

# MEAGAN CALL-CUMMINGS

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## EDUCATION

- 2015 Ph.D. International and Comparative Education and Inquiry Methodology, Indiana University Bloomington  
2007 Master of Public Affairs and Master of Arts in Russian/East European Studies, Indiana University Bloomington  
2004 Bachelor of Arts in Marketing and French, Utah State University

## PROFESSIONAL EXPERIENCE

- 2016-Present Assistant Professor, Graduate School of Education, George Mason University  
• Affiliate Faculty, Women and Gender Studies, GMU, 2017-present  
2015-2016 Postdoctoral Fellow, Center for P-16 Research and Collaboration, Indiana University Bloomington  
2015-2016 Adjunct Professor, Inquiry Methodology, School of Education, Indiana University Bloomington  
2011-2015 Graduate Assistant, International and Comparative Education and Inquiry Methodology, Indiana University Bloomington  
2011-2012 Graduate Assistant, Center for Evaluation and Education Policy, Indiana University Bloomington  
2009-2010 International Student Services Coordinator, University of Miami at IMG Academies  
2007-2009 Foreign Service Officer, U.S. Embassy Kingston, Jamaica, U.S. Department of State

## RESEARCH AND SCHOLARSHIP

### Publications

#### *Peer-Reviewed Journal Articles*

- Borup, J., Walters, S.\*, & **Call-Cummings, M.** (in press). Student perceptions of their interactions with peers at a cyber charter high school. *Online Learning Journal*.  
**Call-Cummings, M.**, Hauber-Özer, M.\*, & Dazzo, G.\* (2019). Examining researcher identity development within the context of a course on PAR: A layered narrative approach. *The Qualitative Report*, 24(9), 2178-2196. Retrieved from <https://nsuworks.nova.edu/tqr/vol24/iss9/6/>

- Call-Cummings, M.** & Dennis, B. (2019). Participation as entangled self-assertion. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 20(2), Art. 24. <https://doi.org/10.17169/fqs-20.2.3203>
- Call-Cummings, M.**, Hauber-Özer, M.\*, & Ross, K. (2019). Struggling with/against the unintentional reproduction of power structures in participatory research: Using reconstructive horizon analysis. *Action Research*. Advance online publication. <https://doi.org/10.1177/1476750319837324>
- Borup, J., Walters, S.\*, & **Call-Cummings, M.** (2019). Examining the complexities of parental engagement at an online charter high school: A narrative analysis approach. *International Review of Research in Open and Distributed Learning*, 20(1). <https://doi.org/10.19173/irrodl.v20i1.3605>
- Call-Cummings, M.**, Hauber-Özer, M.\*, Byers, C.\*, & Mancuso, G.\* (2019). The power of/in photovoice. *International Journal of Research and Method in Education*, 42(4), 399-413. <https://doi.org/10.1080/1743727X.2018.1492536>
- Call-Cummings, M.**, Dennis, B., & Martinez, S. (2019). The role of researcher in participatory inquiry: Modeling intra-active reflexivity in conversational reflections. *Cultural Studies ⇔ Critical Methodologies*, 19(1), 68-76. <https://doi.org/10.1177/1532708617750677>
- Ross, K. & **Call-Cummings, M.** (2018). Acknowledging and transcending “failure”: Lifeworld possibilities and system constraints. *International Journal of Social Research Methodology*, 22(1), 98-109. <https://doi.org/10.1080/13645579.2018.1501642>
- Schertz, H. H., **Call-Cummings, M.**, Horn, K., Quest, K.\*, & Law, R. S.\* (2018). Social and instrumental interaction between parents and their toddlers with autism: A qualitative analysis. *Journal of Early Intervention*, 40(1), 20-38. <https://doi.org/10.1177/1053815117737353>
- Call-Cummings, M.** (2018). Claiming power by producing knowledge: The empowering potential of PAR in the classroom. *Educational Action Research*, 26(3), 385-402. <https://doi.org/10.1080/09650792.2017.1354772>
- Call-Cummings, M.** (2017). “It’s too political”: The overt and covert silencing of critical Latino/a voices. *Latino Studies*, 15(4), 532-540. <http://dx.doi.org/10.1057/s41276-017-0086-7>
- Call-Cummings, M.** (2017). Establishing communicative validity: Discovering theory through practice. *Qualitative Inquiry*, 23(3), 192-200. <https://doi.org/10.1177/1077800416657101>
- Call-Cummings, M.**, & Martinez, S. (2016). Consciousness-raising or unintentionally oppressive? Potential negative consequences of photovoice. *The Qualitative Report*, 21(5), 798-810. Retrieved from <https://nsuworks.nova.edu/tqr/vol21/iss5/1/>
- Call-Cummings, M.**, & Martinez, S. (2016). “It wasn’t racism; it was more misunderstanding.” White teachers, Latino/a students, and racial battle fatigue. *Race Ethnicity and Education*, 20(4), 1-14. <https://doi.org/10.1080/13613324.2016.1150830>
- Call-Cummings, M.** & James, C.\*\*\* (2015). Empowerment for whom? Empowerment for what? Lessons from a participatory action research project. *Networks: An On-Line Journal for Teacher Research*, 17(2). <https://dx.doi.org/10.4148/2470-6353.1029>
- Call-Cummings, M.**, & Hook, M. R. (2015). Endorsing empowerment? A critical comparative study of peace education in Jamaica and Peru. *Journal of Peace Education*, 12(1), 92-108. <https://doi.org/10.1080/17400201.2014.970616>

