
CURRICULUM VITAE

ANDREW DAVID GITLIN

130 Yonah Avenue
Athens Georgia 30601

EDUCATIONAL HISTORY

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| Ph.D. | University of Wisconsin-Madison. Degree awarded
<i>Area of Specialization:</i> Teacher Education, Evaluation
and curriculum Theory.
<i>Minor:</i> Educational Policy Studies and Sociology
of Education
<i>Dissertation:</i> "Understanding the Work of Teachers," a case study of a
rationalized school structure's effect on teachers' work, centering on the
constraints imposed on teachers and their cultural response.
<i>Dissertation Director:</i> Professor Michael W. Apple | 9/80 |
| M.S. | University of Wisconsin-Madison,
Department of Curriculum and Instruction
<i>Areas of Specialization:</i> Disadvantaged Youth, Alternative Schools
<i>Master's Paper:</i> "An Alternative to the Alternative School" | 6/73 |
| B.S. | University of Wisconsin-Madison,
Department of Political Science and Pre-Medicine
<i>Major:</i> Political Science
<i>Minor:</i> English Literature | 6/71 |

Honors, Awards and Fellowships

Keynote Address at British Educational Research Association conference (2007)

Keynote Address at the Collaborative Action Research Network (CARN) conference (2006)

College of Education Research Award (2004)

Lead Article (2001) Educational Policy "Bounding Teacher Decision Making: The Threat of Intensification."

University Distinguished Teaching Award (2001)

Distinguished Research Scholar (1998) University of Newcastle, Newcastle Australia

Lead Article (1995) Educational Theory "Creating Spaces for Reconstructing Knowledge."

Lead Article (1995) McGill Journal of Education "Foregrounding Politics in Action Research."

Graduate School of Education Teaching Award - 1990

PROFESSIONAL HISTORY

Administrative Experience

- 5/2004- 5/2005–Chair, Research on Policy and Teacher Education for AERA
- 5/2003–President, Academic Senate, University of Utah
- 5/2002– President-elect, Academic Senate, University of Utah
- 9/93-98---Director of Grants, Graduate School of Education, University of Utah
- 9/89-6/93---Elementary and Secondary Chair of Certification Programs
- 9/87-6/89---Secondary Chair of Certification Programs
- 9/84-6/87---Curriculum Chair, division within the College of Education

University Teaching Experience

- Professor
8/05–present
University of Georgia, Elementary & Social Studies Department
- Professor
6/92 – 6/05
University of Utah, Educational Studies Department.
- Associate Professor
7/87 – 6/92
University of Utah, Educational Studies Department.
- Assistant Professor
7/83 – 6/87
University of Utah, Educational Studies Department.
- Visiting Assistant Professor
9/80 – 6/83
University of Utah, Educational Studies Department.
- Supervision of Student Teachers
9/78 – 6/80
Teaching Assistant, University of Wisconsin Madison, Department of Curriculum and Instruction.
- 9/75 – 5/76
Teaching Assistant, University of Wisconsin Madison, Department of Curriculum and Instruction. Supervision of elementary education interns and language arts student teachers.

Cross-Cultural Education

9/77 – 6/78 Teaching Assistant, University of Wisconsin Madison, Department of Curriculum and Instruction. Funded by Native American Teacher Corps. Developed language arts materials for teachers on the Menominee Reservation in Menominee, Wisconsin.

Media Education

9/72 – 6/73 Research Assistant, University of Wisconsin Madison, Department of Curriculum and Instruction, Coordinated and developed training programs.

Mathematics Methods

1/72 – 6/72 Teaching Assistant, University of Wisconsin-Madison, Department of Curriculum and Instruction. Worked in the math lab and assisted Dr. DeVault in math methods.

Public School Teaching Experience

9/75 – 6/77 Schenk Middle School, Madison, Wisconsin. Sixth grade in a team-teaching situation, and was involved in teaching all academic areas as well as developing the math program for the sixth grade.

9/73 – 8/74 Chalkhill Junior School, London, England, Third grade open plan British Primary School, with a school population of low-income families.

9/72 – 6/73 Thurana School, Madison, Wisconsin. Taught a multi-age group between the ages of 7 and 11. This full-time, unpaid position was taken in an attempt to help teachers at Thurana School continue to operate an alternative concept in education in Madison.

