

Eileen C. Boswell, PhD

Curriculum Vitae

Education

Doctor of Philosophy (Educational Studies)

May 2022

University of Nebraska-Lincoln (UNL)

Cumulative GPA: 3.957

Specialization: Teaching, Curriculum, and Learning; **Track:** Language, Literacy, and Culture

Dissertation: [*“We’re Black, Too”: A Grounded Theory of African Students’ Intersectional Experiences of Race at Predominantly White Institutions in Nebraska*](#) (Faculty advisor: Edmund ‘Ted’ Hamann, PhD)

Fellowships: Center for Great Plains Studies graduate fellow, Preparing Future Faculty fellow

- **Graduate Certificate in Social Justice and Diversity Education**—in progress
- **Graduate Certificate in Mixed Methods Research**—completed May 2020, conferred August 15, 2020, Quantitative, Qualitative, & Psychometric Methods Program, Dept. of Ed. Psych., UNL
- **Summer Institute for Online Teaching**, UNL Center for Transformative Teaching, July 2020
- Coursework in **Research Methodology:** *Research Ethics; Qualitative Approaches to Educational Research; Qualitative Seminar; Statistical Methods; Intermediate Statistics: Experimental Methods (ANOVA); Introduction to Multimodal Textual Analysis; Mixed Methods Research Design; Grounded Theory Principles and Practices*; Collaborative Institutional Training Initiative (CITI)/Institutional Review Board (IRB) training completed 8/7/17, refreshed Spring 2023; Professional Development Courses on (1) *Teaching and Learning Qualitative Research Methods Principles Through Popular Film Clips* and (2) *Advancing Qualitative and Mixed Methods Data Collection and Analysis with Visual Displays*
- **Foundations** Coursework: *Critical and Anti-/Decolonizing Theories in Education; Educational Inequality and Stratification in Comparative Perspective; Democratic Education; How Universities Work; College Student Development*
- Coursework in **Language, Literacy, and Culture:** *Language, Culture, and Education; Teaching ELLs [English Language Learners] in the Content Areas; Teaching about Migration and Education; The Experience of Immigrant and Minority Students in North American Schools; Language and Power*; independent study in teaching educational linguistics
- South Africa **Travel Study** Coursework: *Special Topics in Educational Policy-Comparative Education/Travel Study-South Africa; Special Topics in Educational Policy and Practice-Language Planning and Policy*
- Coursework in **Assessment:** *Introduction to Educational and Psychological Measurement; Special Topics in Assessment*; Professional Development Course on *Federal Education Policy as a Driver of Assessment Design and Practice (1960 to present)*—presented by AERA (April 2019)

Master of Science in Library Science

The Catholic University of America, Washington, DC

graduated May 2009

Library and Science Student of the Year award recipient; scholarship recipient

Master of Arts in Linguistics

University of Iowa, Iowa City, Iowa

graduated May 2005

Bachelor of Arts in Psychology and French

North Central College, Naperville, Illinois

graduated June 1998

Date: October 2023

Research and Teaching Experience**Clinical Research Coordinator**

Interpersonal Violence Research Laboratory, Nebraska Center for Research on Children, Youth, Families, and Schools, University of Nebraska-Lincoln

October 2023-present

- Coordinate data archiving processes and procedures across all Lab projects
- Liaise with project coordinators and investigators on institutional review board documents, research protocols, and data monitoring and security
- Train and mentor project staff on data management, systems integration, and process improvement techniques
- Create and maintain internal document libraries and knowledge management strategies

Program Evaluator

Three work units within the College of Public Affairs and Community Service
University of Nebraska Omaha

Dec. 2022-Oct. 2023

- Supported principal investigators across the Center for Public Affairs Research, the Nebraska Center for Justice Research, and the Grace Abbott School of Social Work
- Designed and managed research and evaluation projects for state agencies and non-profit partners
- Worked collaboratively with clients to negotiate methodology, implementation, and timelines; determined timelines for macro- and micro-aspects of projects and monitor progress
- Drafted, revised, and coordinated publication of public-access data reports, needs assessments, environmental scans, and additional evaluation or research writing formats
- Mentored graduate student research assistants in research methodology, program evaluation, academic and report writing conventions, professional communication, and presentation skills
- Presented project updates to interdisciplinary, multi-institutional groups of stakeholders (*i.e.*, Douglas County Community Mental Health Center and Department of Corrections, Drug Safety Advisory Group, Overdose Fatality Review Team)
- Collected and analyzed quantitative and qualitative data according to clients' evaluation priorities
- Synthesized academic research, gray literature, and public documents to continually summarize evidence-based practices in drug overdose prevention and related topics
- Developed and disseminated recommendations to state, county, and non-profit agencies engaged in drug overdose prevention efforts
- Assisted with grant proposals (*e.g.*, NSF Advance for Women in STEM) and evaluation reports (*e.g.*, FCC Broadband Digital Inclusion project) to determine stakeholders, impact, and intellectual merit
- Brokered incoming evaluation requests to identify key personnel, timelines, and project scope
- Presented at regional and national academic research conferences and symposia
- Proposed broad stakeholders for all evaluation reports and public data sets

