Volume 1: Queering education in the deep south* (pp. 15-29). Information Age.

Baggett, H. C., & Andrzejewski, C. E. (2017). "Man, somebody tell that kid to shut up": YPAR implementation at a rural alternative school in the deep south. *Critical Questions in Educatio, Special Issue on Uncovering Youth Spaces: Activists Voices, Productive, Materialist Methodologies, and Social Inquiry, 8*(4), 400-417. Retrieved from https://academyedstudies.files.wordpress.com/2017/10/baggetandrzejewskifinal1.pdf

Hur, J.-W., Andrzejewski, C. E., & Marghitu. D. (2017). Girls and computer science: Experiences, perceptions, and career aspirations. *Computers & Education, 27*(2), 100-120. DOI: 10.1080/08993408.2017.1376385

Andrzejewski, C. E., Davis, H. A., Bruening, P. S., & Poirier, R. R. (2016). Can a self-regulated strategy intervention close the achievement gap? Exploring a classroom-based intervention in 9th grade earth science. *Learning and Individual Differences, 49*, 85-99. DOI: 10.1016/j.lindif.2016.05.013

Davis, H. A., Chang, M.-L., Andrzejewski, C. E., & Poirier, R. R. (2014). Examining relational engagement across the transition to high school in three U.S. schools reformed to improve relationships. *Learning Environments Research Journal, 17*(2), 263-286. DOI: 10.1007/s10984-013-9148-4

*Howell, M. P., Reames, E. H., & Andrzejewski, C. E. (2014). Educational leadership program faculty as technology leaders: What support with they need? *New Waves – Educational Research and Development Journal, Special Issue on Leadership in Education, 17*(1), 31-65. Retrieved from https://search.proquest.com/docview/1684189731?pq-origsite=gscholar&fromopenview=true

Andrzejewski, C. E., Wilson, A. M., & Henry, D. J. (2013). Considering motivation, goals, and mastery orientation in dance technique. *Research in Dance Education, 14*(2), 162-175. DOI: 10.1080/14647893.2012.733364

Andrzejewski, C. E. (2011). Balancing identity, motivation, and internal dialogue in the making of solos: Conquering the high wire. *International Journal of Qualitative Studies in Education, 24*(6), 673-692. DOI: 10.1080/09518398.2010.529836

Anderman, L. H., Andrzejewski C. E., & Allen, J. L. (2011). How do teachers support students' motivation and learning in their classrooms? *Teachers College Record, 113*(5), 969-1003. Retrieved from https://www.tcrecord.org/Content.asp?ContentId=16085

Davis, H. A., Chang, M.-L., Andrzejewski, C. E., & Poirier, R. R. (2010). Examining smaller learning community reform from the perspective of the learner-centered psychological principles. *Journal of Educational Change, 11,* 345-401. DOI 10.1007/s10833-009-9121-2

Andrzejewski, C. E. (2009). Toward a model of holistic dance teacher education. *Journal of Dance Education, 9*(1), 17-26. DOI: 10.1080/15290824.2009.10387380

Andrzejewski, C. E., & Davis, H. A. (2008). Human contact in the classroom: Exploring how teachers talk about and negotiate touching students. *Teaching and Teacher Education, 24,* 779-794. DOI: 10.1016/j.tate.2007.02.013

Invited Publications

Baggett, H. C., & Andrzejewski, C. E. (2021). Exclusion and removal. In K. K. Strunk and S. A. Sheldon (Eds.), *Encyclopedia of queer studies in education*, Brill.

*Feller, M., & Andrzejewski, C. E. (2015, July 16). An empty seat in class: Teaching and learning after the death of a student [Review of the book with the same title]. *Teachers College Record.* Retrieved from http://www.tcrecord.org ID Number: 18032.

Davis, H. A., & Andrzejewski, C. E. (2009). Teacher beliefs. In E. Anderman & L. H. Anderaman (Eds.), *Psychology of classroom learning: An encyclopedia: Vol 2* (pp. 909-915). Macmillan Reference.

Refereed Proceedings

*Dillette, A. K., Douglas, A. C., & Andrzejewski, C. E. (2016). An exploratory examination of the wellness tourist experience using netnography. Paper published in the proceedings of the international conference of the Travel and Tourism Research Association, Vail, CO.

Wilson, A. M., & Andrzejewski, C. E. (2011). Considering motivation, goals, and mastery orientation in dance technique. Paper published in the proceedings of the annual conference of the National Dance Education Organization, Tempe, AZ.

Andrzejewski, C. E., Davis, H. A., & Barta, B. (2006). Teachers' metaphors and use of touch in the classroom: Does touching make you a "risky" person? Paper published in the proceedings of the biennial SELF Conference, Ann Arbor, MI.

Andrzejewski, C. E. (2005). Balancing internal dialogue in the making of solo dances. Paper published in the proceedings of the annual conference of the National Dance Education Organization, Buffalo, NY.

Other

Baggett, H. C., & Andrzejewski, C. E. (2024). School resource officers: A policy brief. *APA Division 15*.

Andrzejewski, C. E. (2008). *A holistic investigation of teacher identity, knowledge, and practice*. Unpublished doctoral dissertation, The Ohio State University, Columbus.

Davis, H. A., Andrzejewski, C. E., Chang, M.-L., & Poirier, R. R. (2008). *The high school experience study: A program evaluation*. Unpublished program evaluation final report, Westerville City School District, Westerville, OH.

Andrzejewski, C. E. (2002). *Conquering the high wire: Balancing internal dialogue in the making of solo dances.* Unpublished professional paper, Texas Woman's University, Denton.

Funded Research

Strunk, K. K., & Andrzejewski, C. E. (2021; $1800). Do Black lives matter in educational psychology? A systematic review of the literature using social network analysis. APA Division 15 Competitive Research Grant: Education Research in the Time of COVID-19 and Civil Rights and Social Justice Movements.

Baggett, H. C., & Andrzejewski, C. E. (2018; $4,030). Exclusionary and subjective school discipline in Alabama. College of Education Seed Grant, Auburn University.

Andrzejewski, C. E., Baggett, H. C., & Larkin, B. M. (2016; $4,856). Describing and exploring school discipline trends in Alabama. College of Education Seed Grant, Auburn University.

Andrzejewski, C. E. (2007-2008; $6000). A holistic investigation of teacher identity, knowledge, and practice. The Dai Ho Chun Graduate Fellowship Scholarship, College of Education and Human Ecology, The Ohio State University.

Andrzejewski, C. E. (2007-2008; $1200). Exploring the intersections of expert secondary teachers' identities and classroom practices. Competitive Pi Lambda Theta National Research Grant.

National and International Conference Presentations

Forbes, S. A., **Andrzejewski, C. E.**, & *Hogan, E. (2026, April). Ceding space, seeding emancipation with alternative school students. Poster to be presented at the annual meeting of the American Educational Research Association, Los Angeles, CA.

