

JERUSHA OSBERG CONNER

Department of Education and Counseling
Villanova University
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Villanova, PA 19085
610-519-3083

Academic Positions

- 2014-Present **Associate Professor of Education, Villanova University**
Courses Taught: *Educational Policy Analysis; Urban Education; Multiculturalism, Gender, and Inclusion; Instructional Leadership; Current Issues in Education; Soliciting Student Voice; Teaching for Engagement*
- 2007-2014 **Assistant Professor of Education, Villanova University**
Courses Taught: *Educational Policy Analysis; Urban Education; Psychology of Teaching and Learning; Diversity and Inclusion; Current Issues in Education; Instructional Leadership; Leadership Practicum; Educational Research*
Supervisor of student teachers in History and English

Education

- 2002-2007 **School of Education, Stanford University,**
Ph.D. in Education: Administration and Policy Analysis
- 1993-1997 **Princeton University**
A.B., English Literature, magna cum laude

Awards and Grants

- 2020 Co-PI, Youth Movements in the 2018 Midterms and Beyond: Impacts and Prospects for Permanence, New Ventures Fund & League of Conservation Voters, \$125,000.
- 2019 Co-PI, Re-centering Youth in the Development and Validation of Student-Teacher Relationship Measures, Spencer Foundation Small Research Grants Program, \$40,900
- 2015 Finalist for the Research and Youth Leadership Award, Independent Academic Research Studies, United Kingdom.
- 2013 *Tolle Lege Award for Excellence in Teaching*, College of Liberal Arts and Sciences, Villanova University.

- 2013 Finalist for Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty, New England Resource Center for Higher Education
- 2012 Engaging all Learners through Service-Learning, Durham, North Carolina. \$5,000 for “*Learning to Teach, Learning to Serve: Service Learning Research Proposal: Service-Learning’s Impact on Attitudes and Beliefs*” with co-Principal Investigator Joe Erickson, Augsburg College.
- 2010 Surdna Foundation, New York, NY. \$15,000 for “Reclaiming their Education: Urban Youth Organizing for Educational Reform”
- 2010 Philadelphia Higher Education Network for Neighborhood Development. \$2,000 for project management: Senior Project Initiative with Strawberry Mansion High School
- 2009 Philadelphia Higher Education Network for Neighborhood Development grant for course development
- 2006 Stanford University, Spencer Foundation Research Training Grant
- 2002-2007 Stanford Graduate Fellowship in Sciences and Engineering, Gerhard Caspar Fellow (full tuition and living stipend)

Publications

Books

Conner, J. (2020). *The New Student Activists: The Rise of Neoactivism on College and University Campuses*. Baltimore, MD: Johns Hopkins University Press.

Conner, J. & Rosen, M. (Eds.) (2016). *Contemporary Youth Activism: Advancing Social Justice in the United States*. Santa Barbara, CA: ABC-CLIO.

Edited Journal

Conner, J., Ebby-Rosin, R., & Brown*, A. S. (Eds.) (2015). *Student Voice in American Educational Policy. A National Society for the Study of Education Yearbook, 114*. New York: Teachers College Record

Refereed Journal Articles

Conner, J. (2020). Cultivating participatory habits and civic responsibility: The far-reaching value of student voice. *Green Schools Catalyst Quarterly*, 7(1), 30-43.

Rosen, S. & Conner, J. (2019). Negotiating power: How youth organizers recast the debate about school reform. *Journal of Community Psychology*.
<https://doi.org/10.1002/jcop.22286>

Curry-Villeneuve, J., Conner, J., Selby, S., & Pope, D. (2019). Easing the stress at pressure-cooker schools. *Phi Delta Kappan*, 101(3), 15-19.

Agard, C., Ansari, Z., Conner, J., Ferman, B., Papas, L. & Shiller, J. (2019). Community-engaged research through the lens of school closures: Opportunities, challenges, contributions, and lingering questions. *Educational Policy Analysis Archives*, 27(55). <http://dx.doi.org/10.14507/epaa.27>.

Phillippo, K., Conner, J., Davidson, S. & Pope, D. (2017). An analysis of student-report instruments that assess student-teacher relationships. *Teachers College Record*, 119(9).

