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Professor & Chair
Educational Studies - Macalester College
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Education

University of Minnesota - (June 1981 - December 1984)

- Degree Granted: Ph.D. in Social & Philosophic Foundations of Education, Concentration in Future Cultural and Educational Systems.
- Thesis: "Reflections from the Hearts and Minds of Children: A Delphi Study of Children's Personal, Global, and Spiritual Images of the Future."
- Focus of Degree Program: Utilization of philosophical, historical, sociological, anthropological, general systems, and futures research theory and methods in the design and analysis of educational policy and practice.

Indiana University - (June 1977 - August 1978)

- Degree Granted: M.S. in Alternative Education.
- Focus of Degree Program: Application of psychological theory to the design, implementation, and evaluation of experimental educational programs.

University of Minnesota - (September 1972 - August 1978)

- Degree Granted: B.S. in Secondary Science Education.
- Teaching Certification: State of Minnesota. Majors: Biology and Earth Science.

Teaching Experience

Professor & Chair - (1986 - present; Chair-1995-present)

- Macalester College - Department of Educational Studies.
- Responsibilities: Instruction of undergraduate courses on social, philosophical, and policy issues in education. Design and administration of curricular programs leading to teacher certification and minors in Educational Studies.

Bigelow Visiting Professor - (2006/2007)

- Carleton College - Department of Educational Studies.
- Responsibilities: Instruction of undergraduate courses on social, philosophical, and policy issues in education.

Affiliate Professor - (1985 - present)

- University of Minnesota, College of Education.
- Responsibilities: Serve as a resource to the Department of Educational Policy & Administration, primarily through research collaborations with faculty and guest lectures and advising doctoral students on use of Delphi methodology.

Adjunct Professor - (March 1986 - May 1986)

- University of Minnesota - St. Cloud, College of Liberal Arts.
- Responsibilities: Instruction of an undergraduate course in philosophy, methods, and social implications of futures research.

Guest Instructor - (January 1985 - March 1985)

- University of Minnesota - Twin Cities, College of Education.
- Responsibilities: Instruction of a graduate course in theory and methods of futures research.

Science Teacher - Focus Staff Member - (August 1977 - June 1983)

- Anoka-Hennepin Independent School District #11.
- Responsibilities: Instruction of science and math classes, program administration, curriculum development, coordination of special events, and individual and small group counseling in an alternative educational program serving 'at risk' junior high students.

Science Teacher - (January 1977 - June 1977)

- Minneapolis Public Schools.
- Responsibilities: Instruction of courses in general science (grades 6-8) and human biology (grades 9-12).

Lab Instructor - (September 1975 - June 1976)

- University of Minnesota – Twin Cities, General College.
- Responsibilities: Instruction of an introductory biology lab course and tutoring for introductory biology and chemistry courses.

Courses

Philosophy of Education
Education & Social Change
Experiences in Education
Re-envisioning Education & Democracy
Educational Studies Seminar
First Year Seminars
Urban Education in Theory, Policy, and Practice
Education, Globalization, and Civil Society

Academic and Professional Organizations

American Educational Studies Association
American Educational Research Association
John Dewey Society
Philosophy of Education Society
World Future Studies Federation
American Association of Colleges of Teacher Education
Association of American Independent Liberal Arts Colleges of Teacher Education
Minnesota Association of Colleges of Teacher Education

Publications – Book

Re-envisioning Education and Democracy, co-authored with Charles R. Green, Greenwich, Connecticut: Information Age Press, 2006.

This book explores challenges and opportunities for restructuring public education to establish and sustain more broadly inclusive, deeply democratic, and effectively transformative approaches to social inquiry and civic participation. We experiment with a non-traditional format integrating three modes of expression—strategic narratives, exploratory essays, and poetic meditations. We also offer two types of resources intended to support and extend the re-envisioning process. Included are thematic bibliographic

references and a set of exploratory democratic practices, techniques we have found useful for stimulating and sustaining social inquiry and collaborative action. The book's content and non-traditional format are designed to engage collective theoretical, political, ethical, and aesthetic imagination, and in doing so, to support continuing efforts toward systemic, progressive education and social reform. A fully egalitarian effort, this text is a comprehensive representation of what we've learned through nearly a decade of collaborative teaching, scholarship, civic engagement and social advocacy.

Publications - Refereed Journals & Anthologies

My peer-reviewed publications are arranged chronologically in relation to three distinct, yet inter-related research streams. Those accepted for publication after my tenure review, are preceded by an asterisk.

Social and Educational Reform

*"Re-envisioning Education for Global Citizenship," co-authored with Charles R. Green, *Pacific Asian Education*, 15(2), 2003. Drawing from and extending beyond current theoretical and empirical work, we propose a conceptual model of civic education that while effectively responsive to the challenges of globalization also holds promise for deepening democracy.

*"Listening for Democracy: Shaping Technologies to Support Progressive Politics and Pedagogy," co-authored with Charles R. Green, *Progressive Perspectives*, 3(3), 2001. We construct a school-based narrative to frame an essay that explores subtle and complex ways in which use of educational technologies can be shaped either to enhance or obstruct progressive educational goals.

*"Conversation, Composition and Courage: Re-envisioning Technologies for Education and Democracy," co-authored with Charles R. Green, *Educational Studies*, 31 (1):19-32, 2000. An exploration of major democratic and education theories is used to frame our analysis and support our assertions that re-envisioning democracy, education, technology and their complex linkages is necessary and can be approached through pedagogy centered on the development of skill in transformative listening.

*"Schooling Stories: Three Paths, Two Tragedies, and a Vision," book chapter co-authored with Charles R. Green in *Tales of the State: Narrative in Contemporary US Politics and Public Policy*, edited by Sanford Schram and Philip Neisser, Rowman & Littlefield, 1997. We developed three education 'stories'—social constructions developed to answer perennial philosophical questions about reality, social ethics, knowing and meaning—at play in shaping contemporary educational politics, policy, and practice.