### ***Book Chapters***

- Call-Cummings, M.,** Hauber-Özer, M.\* & Rainey, J.\* (in press). Preparing critical educators and community-engaged scholars through participatory action research. In A. Zimmerman (Ed.), *Preparing Students for Community-Engaged Scholarship in Higher Education*. Hershey, PA: IGI Global.\*\*
- Call-Cummings, M.,** Manion, C., & Shah, P. (in press). Interrogating and innovating CIE research: Setting the stage. In C. Manion, E. Anderson, S. Baily, M. Call-Cummings, R. Iyengar, P. Shah, & M. Wittenstein (Eds.), *Interrogating and innovating CIE research: Decolonizing practices for inclusive, safe spaces*. Rotterdam, The Netherlands: Sense Publishers.
- Baily, S., Scotto-Lavino, E.\*, & **Call-Cummings, M.** (in press). Implications for methodology. Towards more equitable futures. In C. Manion, E. Anderson, S. Baily, M. Call-Cummings, R. Iyengar, P. Shah, & M. Wittenstein (Eds.), *Interrogating and innovating CIE research: Decolonizing practices for inclusive, safe spaces*. Rotterdam, The Netherlands: Sense Publishers.
- Call-Cummings, M.** & Ross, K. (2019). Re-positioning power and re-imagining reflexivity: Examining positionality and building validity through reconstructive horizon analysis. In K. Strunk & L. Locke (Eds.), *Research methods for social justice and equity in education*. Cham, Switzerland: Palgrave Macmillan.
- Call-Cummings, M.** & Hauber-Özer, M.\* (2018). The potential for (participatory) action research for school leaders, local policy makers, and university-based researchers. In C. Lochmiller (Ed.) *Complimentary research methods for educational leadership and policy studies* (pp. 121-140). New York, NY: Springer.\*\*
- Call-Cummings, M.** (2017). Case study 3: One moment of participatory data analysis. In H. Kidwai, R. Iyengar, M. Wittenstein, & E. Byker (Eds.), *Participatory action research and educational development: South Asian perspectives* (pp. 247-254). Cham, Switzerland: Palgrave Macmillan.\*\*
- Baily, S., Shah, P., & **Call-Cummings, M.** (2016). Reframing the center: New directions in qualitative methodology in international comparative education. In A. W. Wiseman & E. Anderson (Eds.), *Annual review of comparative and international education 2015* (pp. 139-164). Bingley, England: Emerald Publishing.
- Call-Cummings, M.** & Abrikian, J.\*\*\* (2013). Jamaica's path to peace and love in society. In I. Harris (Ed.), *Peace education from the grassroots* (pp. 1-19). Charlotte, NC: Information Age Publishing.

#### *Under Review/In Revision*

- Call-Cummings, M.,** Rybicki-Newman, M.\*, Hauber-Özer, M.\*, Chan, E.\*, Beardsley, L.\*\*\*, & Colandene, M.\* (in review). Courageous Conversations: Un-Silencing as Healing in the Context of Arts-Based YPAR. *High School Journal*.
- Call-Cummings, M.,** Dazzo, G.\*, Beardsley, L.\*\*\*, & Blibo, J.\*\*\* (under review). Performance as transformation/transformation: Problematizing performance in PAR. *Action Research*.
- Call-Cummings, M.,** Shannon, Ú., & Buttmer, C. (under review). PAR in schools: Exploring issues of ownership and answerability across three cases. *Harvard Education Review*.\*\*

- Hauber-Özer, M. & **Call-Cummings, M.** (under review). Empowerment or exposure? Ethical dilemmas of PAR with vulnerable migrants. *Qualitative Research Journal*.
- Ross, K. & **Call-Cummings, M.** (in revision). Teaching failures. *International Journal of Research and Method in Education*.