9/71 – 1/72 William Cullen Bryant Elementary School, Chicago, Illinois, Taught a 4th grade class in the inner city, while being affiliated with the "intern" program at the University of Wisconsin-Madison.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association
Association for Supervision and Curriculum Development

SCHOLARLY PUBLICATIONS

Books

- Gitlin, A., & Peck, M. (2005) *Educational poetics: Inquiry, freedom and innovative necessity*. New York: Peter Lang.
- Bullough, R.V., Jr., & Gitlin, A. (2001). *Becoming a student of teaching: Knowledge production and practice*. (2nd ed.). New York: Routledge.
- Bullough, R.V., Jr., & Gitlin, A. (1995). *Becoming a student of teaching: Methodologies for exploring self and school context*. New York: Garland Press.
- Gitlin, A. (Ed.). (1994). *Power and method: Political activism and educational research*. New York: Routledge.
- Gitlin, A., Bringham, K., Burns, M., Cooley, V., & Myers, B. (1992). *Teachers' voices for school change: An introduction to educative research*. New York: Teachers College Press, and London: Routledge.
- Gitlin, A., & Smyth, S. (1989). *Teacher evaluation: Educative alternatives*. London: Falmer Press.

Book Chapters

- Gitlin, A. (In press) Rethinking action research: Commonsense and relations of freedom. *In International Handbook of Action Research*.
- Gitlin, A. & Ornstein, S. (2006) A political humanist curriculum for the 21st century. In *Contemporary issues in curriculum* (4th edition) A. Ornstein, E.Palak, and S. Ornstein (Eds.) Boston: Allyn and Bacon.
- Gitlin, A. (2006). (Re)visioning knowledge, politics, and change: Educational poetics. In L.Weis, C. McCarthy, & G. Dimitriadis (Eds.), *Ideology, curriculum, and the new sociology of education*. New York: Routledge
- Gitlin, A. Burbank. M., & Kauchek, D.(2005). The struggle for legitimate knowledge: Knowledge and power in the educational community. In F. Boudine (Ed.), *What Difference does research make and for whom?* New York: Peter Lang.
- Gitlin, A., & Hadden, J. (1997). Educative research: Acting on power relations in the classroom. In S. Hollingworth (Ed.), *International action research: a casebook for educational reform*. London: Falmer Press.

- Gitlin, A., & Labaree, D. (1996). Historical notes on the barriers to the professionalization of American teachers: The influence of markets and patriarchy. In I. Goodson & A. Hargreaves (Eds.), *Teachers professional lives*. London: Falmer Press.
- Gitlin, A., & Russell, R. (1994). Alternative methodologies and the research context. In A. Gitlin (Ed.), *Power and method: Political activism and educational research*. New York: Routledge.
- Gitlin, A. (1994). The shifting terrain of methodological debates. In A. Gitlin (Ed.), *Power and method: Political activism and educational research*. New York: Routledge.
- Gitlin, A., Siegel, M., & Boru, K. (1993). The politics of method: from leftist ethnography to educative research. In M. Hammersley (Ed.), *Educational research: Current issues*, Vol. 1. London: Paul Chapman Publishing, Ltd. Reprinted from *Qualitative Studies in Education*, 2(3).
- Gitlin, A., Margonis, F., & Brunjes, H. (1993). In the shadow of the excellence reports: School restructuring for at-risk students. In R. Donmoyer & R. Kos (Eds.), *At-risk students*. New York: SUNY Press.
- Gitlin, A., & Myer, B. (1993). Beth's story: The search for the mother/ teacher. In D. McLaughlin & W. Tierney (Eds.), *Naming silenced lives: Personal narratives for school change*. New York: Routledge.
- Gitlin, A. (1992). Teacher education: What is good teaching, and how do we teach people to be good teachers? In J. Kincheloe & S. Steinberg (Eds.), *Thirteen questions: Reframing education's conversation*. New York: Peter Lang.
- Gitlin, A., & Price, K. (1992). Teacher empowerment and the development of voice. In C. Glickman (Ed.), *Supervision in transition*. (pp. 61-74). Washington, DC: ASCD Yearbook.
- Gitlin, A. (1991). What is good teaching? In J. Kincheloe (Ed.), *Thirteen questions: Reframing education's conversation*. New York: Peter Lang, Inc.
- *Bullough, R. V., & Gitlin, A. (1991). Educative communities and the development of the reflective practitioner. In B. R. Tabachnick & K. Zeichner (Eds.), *Issues and practices in inquiry-oriented teacher education* (pp. 35-56). London: Falmer Press.
- Gitlin, A. (1987). Common school structures and teacher behavior. In W. J. Smyth (Ed.), *Educating teachers: Changing the nature of knowledge* (pp. 107-120). London: Falmer Press.
- *Bullough, R., & Gitlin, A. (1987). Accommodation and tension: Teachers, teacher role, and the culture of teaching. In W. J. Smyth (Ed.), *Educating teachers: Changing the nature of knowledge* (pp. 83-94). London: Falmer Press.