*Feller, M., & **Andrzejewski, C. E.** (2025, November). Language and obstinance: Mindful communication in hostile classrooms. Paper to be presented at the National Association for Multicultural Education annual conference, New Orleans, LA.

*Hogan, E., Forbes, S. A, & **Andrzejewski, C. E.** (2025, April). Credibility in autoethnography: Connecting hallmarks of qualitative research validity. Roundtable presentation at the Annual Meeting of the American Educational Research Association, Denver, CO.

*Hogan, E., Forbes, S. A., & **Andrzejewski, C. E.** (2024, March). Using the SNAP Challenge to Engage Pre-Service Teachers. Paper presented at the National Youth Advocacy and Resilience Conference, Savannah, GA.

Baggett, H. C., Simmons, C., & **Andrzejewski, C. E.** (2023, November). Exploring school discipline patterns with preservice teachers. Interactive workshop presented at the Annual Conference of the National Association of Multicultural Education, Montgomery, AL.

*Durham, K., *Hoover, P., & Andrzejewski, C. E. (2023, May). Preservice teachers imagine their engagement in race talk. Paper presented at the Annual meeting of the American Educational Research Association, Virtual format.

Strunk, K. K., & Andrzejewski, C. E. (2023, April). Racisms of commission and omission in educational psychology: A historical analysis and systematic review. In A. Zengilowski & T. F. Adeoye (Chairs), *Calling in motivation researchers: Employing multicultural and critical approaches in pursuit of responsible scholarship*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

*Slaughter, K. F., & Andrzejewski, C. E. (2023, April). Conceptions, commitments, and challenges: Exploring faculty practices for engaging responsible conduct of research content. Paper presented at the Annual meeting of the American Educational Research Association, Chicago, IL.

Andrzejewski, C.E., Baggett, H. C., *Richardson, L., *Porter, B., & *Clark, D. (2023, April). Research as copaganda?: A critical review of the empirical literature about school-based police. Paper presented at the Annual meeting of the American Educational Research Association, Chicago, IL.

Strunk, K. K., & Andrzejewski, C. E. (2022, July). Do Black lives matter in educational psychology? Poster presented as special grant session of the annual conference of the

American Psychological Association, Division 15 – Educational Psychology, Virtual format.

Baggett, H. C., Andrzejewski, C. E., Matias, C. E., & Stovall, D. (2022, April). The grammar of school discipline in Alabama. Panel discussion presented at the annual meeting of the American Educational Research Association, Virtual format.

*Neugebauer, N., *Riel, J., Andrzejewski, C. E., Forbes, S. A., & Baggett, H. C. (2022, April). Future self-planning of alternative school youth. Paper presented at the Annual meeting of the American Educational Research Association, Virtual format.

Strunk, K. K., Andrzejewski, C. E., & *Hoover, P. (2021, April). Examining the racist roots of educational psychology theory and research. Paper presented at the annual virtual meeting of the American Educational Research Association.

Baggett, H. C., Andrzejewski, C. E., Shukura, N. A., & Tafelski, M. J. (2020, October). School discipline and disruption: Promoting activism amongst educators in Alabama and beyond. Paper presented at the Annual Conference for the National Association of Multicultural Education, Virtual format.

Andrzejewski, C. E., Baggett, H. C., Shukura, N. A., *Betties, J., & *Lee, S. (2020, April). A portrait of school discipline reform: Exclusionary discipline and subjective infractions in Timber County, Alabama [Roundtable Session]. Annual meeting of the American Educational Research Association, San Francisco, CA http://tinyurl.com/u6ny4z4 (Conference Canceled)

*Arnberg, B. T., Andrzejewski, C. E., Forbes, S. A., & *Hogan, E. (2020, April). "Everyone carries hunger in a different way": Insights into pre-service teacher experiences of food insecurity. [Roundtable Session]. Annual meeting of the American Educational Research Association, San Francisco, CA http://tinyurl.com/tdxas6x (Conference Canceled)

Matias, C. E., Demoiny, S., Andrzejewski, C. E., & Baggett, H. C. (2019, November). We are the work: Coaching white women toward racial justice. Paper presented at the Annual Conference for the National Association of Multicultural Education, Tucson, AZ.

Baggett, H. C., Andrzejewski, C. E., *Lee, S., & *Betties, J. (2019, April). School discipline in Alabama: The case of Cotton County Schools. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Wolf, S. E., Andrzejewski, C. E., *Forney, K. N., & *Clark, D. (2019, April). A bibliometric exploration of the qualitative research literature in distance education using a network approach. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Reimer, K., Glazier, J. A., Baker-Doyle, K. J., & Andrzejewski, C. E. (2019, April). Confronting the falsehoods of teacher education: Hacking our own practice. In K. Vachon & K. J. Baker-Doyle (Chairs), *"Lift Ev'ry Voice and Sing": Narratives of teacher educators transforming practices for social justice*. Symposium conducted at the annual meeting of the American Educational Research Association, Toronto, Canada.

*Arnberg, B., Andrzejewski, C. E., Baggett, H. C. (2019, April). Feeling dysconscous after all: A post-qualitative account of critical consciousness coursework. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Baggett, H. C., Andrzejewski, C. E. (2019, January). Teaching for social justice in qualitative methods: Examples from class. Paper presented at The Qualitative Report's 10th Annual Conference, Fort Lauderdale, FL.

Baggett, H. C., Andrzejewski, C. E. (2018, November). White fear and school discipline policy and practice in Alabama. Paper presented at the Annual Conference for the National Association of Multicultural Education, Memphis, TN.

Baggett, H. C., Andrzejewski, C. E., Triplett, N. P., & Larkin, B. (2018, April). An Exploration of the Intersection of Subjective Discipline and Referral to Law Enforcement in Alabama Public Schools. Paper presented at the annual meeting of the American Educational Research Association, New York.

Baggett, H. C., Andrzejewski, C. E., & *Feller, M. (2017, May). Youth participatory action research: Implementation at an alternative school. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Andrzejewski, C. E., Baggett, H. C., & Larkin, B. M. (2017, April). An exploratory study of disciplinary infraction reporting in Alabama. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

*Feller, M., Andrzejewski, C. E., & Forbes, S. A. (2016, April). A mixed-methods analysis of the prevalence, character, and impact of extra-curricular relationships between students and professors. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

*Hogan, E., *Powell, S., Forbes, S. A., & Andrzejewski, C. E. (2016, March). Benefiting at-risk youth through an agricultural initiative at an alternative school. Paper presented at the National Youth-At-Risk Conference, Savannah, GA.

Wolf, S. A., Andrzejewski, C. E., *Coe, L., & *Feller, M. (2015, May). Making assessment visible to students. Workshop session presented at the Teaching Professor Conference, Atlanta, GA.