Graduate Research Assistant

College of Allied Health Professions and College of Medicine (Department of Neurological Sciences)
University of Nebraska Medical Center, Omaha, Nebraska

July 2021-May 2022

- Coordinated scoping review timeline, procedures, and software training
- Developed inclusion/exclusion criteria and pilot test for scoping review
- Prepared video presentation for Interprofessional Education working group
- Conducted abstract screening and gray literature searches for scoping review
- Interviewed medical professionals about their teamwork experiences in telehealth settings

- Worked collaboratively to manage data sets, interview schedules, meetings, notes, timelines, and progress updates for multi-institutional team during supervisor's maternity leave
- Coordinated accreditation evaluation project on standards for interprofessional education
- Collected primary data for medical ethnography on nursing workflow
- Mentored undergraduates in ethnographic methods, data management, and professionalism
- Coordinated qualitative data collection/security, data analysis, and writing *Methods* sections
- Contributed to manuscripts for conference proposals and peer-reviewed publications, including vetting and synthesizing scoping reviews, gray literature, and academic journals
- Documented and disseminated best practices for the ethical practice of field research and data management

Graduate Research Assistant

Buffett Early Childhood Institute, Omaha, Nebraska

August 2020-June 2021

- Collaborated with staff across local non-profit organizations, state agencies, universities, and other stakeholder groups
- Conducted and analyzed key informant interviews regarding grant-funded project activities
- Coordinated qualitative data analysis processes
- Drafted report language and *Methods* sections for evaluation and research documents
- Documented best practices for the ethical practice of field research and data management

Co-Instructor, EDPS900K: *Qualitative Approaches to Educational Research* and EDPS935:

Qualitative Seminar (a doctoral-level teaching internship with Dr. Wayne Babchuk, Associate Professor of Practice in the UNL Qualitative, Quantitative and Mixed Methods Program).

University of Nebraska-Lincoln (UNL)

August 2020-May 2021

- Fostered an academic research learning community in class as well as connections to local, regional, and national associations, conferences, and professional learning communities
- Created and delivered lectures on: *Critical Social Science, Critical Race Theory, and Other Criticalities; Positionality and Reflexivity in Qualitative Research; Coding for Beginners*
- Worked collaboratively with co-instructor to model the responsible conduct of research for emerging scholars across colleges, departments, programs, and disciplines
- Mentored students as they develop a qualitative research design proposal
- Helped students identify stakeholders and implications of their proposed research designs
- Advised graduate students on academic publishing, funding, and employment practices

Instructor, TEAC331: *School and Society* (an ACE-8¹ course)

Teaching, Learning, and Teacher Education (TLTE), University of Nebraska-Lincoln

AY² 2019-2020

- Adapted curricula and policies to ensure clear communication with student audiences
- Worked collaboratively with Foundations Team committee in discussions about curriculum and instructional strategy to maintain consistency across course sections

¹ This course, an Achievement-Centered Education (ACE) #8 course promises to: "Use knowledge, theories, and analysis to explain ethical principles and their importance in society" and is aligned with Council for Social Foundations of Education standards (<http://www.unm.edu/~jka/csfe/standards96.pdf>). The course takes on the task of ACE #8 by bringing disciplinary resources to bear for developing interpretive, normative, and critical perspectives on education, inside and outside of schools.

² Academic Year

- Evaluated 60+ students' writing assignments and presentations according to assessments rubric; monitored progress toward ACE-8 outcomes; synthesized formative and summative assessments
- Mentored students and provide written recommendations for advancement in teacher education
- Assisted students in identifying public education stakeholders beyond parents, pupils, teachers, and taxpayers
- Implemented "Feed Forward" (see Presentations section) evaluation mechanism to plan and ensure effective teaching with each student cohort; conducted mid-semester feedback surveys
- Created original content based on the Flint, Michigan special education crisis resulting from the failure of public water utility infrastructure
- Worked with students to draft, revise, and submit letters to the editors of local newspapers regarding educational issues

Research Assistant to Dr. Edmund Hamann, Professor and CPED Coordinator

Dept. of Teaching, Learning, and Teacher Education, UNL, AY 2018-19; renewed, Jan.-May 2020