Gitlin, A. (1983). School structure, teachers' work and reproduction. In M. W. Apple & L. Weiss (Eds.), *Ideology and practice in education* (pp. 193-212). Philadelphia: Temple University Press.

Articles in Refereed Journals

Gitlin, A. (in press) Educational poetics: An aesthetic approach to action research. *Educational Action Research: An International Journal*.

Gitlin, A. (in press) Cultivating the qualitative borderlands: Educational poetics and the politics of inclusivity. *International Journal of Qualitative Studies*.

Gitlin, A. (in press) Liberal politics in radical times: What to do with class? *Journal of Educational Studies*.

Gitlin, A. (2005). Inquiry, imagination and the search for a deep politic. *Educational Researcher*, 34(3), 15-24.

Gitlin, A. (2004). Bounding teacher decision making: The threat of intensification. *Studies on Education and Society*, 14, 10-36.(Japanese Translation of Educational Policy article)

*Gore, J. & Gitlin, A. (2004). [Re]Visioning the academic divide: Power and knowledge in the educational community. *Teachers and Teaching: Theory and Practice Journal*, 10(1).

Gitlin, A., Buendia, E., & Crosland, K. (2003). The production of margin and center: Welcoming-unwelcoming of immigrant students. *American Educational Research Journal*, 40(1) 91-122.

*Buendia, E. & Gitlin, A. (2003). Working the pedagogical borderlands: An african critical pedagogue teaching within an ESL context. *Curriculum Inquiry*, 33(3), 291-320.

Gitlin, A. et. al. (2002) Looking again at teacher research: A relational approach to knowledge production and assessment. *Journal of Teacher Education*, 53(4), 303-315.

*Buendia, E. & Gitlin, A. (2001) Welcoming and unwelcoming: Immigrant students' experiences in an assimilationist school. *Teachers College Record* (on-line).

Gitlin, A. (2001) Bounding teacher decision making: The threat of intensification. *International Journal of Educational Policy*, 15(2), 227-257.

Gitlin, A. (2000) The Double bind of teacher education. *Teaching Education*, 11(1), 25-30.

Gitlin, A. (1999). Collaboration and progressive school reform *Educational Policy*, 13(5), 630-659.

Gitlin A., Barlow, L., Burbank, M., Kaucke, D., & Stevens, T. (1999). Preservice teachers'

- thinking about research: Implications for inquiry oriented teacher education. *Teaching and Teacher Education*, 15, 753-769.
- Gitlin, A. (1997). Political activism and teacher evaluation. *Curriculum and Teaching*, 12(2), 29-44.
- Gitlin, A. (1996). Gender and professionalization: An institutional analysis of teacher education and unionism at the turn of the twentieth century. *Teachers College Record*, 97(4), 588-624.
- Gitlin, A., & Thompson, A. (1995) Foregrounding politics in action research. *McGill Journal of Education*, 30(2), 131-148.
- Gitlin, A., & Margonis, F. (1995) The political aspect of Reform: Teacher resistance as good sense. *American Journal of Education*, 103(3), 377-405.
- Gitlin, A., & Thompson, A. (1995) Creating spaces for reconstructing knowledge in feminist pedagogy. *Educational Theory*, 45(2), 125-150.
- *Bullough, R. V., Jr., & Gitlin, A. (1994). Challenging teacher education as training: Four propositions. *The Journal of Education for Teaching*, 20(1), 67-81.
- Gitlin, A., & Russell, R. (1994). Robyn's story: Out of the silence. *Teacher Education Quarterly*, 21(1), 121-144.
- Gitlin, A. (1990). Educative research, voice and school change. *Harvard Educational Review*, 60(4), 443-466.
- Gitlin, A., & Smyth, J. (1990). Educative possibilities in teacher evaluation. *National Association of Secondary School Principals*, 74(527), 25-33.
- Gitlin, A. (1990). Understanding teaching dialogically. *Teachers College Record*, 91(4), 537-564.
- Gitlin, A., & Smyth, J. (1990). Toward educative forms of teacher evaluation. *Educational Theory*, 40(1), 83-94.
- *Bullough, R.V., & Gitlin, A. (1989). Toward educative communities: Teacher education and the quest for the reflective practitioner. *Qualitative Studies in Education*, 2(4), 285-298.
- Gitlin, A., Siegel, M., & Boru, K. (1989). The politics of method: From leftist ethnography to educative research. *Qualitative Studies in Education*, 2(3), 237-253.
- Gitlin, A. (1989). Educative school change: Lived experiences in horizontal evaluation. *Journal of Curriculum and Supervision*, 4(4), 322-339.