### ***Books/Monographs***

- Manion, C., Anderson, E., Baily, S., **Call-Cummings, M.**, Iyengar, R., Shah, P., & Wittenstein, M. (in press). *Interrogating and Innovating CIE research: Decolonizing practices for inclusive, safe spaces*. Rotterdam, The Netherlands: Sense Publishers.
- Cushman, K., Zenkov, K., & **Call-Cummings, M.** (under contract). *New fires in our lives: Advice for teachers from high school students*. New York, NY: The New Press.
- Call-Cummings, M.**, Dazzo, G.\*, & Hauber-Özer, M\*. (in review). *Critical Participatory Inquiry: An Interdisciplinary Introduction and Guide*. Newbury Park, CA: SAGE Press.

### ***Manuscripts in Preparation***

- Call-Cummings, M.**, LePelch, V.\*, DeSenti, K.\*, Hauber-Özer, M.\*, Colandene, M.\*, & Sultana, K.\*\*\* (in preparation). “Hopefully this motivates a bout of realization”: Spoken word poetry as YPAR method.
- Call-Cummings, M.**, Cutter, D.\*, Hauber-Özer, M.\*, Colandene, M.\*, Beardsley, L.\*\*\*, & Blibo, J.\*\*\* (in preparation). “You guys hold a whole lot more power than we let you believe you do, because we are afraid.”: Creating safe spaces through YPAR pedagogy.
- Call-Cummings, M.**, Rybicki-Newman, M.\*, Blibo, J.\*\*\*, & Beardsley, L.\*\*\* (in preparation). Collaborative reflexive practice: From failure to making it right. *LEARNING Landscapes*.
- Call-Cummings, M.**, Hauber-Özer, M.\*, & Angelosante, K.\* (in preparation). Speaking and silencing: the potential of critical arts-based YPAR methods. *Qualitative Inquiry*.
- Call-Cummings, M.** (in preparation). A loving critique of participatory action research. In K. Adamsons, A. Few-Demo, & K. Roy (Eds.), *Sourcebook of family theories and methodologies*. Saint Paul, MN: National Council on Family Relations.
- Lester, J. & **Call-Cummings, M.** (in preparation). Naming others in qualitative inquiry. *International Journal of Qualitative Methods*.
- Call-Cummings, M.** & Dazzo, G.\* (in preparation). Validity in qualitative inquiry: A review of theorizing and operationalizing. *International Journal of Researcher Development*.

### ***Reports and Evaluations***

- Ruddy, A., **Call-Cummings, M.**, Hudson, A., & Jones, R. (2012). *Indiana University new tech all-school project 2012 survey results*. Bloomington, IN: Center for Evaluation and Education Policy.
- Ruddy, A., **Call-Cummings, M.**, & Hudson, A. (2012). *Impact evaluation of outreach activities and programming at Georgetown University 2012 outreach survey results: Center for Eurasian, Russian and East European Studies*. Bloomington, IN: Center for Evaluation and Education Policy.
- Ruddy, A., Hudson, A., **Call-Cummings, M.**, & Jones, R. (2012). *Impact evaluation of foreign language and area studies (FLAS) fellowships and programming at Indiana University*

2012 grand survey results: *The Inner Asian and Uralic National Resource Center*.  
Bloomington, IN: Center for Evaluation and Education Policy.

### *Newsletters, Conference Proceedings, and Other*

- Call-Cummings, M.** & Ross, K. (2018). Democratizing research through collaborative data analysis: A proposal. *American Educational Research Association Qualitative Research Special Interest Group Summer Newsletter* (pp. 9-11).
- Sklarew, D., Allen, S., **Call-Cummings, M.**, DeMulder, E., & Srikantia, J. (2018). Incorporating action research for big social, ecological and learning impacts. In *Proceedings of the Innovations in Teaching & Learning Conference* (Vol. 10). Workshop presented at the Innovations in Teaching and Learning Conference, George Mason University, Fairfax, Virginia. <https://doi.org/10.13021/itlcp.2018>