- Coordinated clear and timely communications with alumni, instructors, and University administrators for special events and ongoing recruitment campaigns
- Performed qualitative research projects on issues in U.S. higher education and curriculum design
- Interviewed program alumni as part of design research to establish iterative cycles of improvement
- Collected, transcribed, and coded data for research projects
- Prepared, and presented conference papers and manuscripts about U.S. higher education
- Coordinated tasks and research for the Carnegie Project on the Education Doctorate (CPED) academic research community
- Assisted with National CPED Convening in Lincoln, Nebraska, Summer 2019
- Collected and synthesized data on pay equity in higher education
- Produced recruitment and marketing videos and other promotional materials on Ed.D. programs
- Coordinated program evaluation tasks and research proposals
- Created teleplay, transcripts, and planning documents for recruitment video

Instructor of U.S. Civics and Citizenship

Yazda (Global Yazidi Organization), Lincoln, Nebraska

Dec. 2018-March 2020

- Ensured strong communications among students, instructors, and site leaders
- Created and delivered lessons on U.S. civics and citizenship; collaborated with co-instructors
- Authored curriculum, content objectives, and language objectives according to U.S. government and granting agencies' specifications; mentored and supported immigrants, refugees, and asylees

Research Assistant to Dr. Lydia Kiramba, Assistant Professor, English Learner (EL) Linguistics

Dept. of Teaching, Learning, and Teacher Education, UNL

Jan.-Dec. 2019

- Drafted interview questions for research on African youth experiences in K-12 schooling contexts
- Transcribed audio data from participant interviews, both youth and adult
- Created annotated bibliographies on topics including multilingualism, language shift, language loss among African immigrants to the USA, linguistic hierarchies, and language hegemony
- Performed library database searches to support literature reviews and original published research
- Coordinated research alerts and updates on recent publications of interest

Teaching Assistant for TEAC331: *School and Society*

Dept. of Teaching, Learning, and Teacher Education, UNL

Fall 2018

- Contributed to weekly team discussions of content and assessment strategy
- Evaluated 24 students' writing assignments according to assessments rubric
- Monitored student discussion boards; coordinated formative and summative assessment data
- Led weekly recitation/discussion sessions and completed weekly grading

Practicum Supervisor, English Learner Education Programs

Dept. of Teaching, Learning, and Teacher Education, UNL

AY 2017-2018

- Serve as primary liaison among students, public schools, and University field placement office
- Supervised 193 undergraduates completing public school classroom observation in fulfillment of TEAC 297E, *Practicum in Teaching English Language Learners in Elementary Schools*
- Supported undergraduates' developing knowledge of pedagogical, linguistic, and cultural issues of schooling English language learners in public education elementary school classrooms

Omaha Supervisor, TEAC 894A: *Integrated Public School Internship and Professional Practicum*

Dept. of Teaching, Learning, and Teacher Education, UNL

Fall 2017

- Serve as primary liaison among practicum students, public schools, and University field placement office to ensure clear communication and expectations for successful practicum completion
- Supervised graduate student teaching interns earning their Master of Arts in Elementary Teaching
- Documented growth in teaching and classroom leadership observed in lesson planning/delivery
- Facilitated periodic meetings between teacher interns and cooperating teachers
- Maintained supervision records and communications with Omaha Public Schools administrators

Research Assistant to Dr. Loukia Sarroub, Professor of Literacy Studies and Education Linguistics

Dept. of Teaching, Learning, and Teacher Education, UNL

Summer 2017

- Created annotated bibliographies on topics including public education and islamophobia
- Performed library and internet searches to support literature reviews and original published research
- Collaborated with undergraduate research student

Coordinator, Special Projects in Curriculum and Staff Development (part-time)

International Programs, University of Nebraska-Omaha

Mar. 2016-June 2017

- Created program documents and procedural manuals on various subjects including educational topics (e.g., differentiated instruction, learning contracts, curriculum development) and programmatic issues
- Revised curriculum documents; identified new course needs and additional target markets
- Researched, designed and created curriculum documents for intercultural correspondence project
- Assisted with mentor-protégé pairings and mentor orientation for Omaha business partners

Instructor, International Professional Development

March 2015-June 2017

International Programs, University of Nebraska-Omaha (UNO)

- Mentored students in professional communication skills, intercultural competence, and language skills including listening, pronunciation, reading, writing, and public speaking
- Planned and oversaw public program for students to share research presentations
- Coordinated student evaluation by campus representatives and local business professionals

- Taught intensive *Listening and Pronunciation* and interpersonal conversation skills to foreign professionals; Evaluated trainees' business presentations in English; Provided targeted feedback
- Taught intensive *Business Reading* and critical thinking skills to foreign professionals; Created session-long theme unit on UNO campus tobacco policy and "the language of policy" to bridge *Listening* and *Reading* courses
- Taught intensive *Effective Presentations* and impromptu speaking skills to foreign professionals; Coordinated audio/video equipment, materials, observers/evaluators and marketing for public capstone presentations event; Mentored students on speaking style and reducing speech anxiety
- Accompanied students to local Omaha venues for building business partnerships, professional communication skills, and learning modules regarding regional commerce issues
- Collaborated with a four-person teaching team