Andrzejewski, C. E., & *Feller, M. (2015, April). Distinguishing advocacy and non-judgment: A challenge for pre-service teachers and teacher educators. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

*Feller, M., & Andrzejewski, C. E. (2015, April). Teachers' recollections of engaging otherwise disengaged students. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

*Finch, J. M., & Andrzejewski, C. E. (2014, November). Veteran teacher commitment: Acknowledging the investments. Paper presented at the annual convention of the University Council for Education Administration, Washington, DC.

Andrzejewski, C. E., & Henry, D. J. (2014, April). Please pardon the interruption: A qualitative analysis of daily announcements from American high schools. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Andrzejewski, C. E., & Wilson, A. M. (2012, July). The curriculum of dance in popular media. Paper presented at the Dance and the Child International and World Dance Alliance Global Dance Summit as part of a panel presentation titled, *Reimagining dance curricular practices in higher education: Navigating learning journeys with(in) dynamic landscapes*, Taipei, Taiwan.

*Howell, M. P., Reames, E. H., & Andrzejewski, C. E. (2011, November). Educational leadership faculty as technology leaders: What support will they need? Paper presented at the annual convention of the University Council for Education Administration, Pittsburgh, PA.

Kensler, L. A. W., & Andrzejewski, C. E. (2011, March). The end of classroom management: Classroom teachers as leaders. Presentation at the 2011 EARCOS Teachers' Conference, Kota Kinabalu, Malaysia: East Asia Consortium of Schools (EARCOS).

Wilson, A., & Andrzejewski, C. E. (2010, October). Considering motivation, goals, and mastery orientation in dance technique. Paper presented at the annual conference of the National Dance Education Organization, Tempe, AZ. (individual contribution: 50%)

Chang, M.-L., Davis, H. A., Andrzejewski, C. E., & Poirier, R. R. (2010, August). The role of interdisciplinary teaming in high school on academic performance. Poster presented at the annual convention of the American Psychological Association, Division 15, San Diego, CA.

Poirier, R. R., Andrzejewski, C. E., Davis, H. A. (2010, May). Paradigmatic multiplicity: Knowledge born from compliment and contradiction. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Bruening, P. S., Marietta-Brown, A., Andrzejewski, C. E., & Anderman, L. H. (2010, May). Teacher self-disclosure and student motivation: An important link revealed. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Davis, H. A., Chang, M.-L., Andrzejewski, C. E., & Poirier, R. R. (2010, April). Examining relational engagement across the transition to high school in schools reformed to improve relationships. Paper presented at the International Conference on Interpersonal Relationships in Education, Denver, CO.

Davis, H. A., & Andrzejewski, C. E. (2010, April). The role of self-descriptions in pre-service teachers' perceptions of classroom touch. Poster presented at the International Conference on Interpersonal Relationships in Education, Denver, CO.

Andrzejewski, C. E. (2009, August). An exploration of expert high school teachers' generativity. Poster presented at the annual convention of the American Psychological Association, Division 15, Toronto, Canada.

Davis, H. A., Andrzejewski, C. E., & Gregory, B. (2009, August). Preservice teachers' perceptions of risk, appropriateness, and comfort with touch and personal disclosure. Poster presented at the annual convention of the American Psychological Association, Division 15, Toronto, Canada.

Andrzejewski, C. E. (2009, April). Exploring the intersections of teacher identity, motivation, and practice. In D. K. Meyer (Chair), *Looking and listening in classrooms: How students motivate teachers*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego, CA.

Anderman, L. H., Andrzejewski, C. E., & Allen, J. (2009, April). Teachers' instructional characteristics associated with adaptive motivational and learning contexts in high school. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Holbert, R., Davis, H. A., & Andrzejewski, C. E. (2008, March). Examining novice teacher educators' approach to field experience: Toward a model of quality supervision. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.

Andrzejewski, C. E., Davis, H. A., Bruening, P. S., & Poirier, R. R. (2008, March). Examining the efficacy of strategy intervention for ninth grade students: Are self-regulated learning

strategies a form of social capital? Poster presented at the annual meeting of the American Educational Research Association, New York City, NY.

Andrzejewski, C.E. (2007, June). Toward a holistic model of dance teacher education. Poster presented at the annual conference of the National Dance Education Organization, Mobile, AL.

Andrzejewski, C.E. (2007, June). A case study of dance teacher identity. Poster presented at the annual conference of the National Dance Education Organization, Mobile, AL.

Davis, H. A., Chang, M.-L., Poirier, R. R., & Andrzejewski, C. E. (2007, April). The high school experience: Role of teaming in easing the impact of the transition to high school. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Andrzejewski, C. E., Davis, H. A., & Barta, B. (2006, August). Human contact in the classroom: Touch, pedagogy, and classroom culture. Poster presented at the annual convention of the American Psychological Association, New Orleans, LA.

Andrzejewski, C. E., Davis, H. A., & Barta, B. (2006, July). Teachers' metaphors and use of touch in the classroom: Does touching make you a "risky" person? Paper presented at the biennial SELF Conference as part of a symposium titled, *The interpersonal dimensions of a teacher's self: Where have we been and where are we going?*, Ann Arbor, MI.

Davis, H. A., Straub, E. T., & Andrzejewski, C. E. (2006, March). The impact of "smaller learning communities" on the transition to high school. Poster presented at the biennial meeting of the Society for Research in Child Development, San Francisco, CA.

Andrzejewski, C. E. (2005, October). Balancing internal dialogue in the making of solo dances. Paper presented at the annual conference of the National Dance Education Organization, Buffalo, NY.

Local Presentations

*Hogan, E., Forbes, S. A., & Andrzejewski, C. E. (2025, February). Hallmarks of trustworthiness in autoethnography. Panel presentation at the annual meeting of the Eastern Education Research Association, Hilton Head, SC.

*Hogan, E., Forbes, S. A., & Andrzejewski, C. E. (2019, February). Navigating personal social networks and academic social capital. Paper presented at the annual meeting of the Eastern Educational Research Association, Myrtle Beach, SC.

Forbes, S. A., & Andrzejewski, C. E. (2016, September). Leveraging Local Crises to Grow Sustainable Community. Poster presented at Auburn University's Faculty Symposium 2016.

Forbes, S. A., Andrzejewski, C. E., Parr, B., & Spiers, J. D. (2016, February). O Grows: Planting Seeds of Localism. Paper presented at the Auburn University Outreach and TAWLA 2016 Symposium. Auburn University.

*Powell, S., *Hogan, E., Forbes, S. A., & Andrzejewski, C. E. (2016, February). A mixed methods analysis of first graders' knowledge and misconceptions of agriculture. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head Island, SC.

Wolf, S. E., & Andrzejewski, C. E. (2014, September). Making assessment visible to students. Poster presented at Conversations in Celebration of Teaching, Auburn University.

*Finch, J., & Andrzejewski, C. E. (2014, February). Veteran teachers in their own words. Paper presented at the annual conference of the Eastern Educational Research Association, Jacksonville FL.