Conner, J. & Erickson, J. (2017). When does service-learning work? Contact theory and service-learning courses in higher education. *Michigan Journal of Community Service-Learning*, 23(2), 53-65. DOI: <http://dx.doi.org/10.3998/mjcsloa.3239521.0023.204>

Conner, J., Ober*, C. N. & Brown*, A. S. (2016). The politics of paternalism: Youth and adult perspectives on youth voice in public policy. *Teachers College Record*, 118(8).

Conner, J. & Cosner*, K. (2016). Youth change agents: Comparing the sociopolitical identities of youth organizers and youth commissioners. *Democracy and Education*, 24(1), 1-12.

Conner, J. & Monahan*, K. (2016). The real costs of neoliberal education reform: The case of Philadelphia school closures. *University of Richmond Law Review*, 50(3), 809-838.

Conner, J. (2016). Pawns or power players? The grounds on which adults dismiss or defend youth organizers. *Journal of Youth Studies*, 19(3), 403-420. DOI: 10.1080/13676261.2015.1083958.

Conner, J. (2015). Student voice: A field coming of age. *Youth Voice Journal*. Retrieved from <http://youthvoicejournal.com/2015/08/12/jerusha-o-conner-2015-student-voice-a-field-coming-of-age/>

Conner, J. & Cosner*, K. (2015). School closure as structural violence and stakeholder resistance as social justice. *Journal for Peace and Justice Studies*, 24(2): 27-49. DOI: 10.5840/peacejustice201424216

Galloway, M. & Conner, J. (2015). Perpetuating privilege: Students' perspectives on the culture of a high-performing and high-pressure school. *The Educational Forum*, 79(2) 99-115. DOI: 10.1080/00131725.2014.1002592

Conner, J., Miles, S. & Pope, D. (2014). How many teachers does it take to support a student? Examining the relationship between teacher support and adverse health

outcomes in high-performing, pressure-cooker schools. *The High School Journal*, 98(1), 22-42. DOI: 10.1353/hsj.2014.0012

Conner, J. (2014). Lessons that last: Former youth organizers' reflections on what and how they learned. *Journal of the Learning Sciences*, 23, 447-484. DOI: 10.1080/10508406.2014.928213

Conner, J. & Zaino*, K. (2014). Orchestrating change: How youth organizing influences educational policy. *American Journal of Education*, 120, 173-203. DOI: 10.1086/674371

Conner, J. & Slattery*, A. (2014). New media and the power of youth organizing: Minding the gaps. *Equity and Excellence in Education*, 47, 14-30. DOI: 10.1080/10665684.2014.866868

Conner, J., & Pope, D. (2013). Not just robo-students: Why full engagement matters and how schools can promote it. *Journal of Youth and Adolescence*, 42, 1426-1442. DOI: 10.1007/s10964-013-9948-y

Galloway, M., Conner, J., & Pope D. (2013). Nonacademic effects of homework in privileged, high-performing high schools. *Journal of Experimental Education*, 81, 490-510. DOI: 10.1080/00220973.2012.745469

Conner, J., Zaino*, K., & Scarola*, E. (2013). "Very powerful voices": The influence of youth organizing on educational policy. *Educational Policy*, 27, 561 – 588. DOI: 10.1177/0895904812454001

Borrero, N., Conner, J. & Meja*, A. (2012). Promoting social justice through service-learning in urban teacher education: The role of student voice. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 3, 1-25.

Conner, J. (2012). Ghosts of research past: Institutional memory and its implications for educational research. *International Journal of Research Methods in Education*, 35, 93-104. DOI: 10.1080/1743727X.2012.666716

Conner, J., Mason, M., & Mennis, J. (2012). Valuing but not liking school: Revisiting the relationship between school attitudes and substance use among urban youth. *Education and Urban Society*, 44, 672-687. DOI: 10.1177/0013124511406915

Conner, J. (2011). Youth organizers as young adults: Their commitments and contributions. *Journal of Research on Adolescence*, 21, 923-942. DOI: 10.1111/j.1532-7795.2011.00766.x

Conner, J. O. (2010). Building the reciprocal relationship: How students in an affluent private university and a low-income public high school became partners in service and learning. *Information for Action: A Journal for Research on Service-Learning for Children and Youth*, 3(2), 1-23.

Conner, J. O. (2010). If you require it, will they learn from it? Student perceptions of an independent research project. *The History Teacher*, 43, 585-594.