*"Ecology and Equity: Toward the Rational Re-enchantment of Schools and Society." *Educational Theory*, 42(2):147-163, 1992. Drawing from ecological feminists, most notably Macalester's Karen J. Warren, and Dewey scholars concerned with themes of social and environmental justice, I explore epistemological and ethical dimensions of the concept of 'rational re-enchantment', and then propose that justice and compassion might be promoted in educational and social settings by enacting a metaphor of teaching and learning as 'gift exchange'—this as an alternative to 'market exchange' metaphors that continue to actively shape educational politics, policy, and practice.

Theoretical essays completed while a doctoral student:

"Unity in Diversity: A Cross-Cultural Approach to the Concept of Global Citizenship." *Cultural Futures Research*, 7(4):27-45, 1984.

"Social and Philosophical Implications of Advocating an Evolutionary Approach to the Redesign of Public Educational Systems." *Futurics*, 8(1):5-9, 1984.

"General Systems Theorists: Concerning the Process of Human Transformation." *Futurics*, 7(2):13-17, 1983.

"The Role of Futurists as Change Agents." *Futurics*, 7(1):2-6, 1983.

"Synthesizing Futures and General Systems Research." *Futurics*, 6(3&4):61-66, 1982.

Policy Studies

**Multidimensional Citizenship for the Twenty-first Century: An International Perspective on Education*, edited by John J. Cogan and Raymond Derricott, Kogan-Page, 1998 & 2000 Editions. This book describes a collaborative four-year multi-national research effort exploring the changing nature of citizenship and related implications for educational policy. As principal author of the methodology chapter, "Using the Delphi Cross-culturally: Toward the Development of Policy," I conceptualized, wrote, and revised the manuscript carefully integrating insights and expertise provided throughout the study by my Thai colleagues Chumpol Poolpatarachewin (ethnographic futures interviews) and Somwung Pitiyanuwat (measurement and statistics). As a contributing author for the one of the policy chapters, "Making it Work: Implementing Multidimensional Citizenship," [Walter Parker (principal author) Shuichi Nakayama, Sjoerd Karsten, Patricia Kubow, David Grossman] I worked with project colleagues in formulating the model for 'multidimensional citizenship' and was then responsible for the section on policy implications for structure, functions, and process on the institutional (school/district/community) level.

"Systematic Ethnography: Toward an Evolutionary Science of Education and Culture," co-authored with Marion Lundy Dobbert, *The Handbook of Qualitative Research in Education*, edited by M. LeCompte, W. Millroy & J. Preissle, pp. 93-159, San Diego, CA: Academic Press, 1992. This piece, and the one that follows are theoretical discussions of qualitative methodologies reflecting the philosophic assumptions and policy aspirations of cultural future research. Both reflect continuing scholarly collaboration with Professors Dobbert and Harkins, who, along with John Cogan noted above, were members of my doctoral committee.

"Educational Systems Design by Children for Children." *Educational Foundations*, 5(3):19-42, 1991. An analysis of elementary school students' perspectives on the nature of positive learning environments collected by adapting the Delphi technique for use with students and teachers as part of formal evaluation of two scheduling/pedagogy innovations adopted in a Midwestern school district. The article also argues for increased attention to youth perspectives in the design of educational policy and classroom practice.

"Anticipatory Anthropology: Building a Fully Process-based Anthropology," co-authored with Marion Lundy Dobbert and Arthur Harkins, *Sistemica*, an international journal of general systems research, 2(1), Fall 1991.

"Collecting the Thoughts of Children: A Delphic Approach." *Journal of Research and Development in Education*, 21(3):53-59, 1988. Report on doctoral work in formally adapting the Delphi method for use with children as 'expert respondents'.

"The Future According to Children." *Futurics*, 11(4):1-13, 1987. Discussion of my doctoral research focusing on the content of children's perspectives on personal and societal futures collected by means of the Delphi method.

Reflections from the Hearts and Minds of Children: A Delphi Study of Children's Personal, Global, and Spiritual Images of the Future. Ph.D. Dissertation, College of Education, University of Minnesota. Ann Arbor: University Microfilms, 1985.

Methodological essays completed while a doctoral student:

"Social Issues Forecasting and Assessment: An Organizational Imperative for the 1980s and Beyond." *Futurics*, 10(1):1-3, 1986.

"OSCAR: An Applied Social Technology Variant of the Delphi Method," co-authored with Arthur Harkins, *Futurics*, 7(3):1-7, 1983.

Youth in Society

*"Ecological Feminism and Children," book chapter in *Ecofeminism: Multidisciplinary Perspectives*, edited by Karen J. Warren, Indiana University Press, 1997. Adaptation of ecological feminist theory to develop a social ethic responsive to the needs, aspirations and contributions of youth in society.

*"Youth-Adult Collaboration: Transforming Dreams into Reality," *New Designs for Youth Development*, 11(4):5-11, 1994. Focusing on adult/youth collaborations aimed at social reform and renewal rather than those targeted primarily on youth enrichment, I develop a scenario based on my experience in supporting legislative efforts to extend youth political participation and influence, and then propose a set of criteria to be used to evaluate the quality of cross-age collaborations.

"The Peril and Promise of Childhood: Ethical Implications for Tomorrow's Teachers." *Journal of Teacher Education*, 42(3):193-200, 1991. A discussion of roles teachers might play in promoting social justice with and for school age-youth - included in a theme issue on the ethical responsibilities of teaching.