*Feller, M., Lakin, J., Witte, M., Dag, A., Koc, N., & Andrzejewski, C. E. (2014, February). Validity and evaluator ratings on the personal potential index (PPI): A qualitative study. Paper presented at the annual conference of the Eastern Educational Research Association, Jacksonville FL.

*Chesser, S., Forbes, S. A., & Andrzejewski, C. E. (2014, February). Advancing multidisciplinary perspectives on current educational issues: Initial insight on the role of biology in the debate of single vs. mixed sex education. Paper presented at the annual meeting of the Southeast Philosophy of Education Society, Decatur, GA.

Andrzejewski, C. E. (2013, September). Portfolios in doctoral coursework: How and why. Poster presented at Conversations in Celebration of Teaching, Auburn University.

Whyte, A. I, & Andrzejewski, C. E. (2011, August). Productive written reflection: Making connections across departments and programs. Poster presented at poster reception for participants in the 2010-2011 Writing Symposium, Office of University Writing, Auburn University.

Whyte, A. I, & Andrzejewski, C. E. (2011, April). Commentary as a genre of high school and college writing. Presentation at Lunch and Learn sponsored by the Department of Curriculum and Teaching, College of Education, Auburn University.

Chang, M.-L., & Andrzejewski, C. E. (2008, October). What rejuvenates teachers? Exploring the potential of relationships, communication, and collective efficacy in smaller learning communities. Poster presented at the annual meeting of the Mid-Western Educational Research Association, Columbus, OH.

Andrzejewski, C. E., & Kaschner, J. (2006, April). Recruitment, retention, and effective training of mentors. Poster presented at the sixth annual Multiple Perspectives on Access, Inclusion, and Disability Conference, The Ohio State University, Columbus.

Invited Presentations

Andrzejewski, C. E. (2022, October). The grammar of school discipline: Removal, resistance, and reform in Alabama schools. Invited book talk, Annual Juvenile Justice Seminar, Alabama Criminal Defense Lawyers Association, Gulf Shores, Alabama.

Andrzejewski, C. E. (2019, June). An exploration of trust: A social network analysis of a performance ensemble. Invited research colloquium, Teachers College Columbia University, The Department of Arts and Humanities, Dance Education Program.

Kensler, L. A. W., & Andrzejewski, C. E. (2011, March). The end of classroom management: Classroom teachers as leaders. Presentation at the 2011 EARCOS Teachers' Conference, Kota Kinabalu, Malaysia: East Asia Consortium of Schools (EARCOS).

Other Research Contributions

https://soundcloud.com/user-883650452/kamden-k-strunk-carey-e-andrzejewski?si=7e85ba630f84494ba83ae00cd0781717&utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

https://www.al.com/educationlab/2023/03/an-alabama-school-district-wants-to-crack-down-on-fights-this-family-has-questions.html

https://www.rollingstone.com/culture/culture-features/alabama-nazi-salute-critical-race-theory-1328143/

https://www.al.com/news/2022/02/alabama-officials-receive-complaints-about-black-history-month-as-state-debates-crt-legislation.html

SCHOLARSHIP OF TEACHING

Syllabi, lists of topics and readings, project guidelines, and teaching evaluations will be provided upon request.

Courses at Auburn University

- Developer and Instructor, *Graduate Studies 7200: Principles of Responsible Conduct and Scientific Integrity* (1 credit hour; first taughter Summer 2024). Responsible conduct of research (RCR) is foundational in the scientific enterprise, offering a framework for progress, appropriate designation of credit, and the means to protect public and professional trust in science. This course prepares graduate students to navigate ethical challenges likely to emerge when conducting research, including matters related to human and animal subjects, data management, peer review, and authorship. The course also examines fundamentals of the broader research environment, including collaboration, mentorship, regulations, and responding to suspected wrongdoing.
- Developer and Instructor, *Graduate Studies 8200: Principles of Responsible Conduct and Scientific Integrity* (first taughter Summer 2022). Responsible conduct of research (RCR) is foundational in the scientific enterprise, offering a framework for progress and appropriate designation of credit. This course is designed to offer an introduction to the policy and ethical basis for research integrity. Students will learn about past failures that have shaped the current regulatory environment, understand the current expectations for researchers, and explore ethical dilemmas in the research space. This course will feature a blended approach, drawing on both asynchronous online instruction (CITI) and synchronous course meetings.
- Instructor, *Foundations of Education 7010: History of American Education* (first taught Fall 2019). This course is a doctoral seminar examining the history of education in the US, focusing on oppressive legacies of colonialism, white supremacy, cis-hetero-sexism, and patriarchy.
- Developer and Instructor, *Educational Research Methods and Analysis 7970: Social Network Analysis* (first taught Summer 2018). This course is a doctoral-level seminar focused on the epistemological and methodological issues inherent in the appraisal and conduct of social network analysis research. Students are required to design a study employing the use social network analysis, as well as work toward publication with existing social network data sets.
- Instuctor, *Educational Research Methods and Analysis 8120: Teacher Evaluation* (first taught Spring 2016). This course is a doctoral-level seminar focused on the improvement and supervision of teachers, both those in P-12 schools and in higher education. Students will be required to conduct a mini-supervision of a practicing teacher or student intern. The mini-

supervisions will be rooted in research on effective teaching and will consist of teacher assessments, interviews, and observations analyzed for the improvement of teaching practice.

- Co-Developer and Instructor/Co-Instructor (with Dr. Sean Forbes), *Educational Research Methods and Analysis 7400: Mixed Methods* (first taught Summer 2014; co-taught twice; taught once). This course is a doctoral-level seminar focused on the epistemological and methodological issues inherent in the appraisal and conduct of mixed methods research. Students are required to design and carry out a small-scale, mixed methods study employing the use of qualitative and quantitative data, as well as qualitative and quantitative analytic techniques.
- Instructor, *Educational Research Methods and Analysis 7220: Applied Qualitative Research Methods* (first taught Spring 2011). This course is a doctoral-level seminar in qualitative research methodology. The course is based on the assumption that qualitative researchers learn their trade through both scholarship and fieldwork. Students learn by doing their own research and from the research experiences of others. For this reason, the course has two aims. The first is to help students become familiar with the methodological literature, leading advocates, and ongoing debates within the field. The second is to hone students' skills conducting fieldwork, analyzing qualitative data, writing research reports, experimenting with voice, and reflecting meaningfully on these processes, including theoretical, methodological, and ethical dimensions.
- Instructor, *Educational Research Methods and Analysis 7210: Theory and Methodology of Qualitative Research* (first taught Fall 2009). This course is a doctoral-level introductory course in qualitative research methods. The course serves three primary purposes: 1. To give students skills related to the assessment of the quality of qualitative inquiry (i.e., to help students become good consumers of the empirical, qualitative literature in their fields); 2. To help students become knowledgeable about the theoretical and philosophical underpinnings of qualitative research; and 3. To help students begin to develop skills as qualitative researchers—gaining access to research sites, collecting data, analyzing data, and writing about methods and findings.
- Instructor, *Educational Leadership 7210/16: Multiprofessional Leadership for Equity* (first taught Spring 2018). This is a graduate level course, offering via distance, for students seeking licensure as school leaders. It is designed to directly address Alabama's fourth Standard for Instructional Leaders, Diversity. "Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students."
- Developer and Instructor, *Foundations of Education 7930: Teaching Apprenticeship* (first taught Fall 2011). This is a graduate level course designed to prepare graduate students to coursework related to the equity in and social foundations of education (e.g., Foundations of Education 3000, Educational Leadership 7210).
- Instructor, *Foundations of Education 3000: Diversity of Learners and Settings* (first taught Fall 2008). This course is an undergraduate service course for all students seeking a degree in education and teaching licensure in Alabama. The course includes 25 hours of service learning and offers an overview of the historical, philosophical, sociological, ethical, and legal foundations of public education in the United States. In this course, students grapple with questions related to the purposes of schooling and the roles of teachers in fulfilling those purposes. In particular, students read broadly in the extant literature regarding the social