\*Denotes student contributor

\*\* Denotes invited contribution

\*\*\*Denotes community member contributor

### **Presentations**

#### *International and National*

- Call-Cummings, M.**, Shannon, Ú., & Buttimer, C. (2019, June). *PAR in schools: Exploring issues of ownership and answerability across three cases*. Paper presented at the Action Research Network of the Americas (ARNA) Conference, Montreal, Canada.
- Call-Cummings, M.** (2019, May). *Struggling with and through the privilege of disengagement*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Conference, Urbana-Champaign, IL.
- Call-Cummings, M.**, Hauber-Özer, M., & Dazzo, G. (2019, May). *Narratives of researcher identity development in a PAR course*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Conference, Urbana-Champaign, IL.
- Call-Cummings, M.** & Ross, K. (2019, April). *Re-positioning power and re-imagining reflexivity: Examining positionality and building validity through reconstructive horizon analysis*. Poster presented at the American Educational Research Association annual meeting, Toronto, Canada.
- Galanti, T. & **Call-Cummings, M.** (2019, April). *Coasting and crashing: Syllogisms within narratives of hyper-accelerated algebra 1*. Paper presented at the American Educational Research Association annual meeting, Toronto, Canada.
- Hauber-Özer, M. & **Call-Cummings, M.** (2019, January). *Empowerment or exposure? Ethical dilemmas of PAR with vulnerable migrants*. Paper presented at International Migration, Integration and Social Cohesion in Europe conference, Barcelona, Spain.
- Call-Cummings, M.**, Hauber-Özer, M.\*, & Ross, K. (2018, October). *Struggling with/against the unintentional reproduction of power structures in participatory research: Using reconstructive horizon analysis*. Paper presented at the Collaborative Action Research Network (CARN) Conference, Manchester, England.

- Call-Cummings, M.** & Dennis, B. (2018, June). *Exercising our core: Pushing the limits and boundaries of methodological concepts central to participatory inquiry*. Paper presented at the Action Research Network of the Americas (ARNA) Conference, San Diego, CA.
- Call-Cummings, M.** (2018, May). *An open letter to my students*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Conference, Urbana-Champaign, IL.
- Call-Cummings, M.** & Rybicki-Newman, M.\* (2018, May). *Fuzzy ethics*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Conference, Urbana-Champaign, IL.
- Borup, J., Walters, S., & **Call-Cummings, M.** (2018, March). *Parental engagement at a cyber charter school*. Presented at the Society for Information Technology & Teacher Education International Conference, Washington DC.
- Call-Cummings, M.,** Ross, K., Bajaj, M., & Hantzopoulos, M. (2017, October). *Positionality, justice, and methodological mishaps: Navigating complexity in CIE research*. Co-facilitated roundtable at the Comparative and International Education Society (CIES) Symposium, Arlington, VA.
- Call-Cummings, M.,** Hauber-Özer, M.\*, & Byers, C.\* (2017, October). *Examining the implications of ethical tension points of a Photovoice project with English language learners*. Paper presented at the Comparative and International Education Society (CIES) Symposium, Arlington, VA.
- Dennis, B., **Call-Cummings, M.,** Ross, K., & Shah, P. (2017, March). *Acting out: Challenging inequalities in the researcher-participant relationship: A workshop addressing methodological challenges in international contexts*. Co-facilitated workshop at the Comparative and International Education Society (CIES) Conference, Atlanta, GA.
- Call-Cummings, M.** & Hauber-Özer, M.\* (2016, October). *The empowering potential of training pre-service teachers in PAR*. Paper presented at the Diversity Challenge Conference, Boston, MA.
- Call-Cummings, M.** (2016, May). *Establishing communicative validity: Lessons from participatory action research*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Conference, Urbana-Champaign, IL.
- Call-Cummings, M.** (2016, May). *Claiming power by producing knowledge: The empowering potential of PAR in the classroom*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Conference, Urbana-Champaign, IL.
- Dennis, B. & **Call-Cummings, M.** (2016, May). *Working it out: Participatory inquiry fleshed-out: Theatre of the oppressed*. Co-facilitated workshop at the International Congress of Qualitative Inquiry (ICQI) Conference, Urbana-Champaign, IL.\*\*
- Call-Cummings, M.** (2014, October). *Jamaica's path to peace and love in society*. Paper presented at the Peace and Justice Studies Association (PJSA) Conference, San Diego, CA.
- Call-Cummings, M.** & Martinez, S. (2014, October). *Consciousness-raising or voyeuristic? Potential unintended consequences of photovoice*. Paper presented at the Diversity Challenge Conference, Boston, MA.
- Call-Cummings, M.** & Martinez, S. (2014, May). *"It wasn't racism; it was more misunderstanding." White teachers, Latino/a students, and conceptualizations of racism*. Paper presented at the Critical Race Studies in Education Association (CRSEA) Conference, Nashville, TN.
- Call-Cummings, M.** (2014, May). *Building on authentic reciprocity in participatory data analysis: Lessons from a youth PAR project about racism in U.S. schools*. Paper

presented at the International Congress of Qualitative Inquiry (ICQI) Conference, Urbana-Champaign, IL.