- Gitlin, A., & Smyth, J. (1988). Dominant view of teacher evaluation and appraisal: An international perspective. *Journal of Education for Teaching*, 14(1), 237-257.
- Gitlin, A., & Bullough, R. (1987). Improving teaching through peer evaluation. *McGill Journal of Education*, 22(1), 41-53.
- Gitlin, A., & Bullough, R. (1987). Teacher evaluation and empowerment: Challenging the taken-for-granted view of teaching. *Educational Policy*, 1(2), 229-247.
- Gitlin, A., & Goldstein, S. (1987). A dialogical approach to understanding: Horizontal evaluation. *Educational Theory*, 37(1), 17- 27.
- *Bullough, R., & Gitlin, A. (1986). Constrained autonomy: Teacher decision- making, ideology and the reproduction of role. *New Education*, 8(1), 25-34.
- Gitlin, A. (1986). Review of R. W. Connell's *Teacher's work*. *Contemporary Sociology*, 15(4).
- *Bullough, R., & Gitlin, A. (1985). Schooling and change: A view from the lower rungs. *Teachers College Record*, 87(2), 219-237.
- *Bullough, R., & Gitlin, A. (1985). Beyond control: Rethinking teacher resistance. *Education and Society*, 3(1), 65-73.
- Gitlin, A., Rose, E., Magleby, L., & Walther, C. (1985). Why supervisors behave as they do: Relationship of beliefs, socialization and practice. *Journal of Education for Teaching*, 11(1), 50-62.
- *Bullough, R., Gitlin, A., & Goldstein, S. (1984). Ideology, teacher role and resistance. *Teachers College Record*, 86(2), 339-358.
- Gitlin, A., Ogawa, R., & Rose, E. (1984). Supervision, reflection, and understanding: A case for horizontal evaluation. *Journal of Teacher Education*, 35(3), 46-52.
- Gitlin, A., & Teitelbaum, K. (1983). Linking theory and practice: The use of ethnographic methodology by prospective teachers. *Journal of Education for Teaching*, 9(3), 225-234.
- Gitlin, A., & Ogawa, R. (1983). A congruent evaluation structure and process: Peer review and horizontal evaluation. *National Forum of Educational Administration and Supervision*, 1(1), 21-23.
- Gitlin, A., Ogawa, R., & Rose, E. (1982). Horizontal evaluation: Its impact in three case studies. *CCBC Notebook: The Competency Based Curriculum*, 82(3), 3-13.
- Krall, F., & Gitlin, A. (1982). Promoting cultural awareness through ethnography. *Elementary School Journal*, 82(4), 3-13.

Gitlin, A. (1981). Horizontal evaluation: An approach to student teacher supervision. *Journal of Teacher Education*, 32(5), 47-51.

Gitlin, A. (1981). School structure affects teachers work. *Educational Horizons*, 59(4), 173-179.

Book Reviews in Refereed Journals

Gitlin, A. (2000). *The truth is in the details*. Essay Review of Michael Fullan's *Change Forces: The Sequel*. *The Journal of Educational Change*, 1(2).

Gitlin, A. (1996) Review of Ruth Markowitz' *My daughter the teacher*. *Ethnic and Racial Studies*, 19(1).