foundations of education, debate issues of contemporary educational importance, and reflect on their learning and future practice as educators.

Supervision

- Co-Chair for Garry D. Morgan II, Ph.D. in Higher Education Aministration. Dissertation: *Catalysts and Constraints: Academic Diversity Officers and the Paradox and Politics of Organizational Change*. Completed Fall 2025.
- Chair for Kate Durham, Ph.D. in Educational Psychology. Dissertation: *A Critical Ethnography of Preservice Teachers' Imagined Emotions and Racial Engagement*. Completed Summer 2025.
- Co-Chair for Christie Broom, Ph.D. in Educational Leadership. Dissertation: *Students with Attention-Deficit/Hyperactivity Disorder Trusting Teachers*. Completed Summer 2025.
- Chair for Dana Wright Marhsall, Ph.D. in Educational Leadership. Dissertation: *Perceptions of student persistence in Alabama's early college designs*. Completed Fall 2024.
- Co-Chair for Kendrick Myers, Ph.D. in Educational Leadership. Dissertation: *The Principalship through the eyes of former assistant principals*. Completed Summer 2024.
- Co-Chair for Jasmine Betties, Ph.D. in Educuational Psycholog. Dissertation: *There's a rhythm to our method: An endarkened narrative of four Black women teachers' school discipline practices*. Completed Fall 2022.
- Chair for Dwayne Clark, Ph.D. in Educational Psychology. Dissertation: *Teacher-efficacy as a complex web: Lessons from a qualitative case study on the transition of military faculty to emergency remote teaching during COVID-19*. Completed Summer 2021.
- Chair for Andrea Beall, Ph.D. in Educational Leadership. Dissertation: *Teachers and school leaders' deficit thinking and dysconsciousness as hindrances to educational equity: A multi-method exploration*. Completed Summer 2021.
- Co-Chair for Benjamin Anrberg, Ph.D. in Higher Education Administration. Dissertation: *Pink lemonade: An autoethnographic fantasia*. Completed Spring 2020. This dissertation was published by Routledge as *Queer campus climate: An authoethnographic fantasia* (2020).
- Co-Chair for Kimberly Jones, Ph.D. in English Education. Dissertation: *Reading their stories: Exploring the societal, educational, and personal landscape of transitional college readers through a narrative lens*. Completed Summer 2017.
- Co-Chair for William Dee Fowler, Ph.D. in Adult Education. Dissertation: *A study of the professional role identities of experienced university instructors of English for speakers of other languages.* Completed Spring 2017.
- Co-Chair for Andrew Henley, Ph.D. in Educational Psychology. Dissertation: *Adolescents and art museums:Social crowds and free-choice art education*. Completed Fall 2016.
- Co-Chair for Lashae King, PhD. in Elementary Education. Dissertation: *An exploration of comprehension instruction in content area elementary classes*. Completed Summer 2015.
- Chair for Quebe Bradford, Ph.D. in Educational Leadership. Dissertation: *Examining Alabama teacher of the year nominee applications: Toward a prototype of expert teaching.* Completed Spring 2015.
- Chair for Jonathan Finch, Ph.D. in Educational Leadership. Dissertation: *Veteran teacher commitment: Veteran teachers in their own words*. Completed Fall 2014.
- Co-chair for John Pretridge, Ph.D. Educational Leaderhip. Dissertation: *The uses of systems thinking tools for school improvement*. Completed Fall 2013.

- Co-chair for Marcus Howell, Ph.D. Educational Leadership, Dissertation: *Teachers as technology leaders: A case study of a one-to-one laptop initiative*. Completed Summer 2012.
- Committee member for 48 graduated doctoral students and four graduate mater's students.
- Chair or Co-Chair for four doctoral students and one master's student.
- Committee member for 13 doctoral students.

P-12 Teaching

Instructor and Mathematics Department Head (2002-2004), Grades 7 through 12, Lowcountry Day School, Pawleys Island, South Carolina.
Instructor (2002 – 2004), Modern Dance, Creative Movement, and Dance Conditioning (P-12 and adults), Litchfield Dance Arts Academcy, Pawleys Island, South Carolina.
Instructor (1999 – 2000), Mathematics, Grades 9 through 12, Clay-Chalkville High School, Clay, Alabama.

SCHOLARSHIP OF RESEARCH ADMINISTRATION

2021 – present	Responsible Conduct of Research Education and Training Consultant, Office of Research Integrity and Compliance, Office of the Senior Vice President for Research and Economic Development
Related Activities:	
Fall 2025	Developer and presenter, New Faculty Scholars, Responsible Conduct of Research Presentation
Fall 2025	Presenter, New Faculty Resource Fair
Fall 2025	Presenter, Graduate Student Resource Fair
Fall 2025	Presenter, International Student Meet & Greet
Summer 2025	Presenter, *Protecting Human Research Participants*, Savvy Researcher Boot Camp
Summer 2025	Presenter, *Ethically Navigating Publication*, Savvy Researcher Boot Camp
Spring 2025	Co-Facilitator, with Drs. Kristina Neely, Alan Wilson, and Amy Yanke, *Case Studies in Mentoring: Exploring Best Practices in Research Mentor-Mentee Relationships* (five session series for postdoctoral fellows and graduate students)
2024 – present	Member, Mentorship Working Group, Office of the Associate Vice President for Research
Fall 2024	Co-Facilitator, with Drs. Kristina Neely, Alan Wilson, and Amy Yanke, *Case Studies in Mentoring: Exploring Best Practices in Research Mentor-Mentee Relationships* (five session series for postdoctoral fellows and new faculty)
Fall 2024	Co-Facilitator, with Darcy Corbitt Hall, Responsible Conduct of Research Lunch and Learn for Graduate Research and Postdoctoral Fellows (three offerings)
Fall 2024	Developer and facilitator, National Postdoctoral Fellows Mentoring Workshop
Fall 2024	Developer and facilitator, College of Liberal Arts, Mentoring