"The Roles of Youth in Society: A Reconceptualization." *Educational Forum*, 52(2):113-132, 1988; reprinted in *New Designs for Youth Development*, 9(4):7-14, 1991. Drawing from theoretical and empirical evidence, I argue that prevailing social constructions of childhood severely restrict youth opportunities for meaningful participation in schools and society, the consequences of which are quite serious. I then provide conceptual models (metaphors) and processes that might be used to solicit and sustain the social contributions of youth. This essay is my most widely distributed and cited work. Over the years I have been repeatedly contacted regarding its value in conceptualizing and winning grants, designing educational programs, and motivating continued social activism with and for young people. The essay continues to be noted on websites and in publications aimed at youth development, community development, and education reform.

"The Futures of Children: A Manifesto." co-authored with Simon Nicholson, *Futurics*, 13(2):15-17, 1989. This piece, summarizing international perspectives on the status and welfare of children and youth, emerges from my work in facilitating a group of international scholars convened at the World Future Studies Federation International Conference in Beijing, 1988.

"Children and Humanity's Hope for the Future." *Futures Research Quarterly*, 4(1):43-55, 1988. Drawing from leading interdisciplinary theorists engaged in cultural futures research and results of my doctoral thesis, I explore the distinctive potential of engaging children and youth in shaping social futures.

Publications - Other

*Invited Encyclopedia Entries, "Education for Democracy," and "Educational Reform", co-authored with Charles R. Green in Eugene F. Provenzo, Jr. (Ed.) *Encyclopedia of the Social and Cultural Foundations of Education*, Thousand Oaks, CA: Sage, forthcoming 2008.

*"Balancing Vision, Effort, and Performance: Reflecting Higher Education's Multiple Bottom Lines," *Colloquy* 14:2, 1997.

*Invited Book Review, *Experimenting with the World: John Dewey and the Early Childhood Classroom*, in *Journal of Curriculum Studies*, 28(6): 739-742, 1996.

*"Citizenship Education Policy Study: Methodology Report." Technical report on the experimental design of the four-year international educational policy study prepared for the final project meeting in Hiroshima and then revised and incorporated in the final report to the Sasakawa Peace Research Foundation, 1996.

*"Cultural Futures Research: Philosophy into Practice." Technical report on experimental design prepared for the Citizenship Educational Policy Study, 1994.

"Solving Children's Problems." editorial addressing child labor issues, *The Atlanta Journal & Constitution*, July 12, 1990.

"A Study of Organizational Influences on the Creation of Positive Learning Cultures." Research report to Maple Grove and West Hill Elementary Schools (pseudonyms), 1988.

Presentations at Professional Meetings

The presentations that follow address research themes identified previously in addition to related issues of contemporary scholarly interest and public concern. All papers presented at annual meetings of scholarly associations are peer reviewed.

"Leaving Most Young Citizens Behind?: Reflections on the Democratic Peril and Promise of Public High Schools," paper presentation at the annual meeting of the American Educational Studies Association, Charlottesville, VA, November, 2005.

"Beyond Rage, Retreat, and Remorse: Mobilizing Effective Response to *No Child Left Behind*," presented at the annual meeting of the American Educational Studies Association, Kansas City, MO (2004).

"On Philosophy, Prophecy, and Poetry: Toward Re-enchantment of Civic Education," paper presented at the annual meeting of the American Educational Research Association, San Diego, CA (2004).

"Philosophic and Theoretical Conceptualizations of Civic Education in an Era of Globalization," invited member of keynote panel at the annual meeting of the Pacific Circle Consortium, Minneapolis (2003).

"Exploratory Democratic Practice, the Internet and Public Education Reform," paper co-authored with Simone King ('04) and Charles R. Green, presented at the annual meeting of the American Educational Studies Association (2002).

"Policy Research for a Deeper Democracy: Extending Validity, Adding Value," and "Engaging Exploratory Democratic Practices in Restructuring Public Education," papers co-authored with Charles R. Green, presented at the annual meeting of the American Educational Research Association, New Orleans (2002).

"Supporting Social Imagination, Inquiry, and Design in the Restructuring of Public Education," paper co-authored with Charles R. Green, paper presented at the annual meeting of the American Educational Research Association, Seattle (2001).

"Civic Education: Policy Strategies and Assessment," paper co-authored with and presented by Charles R. Green at the annual meeting of the Midwest Political Science Association, Chicago (2000).

"A Century of Progress with Limited Reform", paper co-authored with Charles R. Green, presented at the annual meeting of the American Education Studies Association, Vancouver, B.C. Canada (2000).

"Re-envisioning Technologies for Education & Democracy," paper co-authored with Charles R. Green, presented at the annual meeting of the American Educational Research Association, Philadelphia (1998).

"A Delphic Approach to Cross-cultural Futures Research," paper presented as part of the *Citizenship Education Policy Study Symposium*, annual meeting of the American Educational Research Association, San Diego (1998).

"Multidimensional Citizenship: Methodological Foundations," paper presented as part of a research panel on *Beyond Multiculturalism: Education, Culture and Citizenship*, annual meeting of the National Association for Asian & Pacific American Education, Vancouver, Canada (1998).

"Strong Educational Myths and Weak Democratic Practices: Lessons from the Past, a Vision for the Future," paper co-authored and presented with Charles R. Green, American Educational Studies Association, Montreal, Canada (1996).

"Enhancing Community and Diversity through Gift Exchange," paper presented at the annual meeting of the American Educational Research Association, New York (1996).

"Conducting Research in Cross-National, Cross-Cultural Settings," paper presented at the Comparative and International Education Society, Honolulu, Hawaii (1996).

"Personal Identity in Communion with Society and Nature: The Social Life of the Gifted Self," paper presented at the annual meeting of the American Educational Studies Association, Chapel Hill, NC (1994).

"Education for Sustainable Cultural and Environmental Futures," paper presented at the American Educational Research Association's annual conference on Research on Women in Education, St. Paul, MN (1994).