Gitlin, A. (1995) Review of Tony Wagner's *How schools change: Lessons from three communities*. *Teachers College Record*, 97(1).

Gitlin, A. (1991). Review of J. Millman & L. Darling-Hammond's *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers*. *Educational Review*, 43(1).

Gitlin, A. (1988). Review of W. Carr & S. Kemmis' *Becoming critical: Education knowledge and action research*. *Educational Studies*, 18(4).

Other Articles (Non-refereed)

Gitlin, A. (1983). Reflection and action in teacher education programs. *Resources in Education*, ED 219884.

Gitlin, A., Ogawa, R., & Rose, E. (1982). Horizontal evaluation: An investigation into an approach to student teacher supervision. *Resources in Education*, SP 019943.

Gitlin, A. (1981). Horizontal evaluation: Extending growth and understanding of student teachers. *PD CIRCULATOR*, 3(3).

Papers Presented at Conferences

Gitlin, A. (2007) Educational Poetics. Paper presented at the annual meeting of BERA at London.

Gitlin, A. (2006) Rethinking Action Research. Keynote address at EAR conference at Nottingham, England

Gitlin, A. (2006) The contradictory logic of race and class at Western high. Paper presented at the annual meeting of AERA at San Francisco.

- Gitlin, A. (2005) Cultivating the qualitative borderlands: Education poetics and the politics of inclusivity. Paper presented at the annual meeting of AERA at Montreal.
- Gitlin, A. (2004). *Switchbacks: Educational poetics and the search for a deep politic*. Paper presented at the annual meeting of AERA at San Diego.
- Gitlin, A. (2003). *Teacher Research: What more is possible?* Paper presented at the annual meeting of AERA Chicago.
- Gitlin, A. et. al. (2002). *Looking again at teacher research: A relational approach to knowledge production and assessment*. Paper presented at the annual meeting of AERA New Orleans.
- Gitlin, A., & Peck M. (2002). *Researching teacher research*. Paper presented at the annual meeting of AERA, New Orleans.
- Gitlin, A. (2001). *Reflective knowledge and teacher research*. Paper presented at the annual meeting of AERA.
- Gitlin, A. & Gore, J. (2000, April). *[Re]visioning the academic divide: Power and knowledge in the educational community*. A paper presented at the annual meeting of the American Educational Research Association in New Orleans.
- Gitlin, A. & Burbank, M. (2000). *Academics'/Teachers' views on research: Implications for the restructuring of educational institutions*.
- Gitlin, A. Buendia, E., Crosland, K. & Doumbia, F. (1999, April). *"These kids are just like Me": Assimilation and the politics of fear*. A paper presented at the American Educational Research Association in Montreal.
- Gitlin A., Barlow, L., Burbank, M., Kauchek, D, & Stevens, T. (1999, April). *Preservice teachers' thinking about research: Implications for inquiry oriented teacher education*. A paper presented at the American Educational Research Association in Montreal.

- Gitlin, A. (1998, April). *Teachers' work, Classroom practices and school knowledge*. A paper presented at the American Educational Research Association in San Diego.
- Gitlin, A. (1997, April). *Collaboration and progressive school reform*. A paper presented at the American Educational Research Association in Chicago.
- Gitlin, A. (1995, April). *Gender and professionalization: An institutional analysis of teacher education and unionism at the turn of the twentieth century*. A paper presented at the American Educational Research Association Conference in San Francisco.
- Hadden, J., & Gitlin, A. (1994, April). *The impact of collaborative research on an elementary classroom: An assessment of the educative research model*. A paper presented at the American Educational Research Association Conference in New Orleans.
- Gitlin, A., & Labarre, D. (1994, April). *Historical notes on the barriers to the professionalization of american teachers: The influence of markets and patriarchy*. A paper presented at the American Educational Research Association Conference in New Orleans.
- Gitlin, A. (1993, April). *In order to understand something one must change it: Possibilities for activist teacher evaluation*. A paper presented at the American Educational Research Association Conference in Atlanta.
- Gitlin, A., & Thompson, A. (1993, April). *Feminist praxis on action research: Creating spaces for reconstructed knowledge*. A paper presented at the American Educational Research Association Conference in Atlanta.
- Gitlin, A. (1992, April). *Power and method: A question of professionalism*. A paper presented at the American Educational Research Association Conference in San Francisco, CA.
- Gitlin, A. (1991, Nov.). *Self, context, and voice: Using personal narratives and school histories as part of a research process*. A paper presented at the American Anthropology Association Conference in Chicago, IL.
- Gitlin, A., & Russell, R. (1991, October). *Tensions between research and a democratic community*. A paper presented at the Curriculum Theorizing Conference in Dayton, OH.
- Gitlin, A. (1991, April). *Power and method*. A paper presented at the American Educational Research Association Conference in Chicago, IL.
- Gitlin, A. (1990, October). *Professionalism, patriarchy, and method*. A paper presented at the Curriculum Theorizing Conference in Dayton, OH.
- Gitlin, A. (1990, June). *Pressures on the teaching profession*. A paper presented at the U.S. and U.K. Education and Training Policy in Comparative Perspective Conference sponsored by the Brookings Institution, Warwick, England.