**Call-Cummings, M.** (2013, February). *Reimagining evaluation, reclaiming knowledge production: the empowering potential of (critical) PAR approaches in evaluation of teacher effectiveness*. Paper presented at Ethnography in Education Conference, Philadelphia, PA.

**Call-Cummings, M.** & Remstad, M. (2012, April). *Producing peace, realizing human rights, endorsing empowerment: A critical comparative study of peace education in Jamaica and Peru*. Paper presented at the Comparative International Education Society (CIES) Conference, San Juan, Puerto Rico.

**Call-Cummings, M.** (2012, October). *Committing to nonviolent research: Critical qualitative inquiry*. Workshop conducted at the Diversity Challenge Conference, Boston, MA.

Thompson, C. & **Call-Cummings, M.** (2012, October). *Racial positioning and collaboration between U.S. and Ugandan scholars*. Structured discussion presented at the Diversity Challenge Conference, Boston, MA.

### ***Local, State, Regional***

**Call-Cummings, M.**, View, J., Hattery, A., Ihara, E., DeMulder, E., & Mathison, P. (2019, September). *Community-engaged learning: New opportunities for high impact*. Roundtable to be presented at the Innovations in Teaching and Learning Conference, George Mason University, Fairfax, VA.

**Call-Cummings, M.**, Ihara, E., View, J., & Best, A. (2018, October). *GMU engaged faculty meeting*. Roundtable held at the VA Engage Annual Meeting, George Mason University, Fairfax, VA.\*\*

Sklarew, D., Allen, S., **Call-Cummings, M.**, DeMulder, E., Srikantia, J., & View, J. L. (2018, September). *Incorporating action research for big social, ecological and learning impacts*. Workshop presented at the Innovations in Teaching and Learning Conference, George Mason University, Fairfax, VA.

**Call-Cummings, M.** (2011, October). *Transnational influences on education and development in Jamaica*. Paper presented at the Comparative International Education Society (CIES) Eastern Regional Conference, Pittsburgh, PA.

### ***Public Scholarship and Creative Works***

#### *Videos*

**Call-Cummings, M.** (2017). *Researching racism in schools using participatory action research*. London: SAGE Publications Ltd. doi: 10.4135/9781473997356\*\*

#### *Websites*

**Call-Cummings, M.** (2015, January). *Project empowerment*. Retrieved from <http://www.researchforempowerment.com>

PAR Where We Are Collective.\* (2017, July). *#GMUPhD*. Retrieved from <http://gmuphd.weebly.com>

#### *Podcasts*

**Call-Cummings, M.,** Beardsley, L.<sup>\*\*\*</sup>, Blibo, J.<sup>\*\*\*</sup>, & Cardona, I.<sup>\*\*\*</sup> (2018, August). *Qualitative conversations: Episode 10 part 2 Meagan Call-Cummings & PAR Collective*. Retrieved from <https://www.podomatic.com/podcasts/aeraqrsig>

**Call-Cummings, M.,** Beardsley, L.<sup>\*\*\*</sup>, Blibo, J.<sup>\*\*\*</sup>, & Cardona, I.<sup>\*\*\*</sup> (2018, August). *Qualitative conversations: Episode 10 part 1 Meagan Call-Cummings*. Retrieved from <https://www.podomatic.com/podcasts/aeraqrsig>

\* Denotes student contributor/involvement

\*\* Denotes invited presentation/contribution

\*\*\* Denotes community member contributor/involvement

## AWARDS AND HONORS

**Outstanding Partnership, Project and Collaboration, Seeds of Change 2019:** George Mason University Social Action Integrative Learning award for Courageous Conversations, a partnership between Mason faculty, doctoral students, and teachers and students at Osbourn Park High School, Manassas, Virginia. Awarded April 23, 2019.

**Spirit of King Faculty Award 2019 (nominated):** George Mason University award for faculty that uphold the legacy of Dr. King and demonstrate a passion for service and advocacy.

**Outstanding Co-Author Contribution Award Winner at the Literati Network Awards for Excellence 2017** for “Reframing the center: New directions in qualitative methodology in international comparative education.” In A. W. Wiseman & E. Anderson (Eds.), *Annual Review of Comparative and International Education* (pp. 139-164). Bingley, England: Emerald Publishing.

**Postdoctoral Fellowship:** Director of Global Education Initiatives, Indiana University Center for P-16 Research and Collaboration. \$50,000 per year for three years, accepted for 2015-2016.