Instructor of Medical English

Summer 2015-Fall 2016

International Programs, University of Nebraska-Omaha (UNO)

- Led curriculum design and materials development for a contract requested by the University of Nebraska Medical Center (UNMC) in collaboration with UNO
- Taught intensive *Medical English* to foreign doctors visiting Omaha from Hainan Medical College (Haikou City, Hainan Province, China)
- Oriented students to the Omaha community
- Served as liaison among students, UNO, UNMC, and UNeMed technology transfer agency
- Evaluated doctors' professional medical presentations in English and provided targeted feedback

Instructor of Women's Leadership Development

Summer 2016

International Programs, University of Nebraska-Omaha

- Developed curricular materials for and co-taught (with Dr. Sarah Osborn) *Centered Leadership*, based on the work of Joanna Barsh and Johanne Lavoie, for university administrators from Bangladesh, India, Nepal and Sri Lanka visiting Omaha through a program of the Bureau of South and Central Asian Affairs, United States Department of State
- Worked collaboratively with UNO faculty presenting at Faculty Development Workshops for visiting scholars

Instructor, Intensive Language at University of Nebraska-Omaha (ILUNO)

Fall 2015

International Programs, University of Nebraska—Omaha

- Taught *Oral Fluency I* to students from China and Saudi Arabia
- Leadership project: created content for "Resilient Thinking for ILUNO" motivational materials

Teacher of Life Skills English and U.S. Civics & Citizenship

Feb.-July 2015

Mt. Olive English Language Learning, Omaha, Nebraska

- Taught basic literacy and English; Tutored students in TOEFL preparation and strategy
- Coordinated U.S. Civics & Citizenship course, curriculum, and celebration

Instructor of Applied Linguistics

Summer 2007

American University, Washington, DC

- Taught *Structure of English* course to students pursuing a Master of TESOL degree
- Led class discussions, administered exams, created assignments and tests, provided student feedback, maintained grades and student records, mentored students

Teaching and Research Assistant

AYs 2003-2005

Department of Linguistics, University of Iowa

- Assisted with the research of Dr. Roumyana Slabakova (*Second Language Acquisition and Language Testing Exploration of Pragmatics*, an Obermann Interdisciplinary Research Grant)
- Taught undergraduate linguistics courses (*Language and Formal Reasoning* and *Language and Society*) to approximately 150 students over four semesters
- Led class discussions, administered exams, created assignments, maintained student records

Think Tank Participant: Virtual Lab for Less Commonly Taught Languages (LCTLs) 2004

University of Iowa Ad Hoc Committee for a Proposed Virtual Laboratory for Less Commonly Taught Languages

- Participated in UI's academic research learning community on the topic of less commonly taught languages (LCTLs)
- Met intensively with faculty/staff participants to explore possible models of UI LCTL Lab
- Authored position papers on pedagogical issues, preparation for fieldwork or study abroad, language learning while abroad, and follow-up language study

Teacher of English as a Second Language

Jan. 2002-May 2003

Elgin Community College, Elgin, Illinois

- Taught Life Skills English courses to approximately 100 adult students over three semesters
- Mentored students in using computer technology to complete job applications
- Prepared students for standardized tests; administered and scored state-required standardized tests

Teacher of English as a Foreign Language

Sept. 1998-July 2000

United States Peace Corps, Guinea, West Africa

- Taught middle school and high school English to approximately 420 students over four semesters
- Authored critical thinking skills curriculum to prepare students for national exams
- Completed secondary project on library development and curriculum enhancement
- Collaborated with volunteers and Guinean health officials on women's hygiene talks
- Taught literacy and numeracy at girls'/women's education and trades center

Presentations

Boswell, E., Wissing, D., HODEN³, A., STANTON, T. *Equity-Focused Risk Mitigation for Stimulant/Opioid Use Disorder: An Environmental Scan*, in preparation for the Symposium on Substance Use Research Rural Drug Addiction Research Center, University of Nebraska-Lincoln Fall 2023

Qualitative Data Analysis and the Use of Computer Software

Guest Lecture to EDPS 900K/935 Qualitative Research Methodology Courses, UNL June 2023

Combining Intersectional Theory with the Constant Comparative Method: A Cautionary Tale^{*4}

American Educational Research Association, Qualitative Research Special Interest Group, May 2023

³ NAMES IN SMALL CAPS ARE UNDER/GRADUATE STUDENTS.