Conner, J. (2010). Learning to unlearn: How a service-learning project helped teacher candidates to reframe urban students. *Teaching and Teacher Education*, 26, 1170-1177. DOI: 10.1016/j.tate.2010.02.001

Conner, J. O. (2009). Student engagement in an independent research project: The influence of cohort culture. *Journal of Advanced Academics*, 21, 8-38. DOI: 10.1177/1932202X0902100102

Conner, J. O., Pope, D., & Galloway, M. (2009). Success with less stress. *Educational Leadership*, 67(4), 54-58.

Conner, J. O. (2008). From international schools to inner-city schools: The first principles of the International Baccalaureate Diploma Program. *Teachers College Record*, 110, 322-351.

Conner, J. O., & Strobel, K. (2007). Leadership development: An examination of individual and programmatic growth. *Journal of Adolescent Research*, 22, 275-297. DOI: 10.1177/0743558407299698

Refereed Book Chapters

Conner, J. (2015). Partnering with youth organizers inside schools: Promising practices for principals. In M. Evans & D. Hiatt-Michael (Eds.) *The power of community engagement for educational change*. Charlotte, NC: Information Age Press.

Conner, J. & Pope, D. (2014). Student engagement in high-performing schools: Relationships to mental and physical health. In D. Shernoff & J. Bempenchat (Eds.). *NSSE yearbook: Engaging youth in schools: Empirically-based models to guide future innovations*. New York: Teachers College Record.

Strobel, K., Osberg, J., & McLaughlin, M. (2006). Participation in social change: Shifting adolescents' developmental pathways. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.), *Beyond resistance! Youth Activism and Community Change: New Democratic Possibilities for Practice and Policy for America's Youth* (pp. 197-214). New York: Routledge.

Invited Journal Articles

Conner, J. & Vary*, G. (2017). Confronting apprenticeships of observation: How student-faculty pedagogical partnership complicates conceptualization, understanding, and practice of effective pedagogy. *International Journal for Students as Partners*, 1(1).

Conner, J. & Rosen, S. M. (2013). How students are leading us: Youth organizing and the fight for public education in Philadelphia. *Perspective on Urban Education*, 10(1), Retrieved <http://www.urbanedjournal.org/archive/volume-10-issue-1-summer-2013/how-students-are-leading-us-youth-organizing-and-fight-public>

Conner, J. (2012). Steps in walking the talk: How working with a student consultant helped me integrate student voice more fully into my pedagogical planning and practice. *Teaching and Learning Together in Higher Education*, 1(6). Retrieved <http://repository.brynmawr.edu/tlthe/vol1/iss6/>

Osberg, J., Pope, D., & Galloway, M. (2006). Students matter in school reform: Leaving fingerprints and becoming leaders. *International Journal of Leadership in Education*, 9, 329-343. DOI: 10.1080/13603120600895338

Invited Book Chapters

Rosen, S. M. & Conner, J. (2016). Conceptualizing youth leadership in youth activism: A multi-dimensional framework. In J. Conner & S. M. Rosen, (Eds.) *Contemporary Youth Activism: Advancing Social Justice in the United States* (pp. 59-78). Santa Barbara, CA: ABC-CLIO.

Conner, J. & Rosen, S. M. (2015). Zombies, truants, and flash mobs: How youth organizers respond to and shape youth policy. In J. Conner, R. Ebby-Rosin & A. S. Brown (Eds.) *Student Voice in American Educational Policy. National Society for the Study of Education Yearbook*, 114 (pp. 203-220). New York: Teachers College Record.

Conner, J. Pope, D., & Galloway, M. (2010). Success with less stress. In M. Scherer (Ed.), *Keeping the Whole Child Healthy and Safe* (pp. 121-129). Alexandria, VA: ASCD.

Galloway, M., Pope, D., & Osberg, J. (2007). SOS: Youth perspectives on changing school climates. In D. Thiesen & A. Cook-Sather (Eds.), *International Handbook of Student Experience in Elementary and Secondary Schools*, (pp. 611-634.) The Netherlands: Springer.