"Schooling for Social Democracy," I served as session chair for a panel on this topic convened during the annual meeting of the American Educational Studies Association. As part of the session, I presented a paper focused on the philosophic and practical implications of utilizing alternative economic metaphors (free market and gift exchange) to guide educational reform agendas (Chicago, 1993).

"Ecology and Equity: Toward the Rational Re-enchantment of Schools and Society," paper presented at the annual meeting of the American Educational Studies Association, Kansas City, KA (1991).

"Student Voices: Writings as Baseline Data," paper co-authored with Russell Lunak, presented at the annual meeting of the American Educational Research Association, Chicago, IL (1991).

"Participatory Philosophy and the Teaching of Educational Foundations," paper presented at the annual meeting of the American Educational Studies Association, Orlando, FL (1990).

"Feminist Theories and the Quest for Educational Equity," paper presented at the annual meeting of the American Educational Studies Association, Chicago, IL (1989).

"Promoting Egalitarian Participation in the Design and Evaluation of Educational Systems," paper presented at the annual meeting of the American Anthropological Association, Washington, D.C., (1989).

"Exploring Children's Perceptions of Positive Learning Cultures: A Delphic Approach," paper presented at the annual meeting of the American Anthropological Association, Phoenix, AZ (1988).

"Reflections from the Hearts and Minds of Children: Their Personal, Global, and Spiritual Images of the Future," paper presented at the 10th World Conference of the World Future Studies Federation, Beijing, China (1988).

"Anticipatory Anthropology and Education: Tools for Cultural Transformation," paper presented at the annual meeting of the American Anthropological Association, Chicago, IL (1987).

"Reconceptualizing the Roles of Youth in Society," paper presented at the annual meeting of the American Educational Studies Association, Chicago, IL (1987).

"Social-Self Renewal: A General Systems Approach to the Future of Personality Theory," paper presented at "Design for the Year 2000: Human Systems": Regional conference sponsored by the Minnesota Chapters of the World Future Society and Society for General Systems Research, St. Paul, MN (1987).

"Children and Humanity's Hope for the Future," paper presented at the annual meeting of the American Anthropological Association, Washington, D.C. (1985).

Presentations - Other

"Exploratory Democratic Practices: Translating Learning Theory into Pedagogies of Civic Engagement" accepted for presentation at "Innovations in Scholarship of Teaching and Learning" sponsored by Carleton and St. Olaf Colleges, April 2005.

"Peace Education: Challenging Contexts, Promising Strategies" invited guest lecture, and "Strengthening Relationships among Teaching & Scholarship", invited panel presentation for the Dean, faculty, and graduate students, School of Education, Chulalongkorn University, Bangkok, Thailand (2005).

"Philosophical, Political, and Policy Dimensions of Educational Voucher Plans," invited lecture presented with Charles R. Green for the Quantitative Methods for Public Policy seminar, Macalester College (2003).

"State Supported Education: Facing the Challenges of Economic and Cultural Diversity," invited annual presentations to journalists participating in the World Press Institute, Macalester College (1990-present).

"The Promise (and Perils) of Deep Democracy: Technology-Mediated Adventures in Social Conversation, Composition and Courage," presented with Charles R. Green at *Classrooms of the Future VII: Symposium on Technology & Higher Education*, St. Paul, Minnesota (2001).

"From 'I Stand and Deliver' to 'We Converse and Design Together'," presented with Charles R. Green at *Classrooms of the Future IV: Symposium on Technology & Higher Education*, St. Paul (1998).

"Service Learning and Social Change," presented with Charles R. Green at the Higher Education Consortium for Urban Affairs Faculty Workshop, St. Paul (1998).

Citizenship Education Policy Study: During the project's third year, I continued in my role as methodology consultant to the project focusing this year's efforts on developing conceptual frameworks for data analysis and reporting, and facilitating methodological discussions and decision-making during steering committee meetings (Chester, England, March 21-24; Hiroshima, Japan, June 14 & 22; Minneapolis, MN, November 16-19), North American team meeting (Minneapolis, MN, May 16-19), and the international research meeting (Hiroshima, Japan, June 15-21, 1996).

"Citizenship Education in the 21st Century: A Multinational Perspective," panel presentation at the National Council for the Social Studies, Chicago (1995).

"Addressing the Dichotomy between Social Justice Issues and Environmentalism: Why Naturalists are on the Cutting Edge of Educational Reform," invited keynote speaker, annual meeting of the Minnesota Naturalists, Minneapolis (July, 1995).

"International Students & Liberal Arts," invited panelist, Macalester College International Week: Reflections across Cultures, St. Paul (March, 1995).

"Integrating Community Service into the Curriculum: Discipline by Discipline," invited panelist, state wide conference on service learning sponsored by Augsburg College, Minneapolis (March, 1995).

Citizenship Education Policy Study: During the project's second year, I guided the design of Delphi interview and survey instruments, conducted interviews and surveys, assisted in preliminary data analysis, and facilitated methodological discussions and decision-making during steering committee and North American in Minneapolis (February 24-26), Amsterdam (March 22-26), and Chicago (November 9-12), and at the international research meeting held in Minneapolis (May 18-25, 1995).

"The Delphi Method: Applications and Ethics," annual invited guest lecture presented to graduate courses in educational research methods, University of Minnesota, College of Education (1989-1995).

"The Delphi Method: Issues in Philosophy and Practice." As part of a year long effort to reach consensus regarding the experimental design for the Citizenship Education Policy Study, I presented a series of workshops and facilitated methodological discussions and decision-making during steering committee and North American and international research team meetings in Hawaii (Jan. 19-23), Amsterdam (March 12-15), Bangkok (Feb. 16-21 and June 1-13), and Phoenix (Nov. 16-19, 1994).

"Ethics and Reflective Practice," invited presenter and discussion leader for a regional conference, Fostering Teacher Reflection, sponsored by the University of Minnesota (1994).