Gitlin, A., Margonis, F., & Brunjes, H. (1990, April). *Dilemmas of reform: A case study of democratic initiative*. Paper presented at the American Educational Research Association Conference, Boston, MA.

Gitlin, A. (1989, April). *Understanding teaching dialogically: A productive approach to school change*. A paper presented at the American Educational Research Association Conference, San Francisco, California.

Gitlin, A. (1988, October). *Using horizontal evaluation to foster educative possibilities for school change*. A paper presented at the Curriculum Theorizing Conference, Dayton, Ohio.

Gitlin, A., Siegel, M., & Boru, K. (1988, April). *Purpose and method: Rethinking the use of ethnography by the educational left*. A paper presented at the American Educational Research Association Conference, New Orleans, Louisiana.

Gitlin, A., Bullough, R., & Wade, S. (1986, April). *A study of teachers evaluating teachers*. A paper presented at the American Educational Research Association Conference, San Francisco, California.

Gitlin, A., & Goldstein, S. (1985, November). *Teaching as text: Evaluation as an interpretive dialogue*. A paper presented at the American Educational Research Association Conference, Atlanta, Georgia.

Gitlin, A., & Goldstein, S. (1985, October). *A dialogical approach to understanding: Horizontal evaluation*. A paper presented at the Curriculum Theorizing Conference, Dayton, Ohio.

Bullough, R., & Gitlin, A. (1985, October). *Constrained autonomy: Teacher decision-making ideology and the reproduction of role*. A paper presented at the Curriculum Theorizing Conference, Dayton, Ohio.

Gitlin, A. (1985, May). *Research and practice*. A paper presented at the Health Educators' Conference, Salt Lake City, Utah.

Bullough, R., & Gitlin, A. (1984, October). *Resistance theory: Making, remaking and contesting culture*. A paper presented at the Curriculum Theorizing Conference, Dayton, Ohio.

Bullough, R., Gitlin, A., & Goldstein, S. (1983, October). *Teacher role: Dissatisfaction and resistance*. A paper presented at the Curriculum Theorizing Conference, Dayton, Ohio.

Gitlin, A., Ogawa, R., & Rose, E. (1983, April). *Horizontal evaluation: An investigation into an approach to student teacher evaluation*. A paper presented at the American Educational Research Association, Montreal, Canada.

Gitlin, A., Magleby, L., Rose, E., & Walther, C. (1983, April). *Why supervisors behave as they do: Relationship of beliefs and practice*. A paper presented at the American Educational Research Association, Montreal, Canada.

Bullough, R., Gitlin, A., & Goldstein, S. (1983, April). *Reproductive role and teacher resistance*. A paper presented at the American Educational Research Association, Montreal, Canada.

Gitlin, A. (1982, October). *Student's response to implementing a critical perspective in a teacher education program*. A paper presented at a general session of the Curriculum Theorizing Conference, Airlie, Virginia.

Gitlin, A. (1982, March). *Reflection and action in teacher education programs*. A paper presented at the American Educational Research Association, New York, New York.

Gitlin, A., Ogawa, R., & Rose, E. (1982, March). *Supervision, reflection and understanding: A case for horizontal evaluation*. A paper presented at the American Educational Research Association, New York, New York.

Gitlin, A. (1981, October). *Praxis: Its incorporation in a teacher education program*. A paper presented at the Curriculum Theorizing Conference, Airlie, Virginia.