**John H. Edwards Fellowship:** Full tuition plus \$20,000 stipend for one academic year, 2014-2015.

**Indiana University School of Education Fellowship:** Full tuition and teaching assistantship for each of four years (approximately \$37,500 per year), 2010-2014.

**Foreign Language Area Studies (FLAS) Fellowship:** \$31,263.72 awarded through Indiana University’s Russian and East European Institute, supporting study of Serbo-Croatian language, level 2. Academic year 2006-2007.

**Foreign Language Area Studies (FLAS) Fellowship:** \$2655.31 awarded through Indiana University’s Russian and East European Institute, supporting study of Serbo-Croatian language, level 1. Summer 2005.

**Foreign Language Area Studies (FLAS) Fellowship:** \$3892.03 awarded through Indiana University’s Russian and East European Institute, supporting study of Hungarian language, level 1. Summer 2004.



**Utah State University Honors:** Graduated with University Honors, 2004.

**Utah State University School of Business Departmental Honors:** Graduated with Departmental Honors, 2004.

## GRANT FUNDING

### Funded

**Call-Cummings, M.,** Owen, J., & Schrum, K. (2019). *Building cohesive school-communities and student empowerment through multimodal “Courageous Conversations”*: A youth participatory action research project. George Mason University College of Education and Human Development Seed Grant; requested \$10,000, awarded \$5,600. Principal Investigator.

Allen, S., Arms, R., **Call-Cummings, M.,** DeMulder, E., Srikantia, J., LaPorte, T., View, J., Zenkov, K. (2018-2019). *Graduate certificate in action research or ecological impact*. Internal grant submitted to the George Mason University Office of the Provost; requested \$45,700, awarded \$10,000. Writer and Collaborator.

Cross Francis, D., Daley, S., McClain, L., Samuelson, B., **Call-Cummings, M.** (2015-2017). *LIFE: A professional development partnership (Lawrence Township Schools, Indianapolis Public School # 48, Fairview Elementary School.)*. Grant awarded by the Indiana Commission of Higher Education; awarded \$291,949. Writer and Co-Principal Investigator.

**Call-Cummings, M.** (2014). *Grant-in-Aid of Doctoral Research*. Indiana University Graduate School; awarded \$767. Principal Investigator.

**Call-Cummings, M.** (2013). *Research Grant*. Indiana University Center for Research on Race and Ethnicity Studies (CRRES); awarded \$2000. Principal Investigator.

### Unfunded

View, J. & **Call-Cummings, M.** (2019). *Public universities and civil will: Community research for the 21<sup>st</sup> century*. American Education Research Association (AERA) Research Conference Grant; requested \$25,900. Applied as co-principal investigator.

Allen, S., **Call-Cummings, M.,** DeMulder, E., Srikantia, J., & View, J. (2019). *Action Research at Mason (ARM): An action research Mason Impact experience and an action research graduate certificate program*. Internal grant submitted to the George Mason University Office of the Provost; requested \$43,200. Writer and co-principal investigator.

Ramos, K. A., Sprague, D., & **Call-Cummings, M.** (2018). *LINGUA: Language and content integration, immersion schools, new literacies, growing professionally, united for learning, and advocating for bilingualism*. U.S. Embassy Brasilia-Brazil; requested \$448,751. Applied as writer and evaluator.

Hopson, R. & **Call-Cummings, M.** (2018). *Symposium on building equitable partnerships for community-engaged scholarship*. American Education Research Association (AERA) Research Conference Grant; requested \$34,500. Applied as co-principal investigator.

**Call-Cummings, M.** (2017). *Questioning the gap and settling the debt: Using PAR and photovoice to see and hear what kids think about their educational opportunities...and then do something about it.* National Academy of Education/Spencer Postdoctoral Fellowship. Applied as principal investigator.

Hutchison, A., Zenkov, K., **Call-Cummings, M.**, & Gilbert, A., & Parker, A. (2017). *Science stories: Using photovoice to help children see science in their communities and everyday lives.* National Science Foundation Advancing Informal STEM Learning (AISL) Grant Program; requested \$299,511 over two years. First submission was in 2016; second submission after revisions was in 2017. Applied as co-principal investigator.