"Conformity or Creativity? - The Future of Education," invited speaker, St. Paul Open School, enrichment course on future studies (1994).

"Challenges and Opportunities to Promoting Social Justice through Education," invited presentation to Macalester students participating in the ESL Tutoring Program sponsored through the Community Services Office (April, 1994).

"A Cultural Futures Orientation to International Delphi Research," intensive methodology workshop presented to the project director & members of North American research team as part of the International Citizen Education Policy Project, University of Minnesota (Minneapolis, 1993).

"Philosophic Dimensions of U. S. Public Education: Diversity of Purpose and Goals as Multifaceted National Identity or Chaos?" paper presented during Interdisciplinary Faculty Seminar sponsored by the Center for Global Education, Guernavaca, Mexico (1993).

"Tutoring Adolescents," facilitation of training sessions/discussions with students involved in the Friendship Tutoring Program coordinated through the Volunteer Service Office & MACTION, Macalester College (1993 - 1994).

"Youth and Urban Visions," invited presentation, "Visions, Echoes, and Dreams for the Seventh Generation," Neighborhood Forum, sponsored by the City of St. Paul and the University of St. Thomas, St. Paul, MN (1992).

"What is Effective Teaching?" invited keynote panel presentation at the ACM Conference on Learning and Teaching, Coe College, Cedar Rapids, Iowa (1992).

"Qualitative Methods in Educational Research," invited scholar, 5 day seminar bringing together scholars from the United States and Europe who contributed to the *Handbook of Qualitative Research in Education*, sponsored by the University of Denver. Presentations to book contributors and graduate students concerning the Delphi method and political and ethical issues in qualitative research. Denver, CO (1992).

"Teaching and Learning as Gift Exchange," invited to lead a curricular revision workshop for the faculty at Lawrence University, Appleton, Wisconsin (1992).

"Controversy in American Public Education: Equity at What Cost?," participant in Women's Studies Forum, Macalester College, St. Paul, MN (1992).

"Beyond Protection or Liberation: Toward a Child-Centered Social Ethic," invited presentation, Gustavus Adolphus College, St. Peter, MN (1992).

"Children: Our Hope, Our Joy, Our Part in their Oppression," public lecture and series of classroom presentations provided as featured speaker for Peace and Justice Week sponsored by Clarke and Loras Colleges, Dubuque, Iowa (1991).

"Designing a Pedagogy of Inclusion," invited to lead a curricular revision workshop for the faculty of Knox College, Galesburg, IL (1991).

"Expanding Images of Pluralism and Democracy: Children and the Ethics of Inclusion," invited speaker, "Creating the 21st Century," National conference sponsored by the World Future Society, Minneapolis, MN (1991).

"Designing a Pedagogy of Inclusion," invited presentation at "Transforming the Liberal Arts Curriculum: Pluralism and Diversity" conference sponsored by the Associated Colleges of the Midwest, Beloit College (1991).

"Exploring the Future of Childhood," invited speaker at "Women in Vocational Education," annual conference sponsored by the MN State Board of Vocational and Technical Education, St. Paul, MN (1990).

"Community Based Education: What do Children Think?" invited speaker at "Community Education: Nurturing Educational Reform," Multi-State Community Education Conference, Brainerd, MN, (1990).

"Youth Building Bridges to the 21st Century," invited to lead workshop with Anne Auten, Associate Director of Community Education, College of St. Thomas, at the annual meeting of the Missouri Valley Adult Education Association, Sioux City, IA (1990).

"Liberation Theology," invited to lead workshop with Brent Coffin, Chaplain, Macalester College, at "The Pedagogy of Paulo Freire: Education for a Changing World," conference sponsored by Augsburg College, Minneapolis, MN (1990).

"Changing Images of Childhood, Changing Families," invited speaker at "Shaping Tomorrow's Families," the annual meeting of the Minnesota Council on Family Relations, St. Paul, MN (1989).

"Urban Schooling, the Liberal Arts, and Educational Studies," invited panelist at "Urban Education in a Changing Global Community: Challenges and Responses," conference sponsored by the Urban Education Program of the Associated Colleges of the Midwest, Chicago, IL (1989).

"Social Service or Social Innovation?": a series of workshops on the future of social service organizations serving women and children, conducted during annual administrative meetings of the YMCA of the USA (Chicago, IL & San Francisco, CA), United Neighborhood Centers of America (Hartford, CT), and the Minnesota Coalition for Battered Women (Rochester, MN). (1987 - 1988)

Grants

Perspectives on Race and Diversity - Bush Foundation Grant to Macalester College (2005): Course design (EDUC 480: Urban Education in Theory, Policy and Practice) and renewal of community connections relevant to public schooling.

Contemporary Education Reform in Thailand - Wallace Research and International Travel Grant – Macalester College (2004): Travel to Bangkok, Thailand to conduct interviews, site visits, and collect relevant research materials (books, journals, policy documents).

Community Video Minnesota – Minneapolis Foundation & Orton Family Foundation (2004): I directed a research team of Macalester students in conducting formative and summative evaluations and developing youth leadership activities and resources for a statewide youth development/community development video production project.

Raise Your Voice National Student Civic Engagement Campaign - Campus Compact & the Pew Charitable Trust (2003): I supported Educational Studies Seminar students in writing and implementing a grant to host a dinner discussion that joined Macalester students with recent immigrant students from the Jane Addams School for Democracy in considering cross-cultural conceptualizations of citizenship.

