

VITA

NAME: Thomas E. Kelly  
 ADDRESS: John Carroll University, 1 John Carroll Boulevard, OH 44118  
 TITLE: Associate Professor of Education

ACADEMIC DEGREES

DEGREE	INSTITUTION	DATE	AREA
Ph.D.	University of Wisconsin	1980	Social Studies C&I
M.Ed.	University of Massachusetts	1970	English Education
B.A.	Amherst College	1969	American Studies

SELECTED PROFESSIONAL EXPERIENCE

DATES	ORGANIZATION	POSITION
1981-2010	John Carroll University	Assistant/Associate Professor
2006-12	Clear Vision	Member, Board of Advisors
2001-2011	Journal of Curriculum & Pedagogy	Member, Editorial Board
2002-8	Journal of Curriculum Theorizing	Member, Editorial Board
2002-5	Curriculum & Pedagogy	Member, Governing Council
2002-	Sophist's Bane (Journal)	Conference/Organization Chair, Social Action Program Strand
2001-2011	American Educational Research Association	Member, Editorial Board
2001-	Journal of Curriculum Theorizing	Chair, Outstanding Book Award Division B (Curriculum)
2002-1997	Journal of Curriculum Theorizing	Member, Editorial Board
1996	Tripod Project	Academic Advisor for National Network Addressing Achievement Issues
1995	Elyria Schools, OH	Tripod Consultant
1994-1995	Shaker Heights, OH School District	Consultant on Staff Development & Academic Achievement
1994	University School, Shaker Heights	Consultant on Conflict Negotiation & Adolescent Aggression
1993-96	Shaker Heights Schools	Consultant on Conflict Negotiation
1993-94	Shaker Heights	H.S.English Teacher and Researcher on Creating Democratic Classrooms
1993-94	Cleveland Public Schools	Consultant to Alternatives to Expulsion Program
1993-94	Institute for Democracy in Education	Coordinator of Northeast Ohio Office
1993-94	Bruening Foundation	Advisory Board Member on Grants Program for Catholic Schools
1993-94	Cleveland Education Fund	Grant Consultant

1993-94	Cleveland Public Schools	Consultant to Burger King Academy, Wilber Wright Intermediate School
1991-93	Educators for Social Responsibility	Board Member, Cleveland Board
1989-90	Shaker Heights	H.S. English Teacher; Exchange Program
1976-1979	Madison (WI) Metropolitan Human Relations Dept.	Curriculum Consultant
1974-1981	University of Wisconsin	Research Fellow/Teaching Assistant
1970-1974	Washington D.C. Schools	Public High School English Teacher

#### COURSES TAUGHT AT JOHN CARROLL UNIVERSITY

Introduction to Education	Curriculum
Conflict Negotiation	Supervision of Instruction
Secondary Curriculum and Instruction	Seminar in Student Teaching
Foundations of Education	Cooperative Learning
Teaching Controversial Issues	Authentic Assessment & Instruction
First Year Seminar	

#### SELECTED COMMITTEE/SERVICE WORK AT JOHN CARROLL UNIVERSITY

Chair, Education Department Tenure Committee  
 Member, NCATE Oversight Committee  
 Coordinator, Adolescent and Young Adult Licensure Program  
 Coordinator, Multi-Age Licensure Program  
 Coordinator, Middle Childhood Licensure Program  
 Chair, Departmental Professional Development Committee  
 Chair, Search Committees  
 Faculty Leader, Chicago Service Immersion Trip on Homelessness  
 Member, Ethics Across the Curriculum Committee  
 Member, Minority Recruitment Grant Committee  
 Member, Rank, Tenure and Service Committee  
 Member, University Grievance Committee  
 Member, Intergroup Dialogue Program  
 Member, Peace Building, Social Justice and Human Rights Faculty Learning Community  
 Member, Ignatian Faculty Forum  
 Member, Poverty and Solidarity Faculty Learning Community