	Workshop
Fall 2024	Developer and facilitator, College of Liberal Arts, Responsible Conduct of Research Workshop
Fall 2024	Developer and presenter, New Faculty Scholars, Responsible Conduct of Research Presentation
Fall 2024	Presenter, Graduate Student Resource Fair
Spring 2024	Developer and Co-Facilitator, with Darcy Corbitt Hall, Responsible Conduct of Research Lunch and Learn for Graduate Research Fellows (four offerings)
Spring 2024	Developer and Facilitator, Responsible Conduct of Research Professional Development Series for Post-Doctoral Fellows (four session series)
Fall 2023	Co-Facilitator, with Drs. Alan Wilson and Amy Yanke, *Case Studies in Mentoring: Exploring Best Practices in Research Mentor-Mentee Relationships* (five session series)
Spring 2023	Co-Facilitator, with Dr. Alan Wilson, *Case Studies in Mentoring: Exploring Best Practices in Research Mentor-Mentee Relationships* (five session series)
Summer 2022	Co-Facilitator, with Dr. Alan Wilson, *Case Studies in Mentoring: Exploring Best Practices in Research Mentor-Mentee Relationships* (five session series)
2013 – present	Member, Institutional Review Board (IRB; IRB2 – Social and Behavioral 2013 – 2021)
2018 – Spring 20205	Contractual reviewer for expedited protocols, Institutional Review Board
2017 – 2024	Member, Prison Institutional Review Board
Spring 2024	Chair, Scientific Misconduct Investigation Committee (Case #2023-02)
Fall 2023	Chair, Scientific Misconduct Inquiry Committee (Case #2023-02)
Summer – Fall 2023	Chair, Scientific Misconduct Investigation Committee (Case #2022-02)
Spring 2023	Chair, Scientific Misconduct Inquiry Committee (Case #2022-02)
Spring 2022	Chair, Scientific Misconduct Investigation Committee (Case #2021-01)
Fall 2021	Chair, Scientific Misconduct Inquiry Committee (Case #2021-01)

Presentations

Andrzejewski, C. E., & Wilson, A. (2025, November). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Half-day workshop sponsored by Auburn University, Colleges of Education, Human Sciences, and Liberal Arts.

Andrzejewski, C. E., & Wilson, A. (2025, August). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Half-day workshop sponsored by Auburn University Office of Research Integrity and Compliance.

Andrzejewski, C. E., & Cremaschi, L. (2025, February). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Half-day workshop sponsored by Auburn University Research and Innovation Campus, Huntsville, AL.

Dubois, J., & Andrzejewski, C. E. (2025, January). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by Auburn University, Samuel Ginn College of Engineering.

McIntosh, T., & Andrzejewski, C. E. (2024, September). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by Auburn University, Samuel Ginn College of Engineering.

Dubois, J., & Andrzejewski, C. E. (2024, May). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by Auburn University, Samuel Ginn College of Engineering.

McIntosh, T., & Andrzejewski, C. E. (2024, January). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by Auburn University, Department of Biological Sciences.

McIntosh, T., & Andrzejewski, C. E. (2023, May). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by Auburn University, Samuel Ginn College of Engineering.

McIntosh, T., & Andrzejewski, C. E. (2024, January). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by Auburn University, Department of Biological Sciences.

Andrzejewski, C. E. (2023, August). Avoiding research misconduct. Auburn University Department of Building Sciences, doctoral program.

Dubois, J., & Andrzejewski, C. E. (2023, August). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by The Samuel Ginn College of Engineering.

McIntosh, T., & Andrzejewski, C. E. (2023, May). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by Auburn University, Samuel Ginn College of Engineering.

Antes, A. L., & Andrzejewski, C. E. (2023, January). Best practices for research excellence: Empowering researchers to conduct rigorous, responsible research. Day-long workshop sponsored by Auburn University, Samuel Ginn College of Engineering.

Andrzejewski, C. E. (2023, May). The scientific integrity journey: Responsible conduct of research seminar. Summer Research Program, College of Veterinary Medicine, Auburn University.

Andrzejewski, C. E. (2023, May). Aligning expectations in mentorship: Calibration, communication, and feedback. Faculty professional development, College of Veterinary Medicine, Auburn University.

Tye, M., & Andrzejewski, C. E. (2022, August). What is RCR? Samuel Ginn College of Engineering Lunch Symposium, Auburn University.

OUTREACH SCHOLARSHIP

Program 1: Critical Scholars Working Group

This group started in 2016 and holds outreach events on a regular basis. One of those is the Critical Studies Movie Nights. The movie night events involve showing critical documentaries, which are followed by panel discussions. Typically, these events draw between 50 and 100 attendees and are held twice per semester. Topics have included mass incarceration, the Black

Lives Matter movement, race/racism in law enforcement, HIV/AIDS in the South, and other topics related to education, racism, queer studies, and postcolonial/indigenous studies. The other regularly scheduled event is the Critical Studies Book Group. The book group is targeted for graduate students and involves multiple faculty members. Each semester, the group reads two books – a recent piece of critical scholarship in education, and the foundational theoretical work on which that recent scholarship builds. For example, we recently read Erica Meiners book *For the Children?* about school-prison issues. Her work engages a poststructural perspective, so we read Michel Foucault's *Discipline and Punish* as the companion piece. Beyond these regularly scheduled events, our group provides support for one another, engages in collaborative research, and developed a critical studies graduate minor for students in the College of Education and beyond.

Program 2: Engagement and Advocacy in Public Schools

Alabama Youth Justice Coalition

Reimagining School Discipline, Dothan City Schools

Following the publication of our book on the topic, Dr. Hannah Baggett and I requested funding to support providing books for a group of school leaders in Dothan City. Having received funding, we engaged in a year-long book study with the leaders (2021-2022). This work is ongoing and now involves a year-long book study with teachers in one school (2022-2023).

Family Engagement Working Group, Creekside Elementary School

A colleague, Dr. Sara Demoiny, and I collaborated with a group of teacher leaders and school administrators to address their concerns about making their school environment welcoming and inclusive to all families. We operated as a reading group in years 1 and 2 (2018-2020).

Youth Participatory Action Research

Baggett, H. C., & Andrzejewski, C. E. (2017, spring semester). A semester-long youth participatory action research project embedded within an agriscience course with students enrolled at the Opelika Learning Center.

Baggett, H. C., & Andrzejewski, C. E. (2016, fall semester). A semester-long, elective course on youth participatory action research with students enrolled at the Lee County Learning Center.

Baggett, H. C., & Andrzejewski, C. E. (2016, spring semester). A semester-long, elective course on youth participatory action research with students enrolled at the Lee County Learning Center.