Technical Reports, Working Papers, and Foundation Reports

Conner, J. (2012). *The value of youth organizing*. In d. boyd & J. Palfrey (Eds.) *Kinder, Braver World Paper Series*. The Berkman Center for Internet and Society, Harvard University. (peer reviewed)

Conner, J. (2011). *An undeniable force: The influence of the Philadelphia Student Union on youth leaders, the Philadelphia school system and educational policy*. Villanova, PA.: Author. http://ourcityourschools.org/sites/default/files/newsdocuments/Surdna_Report_PS_U_studies.pdf

Opinion Pieces and Editorials

Conner, J. (March 4, 2020). [Why colleges should think twice before punishing student protestors](#). *The Conversation*.

Conner J. (April 27, 2018). [Students should march, and then they should run](#). *Academic Minute*.

Conner, J. (April 26, 2018). [Are mass shootings this generation's Vietnam War?](#) *Academic Minute*.

Conner, J. (February 26, 2018.) [The rise of a broader youth justice movement](#). *Morning Consult*.

Conner, J. (2017, February 7). [DeVos voucher plan would exacerbate educational inequality](#). *The Hill*.

Conner, J. & Welch, K. (2016, May 26). [The other school bathroom issue](#). *U.S. News and World Report, Knowledge Bank*.

Conner, J. (2016, April 7). [How to foster supportive student-teacher relationships that matter](#). *U.S. News and World Report, Knowledge Bank*.

Conner, J. (2015, Nov. 15). [Aint no power like the power of youth](#). *U.S. News and World Report, Knowledge Bank*.

Conner, J. (2015, Sept. 28). [Learn first, test later](#). *U.S. News and World Report, Knowledge Bank*.

Conner, J. (2015, August 27). [Every kid is money](#). *U.S. News and World Report, Knowledge Bank*.

Conner, J. (2015, July 22). [Sleep to succeed](#). *U.S. News and World Report, Knowledge Bank*.

Conner, J. (2015, April 16). [Public schools are a public good](#). *U.S. News and World Report, Knowledge Bank*.

Conner, J. (2012, October 19). [An ethic of respect should be paramount](#). *Main Line Suburban Life*.

Conner, J. & Rosen, S. (2011, May 10). [Reframing youth and violence](#). *The Philadelphia Public School Notebook*.

Book Reviews

Conner, J. (2015). Review of the book *Uncivil Youth*. *Journal for Peace and Justice Studies*, 25, 122-125.

Conner, J. (2014). Market-based approaches to education reform: The story of center-city Philadelphia. *Educational Researcher*, 43, 371-372.

Conner, J. (2013, July 26). Review of the book *Urban Youth and School Pushout: Gateways, Get-aways and the GED* by Eve Tuck. *Teachers College Record*. <http://www.tcrecord.org> ID Number: 17190,

*indicates student author

Invited Scholarly Activity

- 2019 Invited panelist, “How Do We Participate in Democracy: Part 1: The Power of Activism.” March, 19, 2019. The LePage Center for History in the Public Interest, Villanova University.
- 2018 Invited panelist, “Youth Activism & Research on Adolescence in the Trump Era.” April 14, 2018, Adolescence and Youth Development Special Interest Group, American Educational Research Association.
- 2017 Invited participant, “Youth, Media, and Civic Engagement” convening, hosted by CIRCLE. Dec 4-5. Chicago, IL.
- 2017 Invited participant, “Amplifying Student Voice and Partnership” International seminar, July 6-9. University of Vermont, Burlington.
- 2017 Invited speaker, “Lessons for Emerging Social Entrepreneurs from Youth Activists.” Skoll Emerging Leaders Initiative, Skoll World Forum. April 4, Oxford, England.
- 2017 Invited participant, “The Aspen Challenge.” Aspen Institute. February 1 & March 29, Philadelphia, PA
- 2016 Invited guest lecturer in Rand Quinn’s “Politics of Education” course at University of Pennsylvania, October 4, Philadelphia, PA.
- 2016 Invited participant, “Amplifying Student Voice and Partnership” International seminar, July 6-9. University of Vermont, Burlington.
- 2016 Invited participant, “Beating the Odds: Successful Strategies from Schools and Youth Agencies that Build Ladders of Opportunity” Summit, hosted by Michelle Obama, March 17. The White House, Washington DC.
- 2015 Invited panelist, “Collaborative Research for Action and Equity in Education: Part 2” funded by conference grants from the Spencer Foundation and the William T. Grant Foundation, and sponsored by Urban Research-Based Action Network, Nov. 13-14. Boston, MA.