#### SELECTED PUBLICATIONS

Kelly, T. et al. (forthcoming). Build it and they will come: A cross-cultural conversation on lead learning possibilities and challenges. In Henderson, J et al. *Reconceptualizing curriculum development: Inspiring and informing action*. New York: Routledge. Ch. 11.  
 Kelly, T. "Transcending false dichotomies: Confronting one of life's consistently compelling challenges." (2014). In D.A. Breault & R. Breault (eds.) *Experiencing Dewey: Insights for today's classroom. 2<sup>nd</sup> Edition*. New York: Routledge. pp. 95-98

- Kelly, T. (2010). Engaging dissensus: Selected principles and reflections. In J. Henderson (principal author) and J. Schneider (Ed.), *The path less taken: Immanent critique in curriculum and pedagogy*. Educators International Press, 91-96.
- Kelly, T. (2010) Border Crossings. In C Kridel, (Ed). *Encyclopedia of Curriculum Studies* . Los Angeles: Sage, 85-86.
- Kelly, T. (2010). Child-Centered Curriculum. In C Kridel, (Ed). *Encyclopedia of Curriculum Studies*. Los Angeles: Sage, 107-108.
- Kelly, T. (2010). Social Context Research. In C Kridel, (Ed). *Encyclopedia of Curriculum Studies*. Los Angeles: Sage, 782-785.
- Kelly, Thomas E. & Breault, Donna, "Promoting Public Intellectual Work: Themes and Provocative Questions Linked to Perspectives Section Essays." In *Journal of Curriculum and Pedagogy, (JCP) 3, 1*. 34-39. September, 2006.
- Gershon, Walter, **Thomas Kelly**, Kathleen Kesson and Wendy Walter-Bailey, eds. *(De)liberating Curriculum and Pedagogy: Exploring the Promise and Perils of "Scientifically Based" Approaches. Papers from the 5<sup>th</sup> Annual Conference of the Curriculum and Pedagogy Group*. Troy, NY: Educator's International, 2005. [2]
- Kelly, T. (2004). "A teacher educator's story." In Curriculum wisdom: Educational decisions in democratic societies. J.G. Henderson & K.R. Keeson: Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall, 144-157.
- Kelly, T. (2002). Discussing controversial issues: Four perspectives on the Teacher's role. In W. Hare and J. Portelli (Eds.), *Philosophy of Education: Introductory Readings*: Calgary, Alberta, Canada: Detselig Enterprises.
- D. Shutkin, J. Earle & T. Kelly (2002). "Shared commitment, differing visions: Diversity and the challenges of taking affirmative action in faculty hiring." In Poetter, T., Haerr, C., Hays, M., Higgins, C., & Wilson Baptist, K. In(Ex)clusion: (Re)Visioning the democratic ideal: Selected papers from the Second Annual Curriculum and Pedagogy Conference.
- Kelly, T. (1997). Perspectives on democratic pedagogy and selected educational innovations. Democracy and Education. 11 (2). 7-12.
- Kelly, T. (Winter, 1994). Essay Book Review. Teitlebaum, K. (1993). Schooling for "good rebels": Socialist education for children in the United States, 1900-1920. In Democracy and Education, 9:2, 31-37.
- Kelly, T. (1994) Democratic empowerment and secondary teacher education. In J.Novak (Ed) Democratic teacher education: Programs, processes, problems and prospects. New York: Suny Press, 63-88.

Kelly, T. (Winter, 1993). Essay Book Review. Wheelock, A. (1992). Crossing the tracks: How "untracking" can save America's schools. Democracy and Education, 8:2, 37-40.

Kelly, T. (Summer, 1993). Democratic educators as compassionate communicators. Democracy and Education, 7:4, 9-10.

Kelly, T. (Winter, 1992). Book Review: Elementary schooling for critical democracy. ( Goodman, J. et. al. Democracy and Education, 7:2,12.

Kelly, T. (1990). Leading class discussions of controversial issues. Reprinted in Taking a Stand series, Teacher's Edition. Dushkin Pub. Co.