Synergy in Scholarship and Teaching - Hewlett Foundation Grant to Macalester College (2002): I collaborated with Simone King ('04) and Charles R. Green to conceptualize a web page aimed at promoting democratic civic participation through engagement with public education reform. Grant products include a co-authored, peer-reviewed paper presented at the American Educational Studies Association and on-going site development: (<http://www.macalester.edu/educationreform>)

Seminar on Teaching & Advising - Bush Foundation Grant to Macalester College (2002): I participated in a faculty seminar culminating with the development of an 'audit' and 'action plan' to be utilized by departments and programs as part of internal or external review processes. Given the broad goal of fully integrating representation of race/ethnicity issues and perspectives across the curriculum, I developed a series of questions that might be used to support departments/ programs in working collaboratively to identify, monitor, and strengthen progress toward that end.

Public Scholarship for Social Change – Hewlett Foundation Grant to Macalester College (2001-2002): Over this two year period I organized and facilitated the development of an innovative junior year fellowship program designed to deepen Macalester's long-standing commitment to academic excellence expressed through civic engagement. Based on both on-campus and off-campus consultations throughout 2001, I developed a preliminary fellowship model that served as a starting point for deliberation by the Hewlett Working Group on 'Policy Studies and Community Based Research'. Group members representing all academic divisions and relevant staff offices; supported by local and national consultants; completed a preliminary design of a fellowship integrating 16 credits of intensive interdisciplinary study joining Macalester students, faculty, staff, and relevant communities in collaborative development and dissemination of public knowledge.

Technology Grant – Mellon Foundation Grant to Macalester College (2000-2001): I learned to use Dreamweaver and Photoshop to develop a personal website and to oversee the continuing development of the department site:

(<http://www.macalester.edu/~kurtsschai>) (<http://www.macalester.edu/education>)

MACCESS - Summer Academic Enrichment Program for High School Students-of-Color - Macalester College and Supporting Corporate and Community Foundations (1995 - 2000): After serving on the program's advisory committee (1991-1994) I was named Faculty Program Director in 1995. My responsibilities included working collaboratively with my co-director, Thad Wilderson to sustain campus and community involvement and financial support, staffing (Macalester faculty, student interns, community liaisons) and staff development, curricular design and integration, development of outreach, recruitment and assessment strategies, and formative and summative evaluations all aimed at supporting students-of-color who would be the first generation of their family to attend college.

Sabbatical Leave - Macalester College (Spring, 2000): Collaboration with Charles R. Green to conceptualize and complete early chapter drafts of the *Re-envisioning Education & Democracy* book manuscript.

Visiting International Scholar - Chulalongkorn University, Bangkok, Thailand (1998): At the invitation of Dr. Somwung Pitayanuwat, Director, Center for Policy Research in Education, and with support provided by the Faculty of Education at Chulalongkorn and by Macalester through Wallace Research and International Travel funds, I spent three weeks as a providing seminars and consultation on research methodology and pedagogical applications of the Delphi technique, global perspectives on citizenship education, contemporary educational reform efforts in the U.S., philosophic and pedagogical foundations of environmental education, and faculty governance structure and procedures based upon my experience as Chair of Macalester's Faculty Advisory Council.

Faculty Exchange Program, Miyagi University & Macalester College - Sendai, Japan (1998): Guest lecturing and exchange with Japanese education scholars concerning progressive education reform efforts in the U.S. and Japan.

Citizenship Education Policy Study - Sasakawa Peace Foundation and Universities of Amsterdam, Chulalongkorn, Hiroshima, and Minnesota (1993-1998): At the request of the principal investigator, Professor John Cogan of the University of Minnesota, I served as primary methodologist, member of the project Steering Committee, and member of the North American research team throughout an intensive four year international policy study engaging 26 researchers and 180 'policy experts' from 9 nations in consideration of strategies necessary to prepare citizens to address anticipated social and environmental challenges of the early 21st century. This was an unprecedented attempt at a cross-cultural version of the Delphi to be conducted by an usually large research team representing a wide range of linguistic, conceptual, cultural, and methodological perspectives. I conducted research seminars, developed conceptual frameworks and working group strategies for data collection and analysis, and guided methodological discussions and decision-making for the project's research team. I produced two technical reports and contributed to the project book as principal author of the methodology chapter and as a contributing author for the chapter on policy implications. Project findings and policy recommendations are summarized in *Citizenship for the 21st Century* (Cogan & Derricott, eds. Kogan Page, 1998/2000) and continue to be implemented on a national scale by the Ministries of Education in Japan, Thailand, Hong Kong, Taiwan, and Malaysia; and as more targeted applications in the Netherlands, Hungary, Great Britain, the U.S. and Canada.

Faculty Development Grant for the Enhancement of Teaching - Bush Foundation Grant to Macalester College (1991-1996): I was active in conceptualizing the grant (1991-1993) and then directed the Faculty Base Group project (faculty initiated seminars centered on issues of teaching interest and concerns), and assisted Associate Dean Guyer in conducting Junior Faculty Seminars.

Developing Community Learning Centers - New Designs for Learning (1993-1996): I worked on a grant writing team composed of teachers, administrators, community service professionals and interested community members to secure funds to establish a community learning center in St. Paul. I also developed goals, strategies and evaluation criteria to support youth empowerment (personal growth/social responsibility) for publication in a handbook provided for community/school collaborative groups interested in designing new educational delivery systems as part of a national grant competition.

Enhancing Teaching in the Social Sciences - National Science Foundation (1995): Collaboration with Charles R. Green to adapt the Delphi technique as both a community research methodology and democratic pedagogy for use in a team taught education/political science course.

Strengthening Teaching & Learning – Pew Charitable Trust Grant to Macalester College (1992-1995): Design of several iterations of a first year seminar to include service learning, a residential component, and interdisciplinary collaboration with a mid-level political science policy analysis course taught by Charles R. Green.

Sabbatical Leave - Macalester College (Spring, 1994): Research design and preparation for teaching Delphi methodology for the Citizenship Education Policy Study.

Faculty Seminar on Liberation Theory – Wallace Research and International Travel Grant – Macalester College (1993): Travel to Guernavaca to participate in an interdisciplinary faculty seminar on the philosophy and pedagogy of Paulo Freire including study of the popular education reform movement in Mexico.