Baggett, H. C., Forbes, S. A., Andrzejewski, C. E., & Wells, D. (2016-2017 funding cycle; $21,500). Growing O Grows: Engaging alternative school students in research and action about food security. Competitive Outreach Scholarship Grant, Auburn University. This grant continues to fund a paid internship program for students at the alternative school in the Opelika City School District to work in existing school and community gardens. The goals of the project are to support the interns' engagement in their school and community through meaningful work and to address food insecurity in the community through their efforts. This grant extends the work of last year's grant by providing instruction and

support for the alternative school students to engage in youth participatory action research around topics related to food security.

Schools Gardens Internship Program: Addressing Student Engagement and Food Insecurity

See grant above.

Forbes, S. A., Andrzejewski, C. E., & Parr, B. A. (2015-2016 funding cycle; $21,216). Opelika Grows: Planting seeds for sustained localism. Competitive Outreach Scholarship Grant, Auburn University. This grant funds a paid internship program for students at the alternative school in the Opelika City School District to work in existing school and community gardens. The goals of the project are to support the interns' engagement in their school and community through meaningful work and to address food insecurity in the community through their efforts.

Theory and Methods of Professional Development Activities

Reames, E., Andrzejewski, C. E., *Valentini, L., & *Pignato, S. (2010, April). Using action research to build and strengthen K-12 professional learning communities. Research Symposium, Pinson Elementary School, Pinson, AL.

Andrzejewski, C. E., & Kensler, L. A. W. (2010, February). Teacher leadership in the classroom. Poster presented at Pinson Elementary School, Pinson, Al.

Andrzejewski, C. E., Kensler, L. A. W., & *Murray, J. (2010, February). What do cutting-edge ideas in educational leadership have to tell us about teaching? Teachers as classroom leaders. Poster session for practicing teachers, Pinson Elementary School, Pinson, AL.

Andrzejewski, C. E. (2010, February). Theory and methods of professional development: A year-long conference. Poster presented at Pinson Elementary School, Pinson, Al.

Wolf, S. E., & Andrzejewski, C. E. (2009, December). The roles of self-regulated learning and productive reflection in effective professional development. Workshop for practicing teachers, Pinson Elementary School, Pinson, AL.

Andrzejewski, C. E. (2009, September). Theory and method of professional development. Opening address, Pinson Elementary School, Pinson, AL.

Smaller Learning Community Reform Evaluation Activities

Co-Instructor, *Educational Policy, and Leadership 727.50: Examining the role of Teacher Collaboration in Supporting the Transition to High School*.

This was a three-day (24-hour) professional development course offered for the teachers in the Westerville City School District during the summer of 2007. We worked in conjunction with the College of Education and Human Ecology Office of Outreach and Engagement at The Ohio State University. I served as a co-instructor, taking on 40% of the responsibility for planning and delivering the course. Dr. Heather Davis and Mei-Lin Chang were the other co-instructors. We designed the course for practicing teachers working in smaller learning communities. The goals of the professional development course were to provide a space for teachers to consider the structure of teaming, the role of teaming in differentiating instruction, and the role of self-regulated learning in supporting student success in high school.

Davis, H. A., Poirier, R. R., & Andrzejewski, C. E. (2007, April). Charting achievement and setting goals. Guest teaching in ninth grade science classes, Westerville North High School, Westerville, OH.

Davis, H. A., Poirier, R. R., & Andrzejewski, C. E. (2007, January). Improving students' study strategies. Guest teaching in ninth grade science classes, Westerville North High School, Westerville, OH.

Davis, H. A., Chang, M.-L., Poirier, R. R., & Andrzejewski, C. E. (2006, July). The high school experience: Role of teaming in easing the impact of the transition to high school. Poster presentation shared with teachers involved in teaming. Westerville City School District, Westerville, OH.

Andrzejewski, C. E., Davis, H. A., Poirier, R. R., & Chang, M.-L. (2006, July). The high school experience: Role of study hall in easing the impact of the transition to high school. Poster presentation shared with teachers involved in teaming. Westerville City School District, Westerville, OH.

Chang, M.-L., Davis, H. A., Andrzejewski, C. E., & Poirier, R. R. (2006, July). The high school experience: High school teachers' experiences participating on teams. Poster presentation shared with teachers involved in teaming. Westerville City School District, Westerville, OH.

Program 3: Art Education for Underserved Public School Students

Amp Up Arts Alabama, member, board of directors

Amp Up Arts Alabama, member, data committee

At Loachapoka High School, four 90-minute master classes in spring 2013 focused on hip-hop dance technique, performance, and history. Duane Lee Holland, Jr. taught the master classes. A National Advisory Council mini-grant provided the necessary funding.

At Notasulga High School, four 90-minute dance classes in fall 2011, one for each of the high school grades, focused on learning vernacular jazz vocabulary and choreography.

At Notasulga High School, one 90-minute dance class in spring 2011 for the 2010-2011 senior class, focused on the incorporation of gesture in dance vocabulary.

Wilson, A. M., & Andrzejewski, C. E. (2013, February). Dance for underserved students. Symposium presented at the Outreach Scholarship Symposium: Advancing Transformative Engagement, Auburn University, AL.

Andrzejewski, C. E., and Wilson, A. M. (2012-2013: $2000). Hip-hop dance for underserved students: Bringing Duane Lee Holland to Loachapoka High School. Auburn University College of Education National Advisory Council Mini-Grant.

SCHOLARSHIP OF SERVICE

Service to Peer-Reviewed Publications

2017 – present	Member, Editorial Review Board, *The Qualitative Report*
2020 – 2025	Member, Editorial Review Board, *The Professional Educator, Critical Section*
2025	Ad Hoc Reviewer, *The Qualitative Report*
2022; 2025	Ad Hoc Reviewer, *International Journal of Qualitative Methods*
2009 – 2013; 2024; 2026	Ad Hoc Reviewer, *Journal of Experimental Education*
2014; 2024	Ad Hoc Reviewer, *The International Journal of Qualitative Studies in*

	Education
2024	Ad Hoc Reviewer, *Journal of Dance Education*
2024	Ad Hoc Reviewer, *Teachers College Record*
2024	Ad Hoc Reviewer, *Journal of Educational Controversy*
2019 – 2023	Ad Hoc Reviewer, *Taboo: The Journal of Culture and Education*
2017 – 2023	Ad Hoc Reviewer, *Educational Studies*
2011 – 2023	Ad Hoc Reviewer, *Journal of Teacher Education*
2009 – 2018	Ad Hoc Reviewer, *Asia Pacific Education Review*
2011 – 2017	Ad Hoc Reviewer, *The Journal of Early Adolescence*
2008 – 2016	Ad Hoc Reviewer, *The International Journal of Teaching and Teacher Education*
2008; 2016	Ad Hoc Reviewer, *Educational Research and Evaluation*
2011 – 2014	Ad Hoc Reviewer, *American Education Research Journal: Teaching, Learning, and Human Development*
2012 – 2013	Ad Hoc Reviewer, *Educational Psychology*
2014	Ad Hoc Reviewer, *Physical Education and Sport Pedagogy*
2013	Ad Hoc Reviewer, *American Journal of Education*
2012	Ad Hoc Reviewer, *Educational Researcher*
2010	Ad Hoc Reviewer, *The High School Journal*