Kelly, T. (1989). Leading class discussions of controversial issues. Social Education, 53:6, 368-370.

Kelly, T. (1989). Education for public citizenship through community projects. Democracy and Education, 3:4, 3-11.

Goodman, J. & Kelly, T. (1988). Out of the mainstream: Issues confronting the male, profeminist elementary school teacher. Interchange, 19:2, 1-14.

Kelly, T. (1986). Discussing controversial issues: Four perspectives on the teacher's role. Theory and Research in Social Education, 14:2, 113-138.

#### SELECTED PROFESSIONAL PRESENTATIONS (2000-present)

Reconceptualized Curriculum Development: Build It and They Will Come. Presentation at the American Association for the Advancement of Curriculum Studies, Philadelphia, PA, April 3, 2014

Invitation to Join The Chapter 10 Conversation Re: Main Themes, Challenges and Vision of the Forthcoming Book *Reconceptualizing Curriculum Development: Inspiring and Informing Action* Presented at the 34<sup>th</sup> Annual Conference on Curriculum Theory and Classroom Practice, Bergamo Center, Dayton, Ohio, October 18, 2013

Best Case Fair Hearing and Oscar-Worthy Portrait: Compelling or Misguided Principles When Educating About Controversial Issues? Presented at the 33<sup>rd</sup> Annual Conference on Curriculum Theory and Classroom Practice, Bergamo Center, Dayton, Ohio, October 20, 2012

Promoting Critical Democratic Classrooms: Can Classic Influence Strategies Be Used with Integrity in This Endeavor? Presentation at the American Association for the Advancement of Curriculum Studies, The University of British Columbia, Vancouver, April 10-13, 2012

Promoting Democratic Classrooms: Compelling Goals and Pressing Objections. Presented at the 32<sup>nd</sup> Annual Conference on Curriculum Theory and Classroom Practice, Bergamo Center, Dayton, Ohio, October 14, 2011.

A Dozen Perspectives on What White Educators Should Understand about Race and Racism. Presentation at the 31<sup>st</sup> Annual Conference on Curriculum Theory and Classroom Practice, Dayton, OH, Oct. 14-16, 2010.

A Flight with/from Fidelity? A Case Study in Curriculum Decision-Making. Presentation at the 11<sup>th</sup> Annual Curriculum & Pedagogy Conference. Akron, OH. 2009 (with Dr. Jim Henderson)

A Critical and Hopeful Gaze at Critical Democratic Pedagogy. Presentation at the 10<sup>th</sup> Annual Curriculum and Pedagogy Conference, Decatur, GA, October 8, 2009.

A Critical Look at Critical Democratic Pedagogy. Presentation at the 30<sup>th</sup> Annual Conference for Curriculum Theory and Practice, Bergamo, Dayton, Ohio. October, 17, 2009.

Social Justice and Sexual Orientation in Teacher Education and K-12 Schooling: Exploring Selected Conceptual and Concrete Issues. Co-Presentation at the 9<sup>th</sup> Annual Curriculum and Pedagogy Conference entitled Complicated Conversations and Confirmed Commitments: Revitalizing Education for Democracy, October 22-25, 2008.

Transformative Curriculum Leadership Artistry: Implications for Undergraduate and Graduate Course Perspective. Co-Presentation at the 9<sup>th</sup> Annual Curriculum and Pedagogy Conference entitled Complicated Conversations and Confirmed Commitments: Revitalizing Education for Democracy, October 22-25, 2008.

Contingency, Conflict, Progressive Patriotism and Change: Central Components of a Rorty-Responsive Curriculum. Presentation at the Annual Conference for Curriculum Theory and Practice, Bergamo, Dayton, Ohio. October, 30, 2008.