⁴ *indicates peer-reviewed work

Ethics, Ethnography, and Eileen: An Evening of Unsolicited Advice

Guest Lecture to EDPS 930K/Ethnographic Methods, University of Nebraska Lincoln February 2023

*“We’re Black, Too”: A Grounded Theory of African Students’ Intersectional Experiences of Race at Predominantly White Institutions in the American Midwest*International Grounded Theory Alliance annual conference*⁵ September 2022*Leveraging CAQDAS Numbers to Ground a Theory*

International Grounded Theory Alliance annual conference* September 2022

(Accepted for presentation) Arrange and Rearrange: The Codebook Collapse as an Analytic Activity

International Congress of Qualitative Inquiry* May 2022

*(Accepted for presentation, at AERA, San Diego, CA, April 2022) Examining African Transnational Students’ Experiences of Anti-Black Racism(s) at Predominantly White Institutions in the Midwest***Constructing Compatibility Among Race, Reflexivity, and Grounded Theory: A Critical Methodological Analysis of Questionable Theory-Method Combinations**Presentation to the annual meeting of the American Educational Research Association, SIG 025
Co-authored as **Boswell, E.** and Babchuk, W.A. April 2022**(Invited Workshop)** *Demystifying Grounded Theory Coding*, with W.A. Babchuk March 2022

Ethnographic and Qualitative Research Conference/Conference on Academic Research in Education, concurrent with the annual meeting of the American Association of Behavioral and Social Sciences

Getting the Most Out of Your AERA Student Membership

Presentation to UNL TLTE Graduate Student Association November 2021

Dear Mom, I’m Becoming a Critical Realist and Here’s Why

Curriculum and Pedagogy Group 2021 Conference* October 2021

Interviews Are Data: Why I Transcribe into Excel (not Word) and What This Means for NVivo Coding

NVivo Software conference, QSR International (virtual poster presentation)* September 2021

(Invited) *Becoming an Education Researcher*

Graduate Student Orientation, Department of Teaching, Learning, and Teacher Education, UNL August 2021

Disaggregating Blackness or Dissolving Binaries? Recollecting African ‘Transnational’ Students in Higher Education

at Cultivating Black and Native Futures in Education* June 2021

Practical Strategies for Designing and Conducting Grounded Theory Dissertations: Student and Faculty Perspectives.

Presentation to the International Congress of Qualitative Inquiry* May 2021

Co-presented as **Boswell, E.** and Babchuk, W.A.*Member Check Interviews in Qualitative Research: Ethics, Procedures, and Practices.* Presentation to the International Congress of Qualitative Inquiry*Co-presented as **Boswell, E.** and Perez, A. May 2021

⁵ *indicates peer-reviewed work

- Positionality and Reflexivity in Mixed Methods Education Research: A Systematic Methodological Review*. Presentation to the Division D (Measurement & Research Methodologies) Graduate Student In-Progress Research Gala (Finalist Presentation) at the annual meeting of the American Educational Research Association (AERA)*⁶ April 2021
- The Qualitative Imperative: Searching for Positionality and Reflexivity in Mixed Methods-Grounded Theory Studies* at AERA annual meeting to the Special Interest Group (SIG) 158* April 2021
- Read Me First: Points of Entry to the Vast and Varied Literature on Social Capital* at AERA annual meeting to SIG 112 (Sociology of Education)* April 2021
- (Invited)** Lunch and Learn Presentation to Staff: *Positionality and Reflexivity in Mixed Methods Education Research: Searching for the “Qualitative Imperative”* conducted for/with the Buffett Early Childhood Institute March 2021
- (Convenor and Facilitator)** *Considerations for Planning and Executing a Mixed Methods Dissertation: Wisdom from Current and Recent Doctoral Students*, organized on behalf of the Mixed Methods International Research Association for their spring webinar series March 2021
- Positionality and Reflexivity in Mixed Methods Research: Navel-Gazing or Quality Control?*
(Invited) Remote guest lecture to EDPS991: *Intersecting Qualitative and Mixed Methods Designs*, Supervised by Dr. Timothy Guetterman & Dr. Wayne Babchuk, co-instructors November 2020
- Again Awake: A White Researcher’s Iterative Positioning for Entering Black Spaces*
Curriculum and Pedagogy Group 21st Annual Conference* October 2020
- Advice for First Year PhD Students* October 2020
TEAC995A: *Professional Seminar*, UNL Department of Teaching, Learning, and Teacher Education
- Getting Writing DONE: Developing a “Writing System” and Committing to It* October 2020
34th Women in Educational Leadership Conference, University of Nebraska-Lincoln*
- Positionality and Reflexivity: The Qualitative Imperative* September 2020
(Invited) Presentation to EDPS935, Qualitative Seminar, supervised by Dr. Wayne Babchuk
- Software Needs for Graduate Students* August 2020
Graduate Student Orientation, Department of Teaching, Learning, and Teacher Education, UNL
- Social Capital on Campus: Reflections of a Novice Researcher* March 2020
(Invited) Presentation to EDPS935, Qualitative Seminar, supervised by Dr. Wayne Babchuk
- Content is not Enough: Extend Your Influence by Adding SKILLS to Your Syllabus* November 2019
“Connecting Teachers, Innovating Learning: A Mini-Symposium with Visiting Scholars from Pakistan”
A conference in conjunction with the U.S. Embassy Islamabad, University of Nebraska-Lincoln*
- Member of Advanced Doctoral Students Panel November 2019
TEAC995A: *Professional Seminar*, UNL Department of Teaching, Learning, and Teacher Education