- 2015 Invited panelist, “The Allen Chair Symposium: School Inequality, Challenges and Solutions,” University of Richmond School of Law, October 23, Richmond, VA.
- 2015 Invited participant, “Collaborative Research for Action and Equity in Education” funded by a conference grant from the American Educational Research Association and sponsored by Urban Research-Based Action Network. April 30-May 1. Boston, MA.
- 2015 Invited participant, “Educating for Democracy Convening” sponsored by the Ford Foundation, the Spencer Foundation, & CIRCLE, January 23. New York, NY.
- 2013 Invited participant, “Adolescents in the Americas: Identities, Shaping Contexts in an Interconnected World” Symposium, Bowdoin College, October 3-4, Brunswick, ME.
- 2012 Invited participant, National Action Civics Collaborative working group annual meeting, funded by the McCormick Foundation. Philadelphia, PA.
- 2011 Invited participant, Working Group on Service and Activism in the Digital Age, funded by the Humanities, Arts, Science and Technology Advanced Collaborative (HASTAC) at UC Irvine, with the support of the MacArthur Foundation. Berkeley, CA.

Selected Presentations

Rosen, S. & Conner, J. (2019, May 20). *The case of youth who “won’t back down”*: How youth organizers contest neoliberal education reform and dispute the discourse of deviance. Paper presented at the Education Reform, Communities, and Social Justice conference. Rutgers University, New Brunswick, NJ.

Agard, C., Ansari, Z., Conner, J., Ferman, B., Papas, L. & Shiller, J. (2019, April 8). *Community-engaged research through the lens of school closures: Opportunities, challenges, contributions, and lingering questions*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Conner, J., Crawford, E., & Yoo, H.P. (2018, April 13) *A new generation of college student activists: Turning to activism in times of Trump*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Yoo, H.P. & Conner, J. (2018, April 15). *The effectiveness of the International Baccalaureate Program in fostering international mindedness in different cultural contexts*. Roundtable paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Conner, J. (2017, May 25). *Learning to listen in and from Pedagogical Partnerships*. Roundtable presentation at the Pennsylvania Consortium of Liberal Arts Colleges Pedagogical Partnership Conference, Lafayette College, Easton, PA.

Rosen, S. & Conner, J. (2017, April). *Contemporary Youth Activism*. Symposium session discussant at the annual meeting of the American Educational Research Association, San Antonio, TX.

Conner, J. (2016, April). *Pivoting from critical service-learning to youth-led participatory action research*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C..

Conner, J. & Cosner, K. (2015, April). *Becoming change agents: Comparing youth organizers and youth commissioners*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rosen, S. & Conner, J. (2015, April). *Youth-led but not youth-run: A fair and meaningful distinction?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Conner, J. (2015, April). *Participatory action research for institutional change: Reconsidering diversity training, access, and retention of historically marginalized populations*. Discussant for symposium panel at the annual meeting of the American Educational Research Association, Chicago, IL.

Conner, J. (2015, April). *The hidden costs: How school closing affects students in Philadelphia*. Paper presented at the annual conference of the Urban Affairs Association, Miami, FL.

Rosen, S. & Conner (2015, March 14). *Agency and authority in education reform: Youth organizers speak back to the discourse of "deviance."* Paper presented at the annual Conference for Citizenship Studies, Detroit, OH.

Conner, J. & Rosen, S. (2015, February 28). *"We're running the show:" Youth leadership in youth organizing*. Paper presented at the 36th Annual Ethnography in Education Research Forum, Philadelphia, PA

Conner, J. & Erickson, J. (2014, April 4). *When does service-learning work? Contact theory and service-learning courses in higher education*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Conner, J., Miles, S., Pope, D. (2014, April 4). *How many teachers does it take to support a student? Examining teacher support and student well-being*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Conner, J. (2014, April 6). *Pawns or power players: The grounds on which adults dismiss or defend youth organizers*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Rosen, S. & Conner, J. (2014, February 28). *Neoliberal policy and the power of perception: Changing social construction through youth organizing*. Paper presented at the 35th Annual Ethnography in Education Research Forum, Philadelphia, PA

Erickson, J. & Conner, J. (2013, November). *Learning to Serve: Service-Learning's Impact on Attitudes and Beliefs*. Paper presented at the International Research on Service-Learning and Community Engagement Conference in Omaha, NB.