Ingredients of Exemplary Advocacy: Barack Obama's Speech on Race. NYT, March 18<sup>th</sup>, 2008. Presentation at the Seventh Annual Meeting of the American Association for the Advancement of Curriculum Studies, New York City, March 22, 2008

The South African Truth and Reconciliation Process: Implications for Education. Presentation at the 8<sup>th</sup> Annual Curriculum and Pedagogy Conference entitled Democratizing Educational Experience: Envisioning, Embodying, Enacting. Balcones Conference Center, Marble Falls, Texas, October 3-7, 2007.

A Clash of Curricular Cultures: Democratic Dialogue and Fundamentalist Fervor: What Can and Should Be Done to Bridge the Chasm? Presentation at the Sixth Annual Meeting of the American Association for the Advancement of Curriculum Studies, Chicago, IL, April 7, 2007.

Deconstructing a Teacher Educator's Dilemma: Assessing Resourceful Pedagogy Within a Flawed Character." Presentation at the Curriculum and Pedagogy Seventh Annual Conference, Balcones Conference Center, Marble Falls, Texas, October 25-29, 2006.

Reporting on a Conference Town Hall Meeting and Related Journal Project. Presentation at the Annual Meeting of the American Educational Research Association. San Francisco, April 10, 2006.

Centering Social Justice in Teacher Education. (Subsequently modified to Addressing Conflict and Controversial Issues: Student Teachers' Perspectives and Experiences. A Case Study. Presentation at the Bergamo Conference on Curriculum Theory and Practice. October 22, 2005.

Student Teachers' Perspectives on the Art and Challenge of Addressing Controversial Issues. Presentation at the Curriculum and Pedagogy Sixth Annual Conference, Miami University, Oxford, Ohio, October 7, 2005.

Championing Curricular Controversy in the Classroom: Gandhian and Machiavellian Stories of Success and Struggle. Presentation at the Fourth Annual Meeting of the American Association for the Advancement of Curriculum Studies, Montreal, Canada, April 8-11, 2005

Dilemmas of Caring. Presentation at the Fourth Annual Celebration of Scholarship. John Carroll University. March 17, 2005.

Dealing with Controversy: A Central Challenge for Educational Leaders. Presentation at the 5<sup>th</sup> Annual Curriculum and Pedagogy Conference. Miami University, Oxford, OH, October 27-30, 2004

Addressing Controversial Issues in Classrooms: The Democratic Educator's Three Rs. Presentation at the Bergamo Conference on Curriculum Theory and Practice, Dayton, OH, October 21, 2004

Curriculum Wisdom: An Inquiry Approach to Public Moral Leadership (with James Henderson & Kathleen Keeson). Conference on Curriculum And Pedagogy, Decatur, Georgia, October, 2003.

Cat Scans & Boiling Water: Exploring Exemplary Ends & Experience in Multicultural Teacher Education Curricula. American Association for the Advancement of Curriculum Studies. Chicago, April, 2003

Critical Democratic Pedagogy: Dimensions and Selected Misunderstandings. American Educational Studies Association Annual Meeting, Pittsburgh, PA, November, 2002

Addressing Selected Misconceptions of Critical Democratic Pedagogy. Conference on Curriculum Theory and Practice, Dayton, October, 2002

Problematic Issues of Affirmative Action Hiring: A Case Study. (with Drs. Jason Earle and David Shutkin), Conference on Curriculum and Pedagogy, Victoria, British Columbia, October, 2001

Critical Democratic Classrooms: The Problematic and Promising Role of Student Choice. Conference on Curriculum and Pedagogy, Victoria, British Columbia, October, 2001.

Critical Democratic Pedagogy: An Outline of Perspectives on What It Is and Isn't. Conference on Curriculum Theory and Practice, Dayton, October, 2001.

Critical Democratic Classrooms: From the University to the Field." (with Dr. Mark Storz). Conference on Curriculum Theory and Practice, Dayton, October, 2000.

SELECTED RESEARCH/SCHOLARSHIP INTERESTS

Creating Democratic Schools/Classrooms  
Addressing Controversial Issues and Conflict  
The Dynamics of Student Teaching