## UNIVERSITY TEACHING

### George Mason University

2018 EDRS 810: Problems and Methods in Education Research  
2018-Present EDRS 836: Narrative Inquiry\*\*  
2018 EDRS 897: Special Topics (Digital Tools in Qualitative Inquiry)\*\*  
2017-Present EDRS 822: Advanced Qualitative Methods  
2017-Present EDRS 833: Participatory Action Research\*\*  
2016-Present EDRS 812: Qualitative Methods in Educational Research\*

### Indiana University

2015-2016 Y611: Qualitative Inquiry in Education (Adjunct Professor)  
2014 Y613: Critical Qualitative Inquiry II (Associate Instructor)  
2014 Y420: Educational Research (Associate Instructor)\*  
2013 Y520/Y500: Strategies for Educational Inquiry (Associate Instructor)  
2012 L105: Diversity by the Numbers (Associate Instructor)  
2012 U212: Social Justice and Social Change (Instructor)\*\*  
2011-2013 H340: Education and American Culture (Associate Instructor)

\* *Significant course redesign*

\*\* *New curriculum developed*

## SERVICE AND LEADERSHIP

### Professional

#### *Affiliations*

Action Research Network of the Americas (ARNA)

- Bearing Witness Across Boundaries Action Research Community (Member)
- Youth Participatory Action Research (YPAR) Action Research Community (Member)

American Educational Research Association (AERA)

- Action Research SIG (Member)
- Critical Educators for Social Justice SIG (Early Career Scholars Forum Planning Committee Member, 2018)

- Division D Early Career Award Committee (Member, 2019-2020)
  - Qualitative Research SIG (Speaker's Committee Member, 2018-2021)
- International Congress of Qualitative Inquiry (ICQI)
- Coalition for Critical Qualitative Inquiry SIG (Member)

*Editorial Advisory Board Member*

- 2019 Preparing Students for Community-Engaged Scholarship in Higher Education (edited volume to be published by IGI Global)
- 2016-Present Studies in Education Ethnography (book series published by Emerald)

*Reviewer*

- 2019 American Educational Research Association (AERA) 2020 annual meeting proposal reviewer, Division D (3 individual paper reviews, 1 panel review)
- 2019 American Educational Research Association (AERA) 2020 annual meeting proposal reviewer, Action Research SIG (2 individual paper reviews)
- 2019 American Educational Research Association (AERA) 2020 annual meeting proposal reviewer, Qualitative Research SIG (8 individual paper reviews, 4 panel reviews)
- 2018 American Educational Research Association (AERA) 2019 annual meeting proposal reviewer, Action Research SIG (5 individual paper reviews)
- 2018 American Educational Research Association (AERA) 2019 annual meeting proposal reviewer, Qualitative Research SIG (5 individual paper reviews, 1 panel review)
- 2018 Book proposal, "Neoliberalism and Inclusive Education: The journey of a small independent charter school in the educational marketplace," Emerald Publishing
- 2018 Book proposal, "Qualitative Research Online: Virtual Fieldwork and Methods for Studying Online Identity and Community Formation," SAGE Publishing
- 2016 Comparative and International Education Society (CIES) 2016 annual meeting proposal reviewer
- 2013 Comparative and International Education Society (CIES) 2013 annual meeting proposal reviewer, Peace Education SIG

*Ad hoc reviewer for:* Teaching and Teacher Education (received Reviewer Recognition 2019), International Journal of Research & Method in Education, Journal of School Public Relations, Educational Action Research, Educational Policy Analysis Archives, Evaluation and Program Planning, Journal of Latinos and Education, Networks: An On-Line Journal for Teacher Research, Remedial and Special Education

*Other*

- 2017 Organizing Board Member, Comparative and International Education Society (CIES) Symposium, held at George Mason University
- 2014 Conference Organizer, Comparative and International Education Society Midwestern Regional Conference, held at Indiana University Bloomington

**University**

*George Mason University, College of Education and Human Development*

- 2019-2020 Faculty Senate Sergeant-in-Arms  
2019 Co-Facilitator, Community-Engaged Research and Scholarship Faculty Learning Community  
2018-Present Convener, Feminist Friends Luncheon  
2018-Present Member, Interdisciplinary Research Methods Working Group  
2018-2020 Faculty Senate Organization and Operations Committee  
2017-2018 Co-Convener/Organizer, Faculty Working Group in Community-Engaged Research

### **College/Department**

*George Mason University, College of Education and Human Development*

- 2019-2020 CEHD Council, At-large assistant professor representative  
2018-2021 CEHD Representative, Faculty Senate  
2018 Designer and Principal Investigator, CAEP Accreditation Case Study  
2017-2018 Second-year mentor to new faculty members  
2016-Present Qualitative Research Certificate Committee

*Indiana University, School of Education*

- 2015-2016 Member, School of Education International Programs Committee  
2013-2014 Member, Teaching All Learners Advisory Council (TALAC)  
2012-2014 President, School of Education Graduate Student Association  
2012-2013 Graduate Student Representative, School of Education Policy Council