Curriculum Development - Knight and Mellon Foundation Grants to Macalester College (1990-1991): Collaboration with Education faculty to fully integrate diversity issues across the department's curriculum.

Joyce Junior Faculty Sabbatical – Macalester College (Spring, 1990): Research and writing. Revising all secondary and K-12 teacher licensing programs (education and liberal arts components) in preparation for state and national accreditation.

Faculty Development Grant – Ford Foundation Grant to Macalester College (1989): Seminar participation exploring feminist theory and pedagogy across the disciplines, course design and initial development of Macalester's women's/gender studies program.

Teacher Preparation and Enhancement - National Science Foundation (1988 - 1990): Support to enhance preparation of science and math teachers.

World Future Studies Federation Annual International Conference - Wallace Research and International Travel Grant – Macalester College (1988): Funding to support travel to Beijing to participate as an invited speaker and working group facilitator convened to provide international perspectives on the status and welfare of children and youth.

Organizational Influences on the Creation of Positive Learning Cultures - Research Grant, Independent School District # 535 (1988): Funding to support qualitative research (Delphi, ethnographic interviewing and systemic participant observation) engaging approximately 350 upper elementary school students and their 16 teachers in evaluating two scheduling/pedagogy innovations and identifying dimensions of ideal learning environments. This research was conducted in collaboration with Dr. Marion Dobbert, a noted educational anthropologist at the University of Minnesota.

Ruth Eckert Fellowship, College of Education, University of Minnesota (1984).

Professional Service – Macalester College

Service to the Education Department

Chair, Department of Education (1995-2002), Educational Studies (2003-present)
Chief Institutional Representative, Minnesota Associated Colleges of Teacher Education (1995-present)
Associated Colleges of the Twin Cities, Teacher Education Committee (1996-present)
Associated Colleges of the Midwest, Urban Education Program Advisor (1994 - present)

Macalester Teacher Education Advisory Committee (1988-2002), Chair (1995 - 2002)
Director, Educational Studies Component, Teacher Education Programs (1986 - present)
Director, Secondary Teacher Education Programs (1988 - 1996)
Mentor, Rockefeller Fellowships for Minority Students Entering Teaching (1993-present)
Curricular Renewal and Continuing Accreditation (1988-present): Over the course of my years

at Macalester, I have directed a series of curricular transformations to enhance and adapt the education curriculum in response to scholarly developments, evolving accreditation standards, and changing campus resources and curricular commitments.

- Reconfiguration of the education curriculum to feature innovative cross-institutional Teacher Education Bridge programs (5 cooperating institutions - all licensing levels and areas) and Educational Studies minors emphasizing Teaching & Learning, Education & Society, and Urban Education. (2003-present)
- Reconfiguration of education curriculum to offer only Secondary Teacher Licensing programs and an Educational Studies Minor (2000-2002)
- Restructuring of Elementary, Secondary and K-12 Teacher Education Programs in response to comprehensive revision of state licensing rules as mandated by the Minnesota Board of Teaching (1998-2001)
- Restructuring of Preschool, Elementary, Secondary and K-12 Teacher Education Programs in conjunction with 1997 Continuing Accreditation Institutional Review, Minnesota Board of Teaching and National Council for the Accreditation of Teacher Education (1996-1998)
- Restructuring of educational foundations curriculum and all Secondary and K-12 Teacher Education programs in preparation for the 1992 Continuing Accreditation Institutional Review, Minnesota Board of Teaching and National Council for the Accreditation of Teacher Education (1988-1992)

Service on Elected Committees

Education Policy & Governance Committee Chair (2005/2006)
Education Policy & Governance Committee (2003 - 2006)
Curriculum Renewal Working Group (Summer 2004)
Faculty Advisory Council Chair (1996 - 1997)
Faculty Advisory Council (1995 - 1997)
Faculty Personnel Committee (1992/93, 2001)

Other Campus Service

Macalester Research Ethics Committee (1998 - present)
Bush Seminar on Teaching & Advising (2001 - 2003), Steering Committee (2004)
Environmental Studies Steering Committee (1999 - 2005)
President's Ad hoc Committee on Civic Engagement (2003)
Center for Scholarship & Teaching, Advisory Committee,
Civic Engagement Initiatives (2002 - present)
Hewlett Grant Steering Committee and Facilitator of Working Group on
Policy Studies & Community Based Research (2001-2002)
Community Service Advisory Committee (1996 - 2002)
Search Committees – Education 1991, 1992, 1994, 2001; Psychology 1990, 1992
Mediation Advisor (1998-present)
Mentor, Pew Fellows Program/Preparing Future Teachers (1994 - 1996)
Director, MACCESS - Summer Academic Enrichment Program for High School
Students-of-Color (1994 - 2000)

MACCESS Advisory Committee (1991-1993)
Associated Colleges of the Midwest Minority Scholars Program (1992, 2001)
Associated Colleges of the Midwest, Planning Committee, Faculty Conference on
Learning and Teaching, Coe College (1992)
Sexual Harassment Advisor (1988 - 1992)
Reviewer, Truman Scholarships (1990)
Chair, Library Advisory Committee (1987 - 1989)
Women's/Gender Studies Steering Committee (1987 - 1988)
Judicial Forum (1986 - 1988), Vice Chair (1987 - 1988)