⁶ *indicates peer-reviewed work

- Feed-Forward for Effective Teaching* (Speed Session) October 2019
(Invited) Presentation at the Grand Opening of the Center for Transformative Teaching, UNL
- Leveraging your Leadership Capital: An Intentional Networking Exercise*^{*7} October 2019
33rd Women in Educational Leadership Conference, University of Nebraska-Lincoln
- 'Iron Sharpening Iron': Student Motivation Inside and Outside an Education Doctorate (EdD) Cohort**
AERA Annual Meeting, Toronto, Canada April 2019
Presentation to AERA Division C (Learning and Instruction), Section 2b (Learning and Motivation in Social and Cultural Contexts). Co-authored as Hamann, E.T. and **Boswell, E.**
- Leading Change in the Education Doctorate (EdD): Using Multimodal Evidence for Program Development** April 2019
AERA Annual Meeting. Presentation to AERA Division J (Postsecondary Education), Section 3 (Organization, Management, and Leadership). Co-authored as **Boswell, E.** and Hamann, E.T.
- Leadership is a Disposition (Not a Position)** October 2018
32nd Women in Educational Leadership Conference, University of Nebraska-Lincoln
- Panel participant, Doctoral Research Strategy June 2018
Presentation to the Sybouts Student Research Seminar
Department of Educational Administration, University of Nebraska-Lincoln
- Learning from Alums: Design Implications of Graduates' Feedback** June 2018
Learning exchange presented to the National Convening of the Carnegie Project on the Education Doctorate. Co-authored as Hamann, E.T., **Boswell, E.**, and Trainin, G.
- Reorganizing the Academic Word List to Teach Pronunciation**
University of Nebraska-Omaha February 2018
Poster session presented at the 12th Annual Colloquium on Language Teaching, sponsored by the Master of Arts in Language Teaching (MALT) program
- "Revenge of the Schwa": A Metaphor for Teaching English Word Stress in Academic Vocabulary**
Beijing Foreign Studies University, Beijing, China October 2017
Presentation to the Annual Conference of Asia ESP [English for Specific Purposes]

Publications

[11] Babchuk, W.A. and **Boswell, E.** (expected in 2025) Ethical Review and Gaining Access, a chapter in preparation for *Grounded Theory in Action* (G. Hadley and A. Bryant, Eds.) forthcoming from Routledge.*

⁷ *indicates peer-reviewed work. Numbers in brackets indicate academic work published, scheduled for publication, under review, or in revision.

Boswell, E., FRAIRE, L.⁸, HODEN, A., and Banman, A. (in press). *Equity-Focused Risk Mitigation for Stimulant/Opioid Use Disorder: An Environmental Scan*. A report from Support and Training for the Evaluation of Programs (STEPS), University of Nebraska Omaha, in collaboration with Nebraska's Department of Health and Human Services.

Boswell, E. (in press). Book review of *Advancing Culturally Responsive Research and Researchers: Qualitative, Quantitative, and Mixed Methods* by Pasque and alexander, in the *Journal of Equity and Social Justice in Higher Education*, vol. 2.

[10] Boswell, E. (in press for *Alliance for African Partnership Perspectives*, expected in Fall 2023). Disaggregating Blackness or Dissolving Binaries? Tools of Thought for Recollecting African 'Transnational' Students in Higher Education*

[9] **Boswell, E.,** & Babchuk, W.A. (2023). Philosophical and theoretical underpinnings of qualitative research. In R. Tierney, F. Rizvi, K. Ercikan, & G. Smith (Eds), *International encyclopedia of education*, Volume 4 (pp 1-13). Oxford: Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.11001-2>

[8] Babchuk, W. A., & **Boswell, E.** (2023). Qualitative research approaches and designs: Grounded theory. In R. Tierney, F. Rizvi, K. Ercikan, & G. Smith (Eds), *International encyclopedia of education*, Volume 4 (pp. 107-122) Oxford: Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.11013-9>

[7] ALGAHIMI, N., **Boswell, E.,** & Lowndes, B. R. (2022, September). Initial Steps to Assemble a Home Monitoring Kit Prototype for Parkinson's Disease: Applications of Design Heuristics and Formative Usability Testing with Young Participants. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 66, No. 1, pp. 18-22). Los Angeles, CA: SAGE Publications.*

Lowndes, B. and **Boswell, E.** (2022). *Human Factors and Ergonomics Opportunities for Nursing Workflow*, report issued by the University of Nebraska Medical Center (in private circulation).