Service to Professional Organizations

2019	Member, Division K Innovations in Research on Equity and Social Justice in Teacher Education Awards Selection Committee, AERA
2018	Proposal Reviewer, Division G: Social Context of Education, Qualitative Research Special Interest Group, Critical Educators for Social Justice Special Interest Group, AERA Annual Meeting and Exhibition
2018	Proposal Reviewer, National Association of Multicultural Educators, National Conference.
2017	Member, Revolutionary Mentor Award Selection Committee, Critical Educators for Social Justice Special Interest Group, AERA
2010 – 2013	Member, APA Division 15 Dissertation Awards (Paul R. Pintrich Dissertation Award and Dissertation Research Award) Committee.
2005; 2009 – 2011	Proposal Reviewer, American Psychological Association Annual Convention, Division 15 – Educational Psychology
2006 – 2011	Proposal Reviewer, American Educational Research Association Annual Meeting
2009	Graduate Student Seminar Professional Identity Mentor, Division 15 – Educational Psychology, American Psychological Association Annual Meeting, Toronto, Canada

Auburn University Service

2021 – present	Member, Gerald and Emily Leischuck Endowed Presidential Award for Excellence in Teaching selection committee
2023 – present	Member, Faculty Handbook Committee

2024. – present	Member, Mentorship Committee
2024 – 2025	Mentor, New Faculty Scholars
Summer 2024 – Fall 2025	Member, Ad Hoc Faculty Grievance Policy Review Committee
Summer 2023	Panelist, Publishing in the Social Sciences, Research Boot Camp, University Libraries
2021 – 2022	Member, External Harassment Policy Development, ad hoc senate committee
2015 – 2016	Member, Auburn Early Learning Center Scholarship Committee
2013 – 2016	Chair, Phi Kappa Phi Scholarship Committee
2013 – 2016	Member, Multicultural Diversity Commission
2014 – 2015	Member, Biggio Center for the Enhancement of Teaching and Learning Postdoctoral Research Fellow Search Committee
2013 – 2015	Member, Faculty Research Committee
2014	Qualitative Data Analysis Consultant, First Year Student iPad Initiative Assessment Team
2011 – 2013	Co-Faculty Sponsor, Auburn University Student Chapter of Alabama Arise
2009 – 2011	Member, Phi Kappa Phi Scholarship Committee

College of Education Service

2017 – 2022	Member, CAEP Steering Committee
Summer 2018	College of Education Faculty Representative, Camp War Eagle (Session 5, June 14-15)
2014 – 2017	Member, Auburn University Educators' Preparation Council
2013 – 2015	Chair, Diversity Committee
2013 – 2014	Member, Director of Assessment and Evaluation search committee
2008 – 2013	Member, Diversity Committee
2010 – 2013	Member, Auburn City Schools and Auburn University College of Education, Professional Development Schools Committee
2010 – 2012	Mentor, MERIT (Multicultural Educational Retention Initiative for Transformation, formerly known as MARS)
Spring 2011	Member, Proposal Review Committee, *Anti-Bullying Summit 2011*, sponsored by the Truman Pierce Institute
Spring 2011	Presenter, Graduate Studies Seminar, *Applying, Interviewing, and Accepting an Academic Position: Good Advice I Got Along the Way*
Summer 2010	College of Education Faculty Representative, Camp War Eagle (Session 9, July 10)
2009	Member, Coordinator of Assessment and Evaluation search committee

Departmental Service

2020 – 2021	Member, Department Promotion and Tenure Guidelines Revision Committee
2013 – 2020	Coordinator, Foundations team

2019	Member, Department Head Search Committee
2018	Chair, Higher Education Administration Search Committee (two positions)
Fall 2016 – Spring 2017	Chair, Social Foundations Search Committee
Fall 2014 – Spring 2015	Co-Chair, Educational Research Methods and Analysis Search Committee (two positions)
Spring 2013	Member, Administrative Review Committee, Sherida Downer, department head

Service to Other Higher Education Institutions

2025	Reviewer for promotion to full professor, one candidate, William & Mary
2022	Reviewer for promotion to associate professor and tenure, one candidate, South Dakota State University
2021	Reviewer for promotion to associate professor and tenure, one candidate, Georgia Southern University
2020	Reviewer for promotion to professor, one candidate, The University of New Mexico
2018	Reviewer for promotion to associate professor and tenure, one candidate, Oklahoma State University
2015	Reviewer for promotion to associate professor and tenure, one candidate, The University of New Mexico

Service to K-12 Schools

2009 – 2011	Consultant, Continuous Improvement Plan, Pinson Elementary School, Alabama
2003 – 2004	Chair, P-12 Mathematics Department, Lowcountry Day School, Pawleys Island, South Carolina
2003 – 2004	Director, College Admissions, Lowcountry Day School, Pawleys Island, South Carolina
2003 – 2004	Member, Strategic Planning Curriculum Committee, Lowcountry Day School, Pawleys Island, South Carolina

PROFESSIONAL MEMBERSHIPS

American Education Research Association: Division G – Social Contexts of Education; Division K – Teaching and Teacher Education; and Special Interest Groups – Qualitative Research; Critical Educators for Social Justice; and Holistic Education (July 2005 – present)

National Association of Multicultural Educators (January 2018 – present)

American Educational Studies Association (April 2021 – present)

American Psychological Association: Division 15, Educational Psychology (November 2008 – 2012)

National Dance Education Organization (April 2005-2011)

HONORS AND RECOGNITIONS

2022	Auburn Author Award
2021	Emily R. and Gerald S. Leischuck Endowed Professor for Educational Leadership
2019	Gerald and Emily Leischuck Endowed Presidential Award for Excellence in Teaching, Auburn University
2018	Rethinking Teacher Education Fellowship
2018	Auburn University Award for Inclusive Excellence and Diversity, Interdisciplinary Team: Critical Scholars Working Group
2017	SGA Outstanding Faculty Member Award for the Graduate School, Auburn University
2017	Spirit of Sustainability Award: O Grows
2014	Emily and Gerald Leischuck Undergraduate Teaching Award, College of Education
2011	SGA Outstanding Faculty Member Award for the College of Education, Auburn University
2007 – 2008	The Dai Ho Chun Fellowship Scholarship, College of Education and Human Ecology, The Ohio State University
2004 – 2005	University Fellow, The Ohio State University
2000 – 2002	Allsup-Lane Graduate Scholar, Texas Woman's University