### **Guest Presentations**

- Call-Cummings, M.** (2019, February). *Connecting research and community*. Panelist at the PhD Winter Colloquium, George Mason University, Fairfax, Virginia.
- Call-Cummings, M.** (2018, November). *Things I wish I knew before starting my first faculty job*. Guest speaker at the PROV 701 Preparing for Careers in the Academy, George Mason University, Fairfax, Virginia.
- Call-Cummings, M.** (2018, October). *Participatory action research as methodology and stance*. Guest speaker at the WMST 410/610 Feminist Approaches to Social Research, George Mason University, Fairfax, Virginia.
- Call-Cummings, M.** (2018, September). *Qualitative data analysis and software packages that may help*. Guest speaker at the EDEP 824, Research Project in Educational Psychology (Sequence II) doctoral class, George Mason University, Fairfax, Virginia.
- Call-Cummings, M.** (2018, February). *Participatory action research*. Guest speaker at the INTS 475 Research Methods for Social Change undergraduate/graduate class, George Mason University, Fairfax, Virginia.
- Call-Cummings, M.** (2018, January). *Fostering high quality writing in doctoral students*. Panelist at the Fostering High Quality Writing in Doctoral Students College of Education and Human Development Professional Development Committee panel discussion, George Mason University, Fairfax, Virginia.

**Call-Cummings, M.** (2016, September). *Following your passion during your doctoral studies.* Panelist at the Research Panel with GMU Speakers and International Colleagues, U.S.-Pakistan Collaboration for Faculty Excellence in Teaching and Research (CFETR) program, George Mason University, Fairfax, Virginia.

### **Student Advising and Mentorship**

#### *Completed Dissertations*

- 2018-2019 Terrie Galanti, Methodologist  
Dissertation Title: “Hyper-Acceleration of Algebra I: Narrating Opportunity to Learn from a Situative Perspective”
- 2018-2019 Timothy Cox, Chair  
Dissertation Title: “How Undergraduate Academic Advisors Construct, Negotiate, and Navigate their Identities in the Advising Relationship”
- 2017-2018 Lindsey Burke, Co-Chair  
Dissertation Title: “Principal Perspectives on School Participation and Non-Participation in the D.C. Opportunity Scholarship Program: An Institutional Theory Analysis”

#### *Chair/Co-Chair of Dissertation Committees*

- 2019-Present Melissa Hauber-Özer  
2019-Present Jennifer Rainey  
2018-Present Diane (Beth) Dalbec

#### *Member/Methodologist of Dissertation Committees*

- 2019-Present Carlos Lavin  
2019-Present Christie Byers  
2019-Present Sharrell Hassel-Goodman  
2019-Present Anthony Keith  
2019-Present Greer Mancuso  
2018-Present Tami Carsillo  
2018-2019 Terrie Galanti  
2018-Present Robert Graham  
2018-Present Akashi Kaul  
2018-Present Jenny Lindenhauer  
2017-2018 Maura Burke

#### *Chair of Doctoral Advisory Committees*

- 2018-Present Giovanni Dazzo  
2018-Present Maria Rybicki-Newman  
2016-2019 Jennifer Rainey

#### *Member of Doctoral Advisory Committees*

- 2018-Present Omar Aziz  
2018-Present Rebecca Brusseau  
2017-2019 Christie Byers

2017-Present Elisabeth Chan  
2017-Present Deidre Cutter  
2017-Present Dee Delfin  
2017 Leilani Funaki  
2018-Present Joanna Jauchen  
2018-Present Rob LeSueur  
2018-2019 Carlos Lavin  
2017-Present Meredith McCone  
2018-Present Brandon Quiles  
2017-Present Alexandra (Sascha) Reed  
2017-Present Thuy Tu  
2018-Present Shea Walters

*Other Student Mentorship and Advising*

2019 Giovanni Dazzo, Teaching Assistant for EDRS 833  
2019 Alexandra (Sascha) Reed, Teaching Assistant for EDRS 833  
2019 Maria Rybicki-Newman, Teaching Assistant for EDRS 812  
2019 Alexandra (Sascha) Reed, Teaching Assistant for EDRS 812  
2019 AERA Qualitative Research SIG Annual Meeting Mentor  
2018-2019 Zachery Zaborowski, Undergraduate “OSCAR” student research assistant  
2017 Rachel Shor, Psychology Department, Dissertation research design mentor  
2016-Present Melissa Hauber-Özer, Graduate Research Assistant