Professional Service – Academic, Government & Research Organizations

U.S. Department of State, Bureau of Cultural & Educational Affairs: Evaluator, Education Partnerships Project – Chulalongkorn University, Sukhothai Thammathirat Open University, & University of Minnesota College of Education. (2006 - 2007)
U.S. Department of State, Bureau of Cultural & Educational Affairs: Evaluator, College and University Affiliation Project – Hong Kong Institute of Education & University of Minnesota College of Education. (2003)
Minnesota Associated Colleges of Teacher Education: I facilitated an emergency meeting of representatives from all MN colleges and universities offering teacher licensing programs with members of the MN Board of Teaching to propose and negotiate a model for documenting compliance of education and liberal arts courses with newly developing teacher licensure rules. (2000)
American Educational Studies Association: Chair, Paper Session (2004); Critics Award Committee (2001); Organizer and Chair, Paper Session (1993); Butts Lecture Committee (1989)
American Educational Research Association: Reviewer, program proposals, Division G-Social Context of Education (2001, 1998, 1990)
Associates for Youth Development: Editorial Board, *New Designs for Youth Development* (1992-1995); organizational consulting (1990-1995)
Council on Anthropology and Education: Chair, Committee for the Study of Cultural & Educational Futures (1987 - 1990); Chair, Scientific Paper Session and Open Forum (1989); Reviewer, *Anthropology & Education Quarterly* (1989 - 1991); Editorial board, *Cultural Futures Research* (1986 - 1988)
World Future Studies Federation: Chair, Working Group on Futures of Children - a panel of international scholars convened to prepare a report on the societal status of children and the roles and responsibilities of youth in shaping the future - Tenth World Conference, Beijing, China (1988)
Minnesota Chapters of the World Future Society & Society for General Systems Research: Assistant Editor, *Futurics* (1986 - 1992); Program Chair and Editor of Conference Proceedings, "Design for the Year 2000: Human Systems", regional conference (1986 - 1987); Vice President-Professional Services (1984 - 1986)

Professional Service – Education, Social Service, & Community Organizations

Community Advisory Board: St. Paul Blueprint Initiative - Gates Foundation Grant, Center for School Change, Humphrey Institute, University of Minnesota (2001 - 2006)
St. Paul Central High School: Teaching Academy Advisory Board (2002 - 2004).
Expo Elementary School: Curriculum Committee (1993-1995), grant development to support ESL learners. (1996)
St. Paul Open School: Consulting with parent/student advisory committee working to design an innovative school governance structure. (1993)

Charter School Initiatives: Consulting with board members for two groups working to develop charter schools—one for a high school program centered on the concept of ‘craftsmanship’ offering new perspectives on integrating the arts, vocational education, and traditional academics; the other considering converting a private Waldorf program to a public one. (1993)

"Toward Equity in Education": Interviewed by the St. Paul Pioneer Press as part of a 3-day feature on recent controversies regarding school financing and desegregation efforts affecting Minnesota public schools. (1993)

Supporting Diversity in Schools: Consulting for project sponsored by a collection of local foundations and St. Paul Public Schools to "address the inequities experienced by children as a result of their race or culture." (1992 - 1993)

Children's Museum, St. Paul, MN, focus group participant. (1992 - 1995)

All University Consortium on Children, Youth, and Families: working group participant (1992 - 1993).

Youth Partnerships in Planning: Consulting for a cooperative venture involving the Planning Division of the Mayor's Office and St. Paul Public Schools designed to include youth perspectives in city planning. (1992).

Youth Community Leadership Development for Rural Revitalization: Consulting for a collaborative project among five mid-western states designed to "improve life in rural areas by expanding the leadership pool to involve youth ages fifteen to eighteen." (1991 - 1995)

Project Light Bulb: Consulting for project sponsored by the Minneapolis United Way's Genesis Fund to address the persistent problems of youth identified as 'at risk.'" (1991)

Minnesota House of Representatives: Invited to testify on behalf of a proposal to amend the state constitution to lower the voting age from eighteen to sixteen years. (1991)

Joint Voluntary Integration Project, St. Paul and Roseville Public Schools: Appointed by School Board of District #623 to assist in providing public education and collecting community input regarding voluntary desegregation efforts. Students from my spring semester Education & Social Change course were also involved in this project as part of an experiential learning activity. (1990 - 1991)

City of St. Paul, Youth Services: Consulting (1990 - 1992)

Center for Innovation in Education and Social Change: Invited to serve on a strategy design team to develop a proposal and seek funding for the intermediate stages of center development supported by the University of St. Thomas and the Wilder Foundation. (1990-1992)

Minnesota Department of Education, Youth Development Program: Consulting (1989-1993)

Minnesota State Planning Agency: Development team for "Time Out for Education" grant proposal to fund projects concerning community development and the teaching of strategic planning skills to non-college bound high school students. (1989 - 1991).

Adult Literacy & Special Needs Program, St. Paul Public Schools: Consulting (1989 - 1991)

Governor's Blue Ribbon Panel on Mentoring and Youth Community Service: Consulting (1990)

St. Paul Academy Science Department: Invited to review an innovative curricular revision project supported by a Culpepper grant. (1990)

Minnesota Office of Drug Policy: Legislative task force on creating drug free communities. (1990)

Center for Applied Research and Educational Improvement, University of Minnesota, "Mind's Eye Project", The Model Schools Program: Consulting (Spring, 1990)

Minnesota Community College Student Association, "Commitment to Student Life in Minnesota Community Colleges" project. (1990)

University of Minnesota School of Architecture, "The Delphi Method: A Tool for Social Design," guest lecture presented to architectural design course. (1989).

Anoka-Hennepin Independent School District #11: Design, implementation, and evaluation of the Focus program (1977 -1983); development of a proposal resulting in acquisition of a satellite receiving system for the purpose of gaining access to current, high-quality educational programming (1982 (1983); initiation of a proposal resulting in the development of special English, science, and social studies classes for highly motivated and/or gifted students (1979 - 1980); development of proposals resulting in the staffing of a part-time position for a chemical awareness coordinator and the design and implementation of counseling/support groups for students concerned about chemically dependent friends or family members (1979 - 1983); and initiation and coordination of a school wide recycling program (1978 - 1979).