Gitlin, A. (1981, April). *The quest for certainty and its implications for teachers' work*. A paper presented at the American Educational Research Association, Los Angeles, California.

RESEARCH GRANTS

Gitlin, A. African American Student Achievement in the Private School: A Case Study. Spencer Foundation, \$35,000 (Unfunded)

Gitlin, A. (2003) Teachers Work and Educational Reform. International Grant obtained through Educational Ministry of Japan. \$10,000.

Gitlin, A. et. al. (2000) Knowledge and Power in the Educational Community Spencer Research Foundation \$30,000. Funded.

Buendia, E., Gitlin, A. (2000) Immigrant Parents and Schooling. University of Utah Research Committee. \$6,000. Funded.

Ares, N., Gitlin, A., Buendia, E., Hacker, D., Neiderhauser, D., & Smith, W. (1999) Annenberg Challenge Grant to evaluate the Salt Lake City reform process. \$175,000. Funded.

Gitlin, A., & Wade, S. The Navajo Teacher Project. (1994). To train Navajo aides to become certified teachers and therefore extend the Navajo experience in schools. \$550,000. Not funded.

Gitlin, A., & McLaughlin, D. U.S. West Teams Educational Initiative Project (1993). To extend

and disseminate multicultural curriculum materials in San Juan County. \$270,000. Not funded

Committees

University Committees (University of Utah)

President of Academic Senate–2003-present
 Presidents cabinet--2003-4
 Board of Trustees–2003-4
 Academic Leadership Team–2003-4
 Council of Academic Deans–2003-4
 Utah Council of Faculty Senate leaders–2003-4
 Development Oversight Committee–2003-4
 Strategic Planning Committee–2003-4
 Presidential Commission for the Status of Women in Higher Education–2003-4
 President elect of Senate–2002-2003
 University Senate 1999-present
 University Senate Executive Committee 199-present
 University Review Promotion and Tenure 1998-present
 Affirmative Action Committee (Diversity Committee 1997-present
 Academic Senate 1997-present
 Fine Arts procedures and misconduct committee (1998-2000)
 Academic Freedom and Tenure, 1990-1993
 University Senate, July 1989-1993
 NCAA Athletic Accreditation Committee, Chair, 1991
 Personnel and Elections Committee 1989-1990
 University Parking Committee, September 1984-1988

College Committees (University of Utah)

College RPT
 Scholarship Committee, Spring 1985, 1990-91, 1997-present
 Field Studies Committee, Spring 1986-present
 Search Committee, Early Childhood Multi-cultural Position, Spring 1985
 Teacher Center Committee, Spring 1984
 Research Advisory Committee, Fall 1983-Spring 1984

Department Committees (University of Utah)

Teacher Education Committee-1999-present
 African-American search committee, chair 1997-present
 Qualitative research requirement committee, chair 1997-present
 Merit procedures committee, chair 1997-present
 Chair, Math Search Committee, 1986
 Teacher Load Committee, Winter 1985
 Chair of Secondary admissions 1984-1986

Ph.D. Admissions Committee, Summer 1984
 Secondary Representative for Graduate Committee, 1982-1985

Secondary Division Committees (University of Utah)

Chair, Admissions Committee 1993-present
 Undergraduate Program Committee, 1986-1988
 Admissions Criteria Committee, Spring 1984
 Chair of Secondary Admissions Committee, Fall 1980-1988
 Member of Field Studies Committee, Fall 1980-Spring 1982
 Co-Chair of Fine Arts Committee, Fall 1980-Spring 1982

COURSES TAUGHT

* Both University of Utah and University of Georgia

Educational Leadership

Leadership and Reform in Schools
 Implications of John Dewey for Educational Reform and Policy
 Schools and inequality

Teacher Education

Middle School Cohort
 Teaching and Teachers Work
 Transition into Teaching
 Action Research
 Introduction to Secondary Education
 Secondary School cohort
 Elementary Methods
 social studies supervision
 social studies methods
 Introduction to Education
 School Change in Public Education

Research

Introduction to Educational Research
 Conceptual Issues in Qualitative Research
 Teacher Research
 Research for Teachers

Curriculum Theory and Practice

Curriculum Development
Advanced Curriculum Theory
Theories of Curriculum & Instruction

Critical Social Studies

Schools and Inequality
Sociology of Education
Social Theory and Practice
Philosophy of Education