Boswell, E. (2021) "Roll the Die" essay published in the American Educational Research Association Graduate Student Council, Graduate Newsletter, October 2021, page 15. Available at: https://drive.google.com/file/d/1C14Trwqp_W2vG9YbmA9UQ3dQd-CJUOn-/view

[6] Boswell, E. (2021). Again awake: A White researcher's iterative positioning for entering Black spaces. *The Nebraska Educator*, 6(1). <https://doi.org/10.32873/unl.dc.ne020>*

[5] Boswell, E. (2020). "Revenge of the Schwa": A Metaphor for Teaching English Word Stress in Academic Vocabulary. In Y. Sun, L. Li, & H. Cai (Eds.), *Asian Research on English for Specific Purposes* (pp. 69-83). Springer Singapore.*

[4] Boswell, E. (2018) "Vowel Walk" unit, [3] "Confronting Challenging Sentences: Station Rotation & Panel of Experts" unit, and [2] "Quote of the Day" unit. In J. Vorholt (Ed.), *New Ways in Teaching Speaking* (Second ed.). Alexandria, VA: TESOL. Pp. 167-169

[1] Boswell, E. (2011). "No Budget? No Problem!" chapter in Smallwood, C., & Clapp, M. J. (Eds.), *How to Thrive as a Solo Librarian*. Scarecrow Press. Pp. 172-180.

⁸ NAMES IN SMALL CAPS ARE GRADUATE STUDENT CO-AUTHORS OR CO-PRESENTERS.

Professional Memberships and Affiliations

Mixed Methods International Research Association, March 2020-present

American Educational Research Association (AERA), member 2017-present

- member of Division G (*Social Context of Education*)
- member of Division D (*Measurement and Research Methodologies*)
 - AERA Division D Membership Committee volunteer
- member of several Special Interest Groups

Conference and Journal Reviewing Activities

Reviewer, Guilford Press	Spring 2023
Reviewer, <i>Journal of Equity & Social Justice in Higher Education</i>	since July 2022
Reviewer, <i>Journal of Ethnographic and Qualitative Research</i>	since May 2022
Proposal Reviewer, American Educational Research Association Annual Meeting	2021-present
Peer Reviewer, <i>The Nebraska Educator</i>	2017-2022
Peer Reviewer, <i>Journal of Second Language Teaching and Research</i> Special Issue	November 2017

Business and Professional Experience Outside of Academia

Information Specialist (partially federally funded, *U.S. Department of Transportation*)

Community Transportation Association of America, Washington, DC 2007-2011

- Assisted the director of a federally funded national policy resource center
- Managed project timelines for monthly, quarterly, annual, and ad hoc research and publication projects including newsletters, magazine articles, book reviews, conference presentations, and training workshops
- Oversaw operations for both print and electronic libraries
- Developed tracking systems for compliance with federal grant funding requirements
- Authored technical brief on proposed redesign of federal interagency best practices database
- Worked collaboratively with members of the organization, federal administrators, non-profit organizations, and technical assistance partners
- Authored, and secured approvals for, Association's first *Web Accessibility* statement
- Identified and advocated for stakeholders beyond internal membership
- Provided administrative oversight to print and online libraries, and electronic file management
- Conducted needs assessments to build staff capacity in social networking, web search strategies, and user-computer interaction; Created and delivered weekly Tech Team trainings

Technical Coordinator for Professional Development and Training 2005-2007

Center for Applied Linguistics (under contract with the WIDA consortium, University of Wisconsin)

- Managed professional development courses for teachers implementing *No Child Left Behind*
- Led in-person training workshops for over 500 primary and secondary school teachers
- Evaluated K-12 test items for fitness to federally determined performance indicators
- Collected and analyzed field test data on pilot testing projects; supervised item writers
- Collaborated with quality assurance panels to eliminate cultural bias in testing materials
- Managed course design and logistics for C.L.I.M.B.S.® (*Content and Language Integration as a Means of Bridging Success*) professional development course
- Integrated in-person course curricula with e-learning follow-up objectives
- Edited training manuals and test specifications, including seasonal and annual reviews
- Reported regularly to Department of Education grantees on progress toward project milestones and publication timelines

Logistics Coordinator for West African Speakers' Tours Aug.-Oct. 2005

Oxfam America, Washington, DC

- Managed travel, orientation, media preparation, translation, and training for guest speakers
- Oversaw national campaign logistics for West African Farmers' tour of 2005
- Worked collaboratively with student interns, union staff, non-union staff, site leaders, and contractors
- Represented Oxfam goals to universities and event hosts

Academic Year Program Manager 2001-2003

Center for Cultural Interchange, St. Charles, Illinois

- Mediated communication among international partners, exchange students, and field staff
- Trained field staff on cultural orientation topics and company procedures
- Oversaw fiscal operations for field staff stipends
- Collaborated with field staff, school administrators, host families, and international partners to ensure appropriate student placements

Maritime Regional Coordinator July 2000-July 2001

United States Peace Corps, Guinea, West Africa

- Managed diplomatic relations among volunteers, administration, and local authorities
- Monitored and documented the success of forty-five Peace Corps volunteers in maritime Guinea
- Ensured continuity and integrity of education, health and sanitation, and agricultural programs
- Managed day-to-day operations of regional capital duty station and regional staff
- Responded to General Inspector's inquiries for quality assurance and adherence to mission
- Supervised safety evacuation plan practice and follow-up

Agent de Caisse (Bank Teller) Summer 1997

Crédit Agricole, St. Etienne, France

- Managed bank accounts and teller transactions for French citizens and North African immigrants
- Earned academic course credit for ten-week internship abroad experience

**** Additional Information ****

CliftonStrengths™ (formerly Gallup Strengths): *Strategic, Responsibility, Intellection, Deliberative, Learner.*

MBTI Score (according to Myers-Briggs Type Indicator®): I N T J . (I=8, N=23, T=15, J=6)

Software Skills

- Zotero citation manager (expert, trainer)
- NVivo^{†9} (advanced) and MAXQDA[†] (beginner)
- Qualtrics survey management software (intermediate)
- Covidence scoping review software (intermediate)
- RefWorks citation manager (beginner)
- R and RStudio statistical package (beginner)
- SAS statistical package (beginner)

Languages

- French: Listening/Speaking (Advanced), Reading/Writing (Intermediate)
- Pulaar (also known as Fula/Fulani): Listening (High Beginner), Speaking (Beginner)
- Spanish: Listening (Beginner), Speaking (Novice), Reading (Beginner), Writing (Novice)
- Minimal coursework in Mandarin, German, American Sign Language, Wolof, Arabic, and Hindi

Travel

- Summer 2019: Participant in graduate student travel study to Pretoria, Johannesburg, Durban, and Cape Town, South Africa
- Spring 2019: Presenter at academic conference in Toronto, Canada
- Fall 2017: Presenter at academic conference in Beijing, China
- Fall 2009: Ancestral research traveler to Ireland
- Fall 2001: Presenter at business conference in Munich, Germany
- 2000-2001: Resident of Boké, Guinea (West Africa)
- 1998-2000: Resident of Kankalabé (Labé Prefecture), Guinea (West Africa)
- Summer 1998: Resident of Thiès, Senegal and Mamou, Guinea (West Africa)
- Summer 1997: Bank intern in St. Etienne, France
- Summer 1994: Homestay participant in Angers, France

⁹ †Computer-Assisted Qualitative Data Analysis Software (CAQDAS) programs

Volunteer Service and Leadership

- **CPR/AED and First Aid Certified**, Nebraska Safety Council/American Red Cross 2019-present
- **Youth Emergency Services of Omaha** clothing outreach volunteer, 2023
- **American Red Cross “Sound the Alarm”** volunteer, April 2023
- **Election Clerk**, Douglas County, Nebraska, May 2020-present
- **Judge**, Metropolitan Science and Engineering Fair, Omaha, March 2023
- **Interviewer**, Nebraska Women Veterans Conference Oral History Project, a collaboration with the Library of Congress, Kearney, Nebraska, September 2022
- **Essay Contest Judge**, “A Tribute to the Rescuers”, Institute for Holocaust Education, 2015-2021
- **Discussion Co-Facilitator**, Racial Literacy Roundtable, UNL Spring 2020-Fall 2021
- **Evaluator**, UNL Teacher Scholars Academy applicant pool, 2019-2021
- **Discussion Guide**, Husker Dialogues first-year roundtable (a discussion of race, gender, culture, and community issues on campus), University of Nebraska-Lincoln (UNL), 2020-2021
- **Contributor**, “Grand Challenges” strategic initiative planning, UNL, Summer and Fall 2020
- **Evaluator**, McNair Scholars research presentations, UNL, Summer 2020
- **Co-Facilitator**, book discussions for UNL IT-Allies, Summer 2020
- **Research Fair Judge**, UNL undergraduate research program (UCARE), 2019
- **Application Reviewer**, UNL undergraduate research program (UCARE), 2019
- **Science Fair Judge**, Prescott Elementary School, Lincoln, NE, February 2019
- **Toastmasters International**, member and certificate graduate, 2016
- **Notary Public**, District of Columbia, 2009-2011
- **Census 2010 Training Coordinator**, Washington, DC Special Libraries Association, Sept. 2010
- **Author Talk Coordinator**, Jayanti Tamm’s *Cartwheels in a Sari*, Washington, DC, Sept. 2009
- **ESL Teacher**, Language, Education and Technology Center, Washington, DC, 2005-2007
- **Literacy and ESL Instructor**, Kirkwood Community College, Iowa City, IA, 2003-2004