Conner, J., Ober, C.N., Slattery, A. (2013, April 28). *The Politics of Paternalism: Adult and Youth Perspectives on Youth Voice in Public Policy*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Conner, J., Pope, D., & Miles, S. (2013, April 28). *Extracurricular Activity in High-Performing School Contexts: Stress Buster, Booster or Buffer?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Conner, J. & Pope, D. (2013, April 30). *Not Just Robo-Students: Full Engagement as a Facilitator of Achievement and Well-Being in High-Performing Schools*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Erickson, J. & Conner, J. (2013, April 29). *Early Findings of EASL Service-Learning in Teacher Education Study: Service-Learning's Impact on Attitudes and Behavior*. Invited address to the American Educational Research Association Special Interest Group on Service-Learning in Teacher Education, San Francisco, CA.

Erickson, J. & Conner, J. (2013, March). *Impact of Service-Learning on Attitude Change: A Review and Update*, Paper presented at the 24th National Service Learning Conference, Denver, CO.

Conner, J. (2012, April 15). *New Media, New Practices, and New Communities in Youth Organizing*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Conner, J. & Zaino, K. (2012, April 15). *The Balancing Act: How Youth Organizing Influences Educational Policy*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Conner, J. (August 10, 2011). *Developing Support Systems for the Stressed-Out I.B. Candidate*. Workshop at the Mid-Atlantic International Baccalaureate pre-conference, Annapolis, MD.

Borrero, N. & Conner, J. (2011, April 9). *Service-learning in Urban Teacher Education: Developing Student Voice through Merging the Classroom and Community*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Conner, J., Lesnick, A., Alter, Z., & Ingwateau, E. (2011, April 9). *The Bus Ride Back: How Service-Learning Creates Alternative Spaces for Learning*. Paper presented at annual meeting of the American Educational Research Association, New Orleans, LA.

Conner, J. & Miles, S. (2011) *Teacher care in high-performing schools: Relationships to academic engagement, integrity, and health*. Paper presented at the biennial meeting of the Society for the Research on Child Development, Montreal, Canada.

Conner, J. (May 3, 2010). *Youth organizers as young adults: Their commitments and contributions*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Conner, J. (March 12, 2010). *Former youth activists' reflections on what and how they learned*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

Conner, J., Pope, D. & Galloway, M. (March 12, 2010). *Student engagement in high-performing schools: Relationships to academic achievement, anxiety, integrity and health*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

Conner, J., Cameron, N., Knill, C., & Dempsey, K. (June 26, 2009). *Reciprocal teaching and learning: The effects of a partnership between pre-service teachers and urban youth*. Paper presented at the International Conference of Service-Learning in Teacher Education, Galway, Ireland.

Conner, J. (June 3, 2009). *Senior Projects—a project of the Philadelphia Higher Education Network for Neighborhood Development*. Paper presented at the National Conference on University-Assisted Community Schools as an Effective Strategy for Education Reform, K-16+, Philadelphia, PA.

Conner, J. & Pope, D. (April, 2009) *The relationship between academic stress and cheating among students in high-performing schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Galloway, M., Pope, D., & Osberg, J. (2006, April 8). *Stressed-out students: Youth perspectives on changing school climates*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Osberg, J. (2006, March 24). “*Having an academically enriching couple of weeks*”: *Student engagement during an academic summer program*. Poster session presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.

Osberg, J., Galloway, M. & Pope, D. (2005, April 12). *The youth factor: Examining how youth become partners in school and community reform*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Osberg, J. (2005, April 14). “*Attempting to make a real difference for students*”: *The events and effects of the SOS Conference*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Montoya, M., & Osberg, J. (2005, March 18). *Youth action for community improvement*. Paper presented at the National Service-Learning Conference, Long Beach, CA.

Osberg, J., Strobel, K., & Corngold, J. (2004, September 27). *Learning to use research to effect community change: Youth civic efficacy and civic skills*. Paper presented at the Conference on Civic Education Research, Reno, Nevada.

Select Recent Media Appearances

Carlson, S. (February 16, 2020). [Think student activists are snowflakes? Think again.](#) *Chronicle of Higher Education*.

Richards, E. (February 7, 2020). [These activists are too young to vote in the 2020 election, but climate change has them fed up.](#) *USA Today*.

Anderson, G. (January 31, 2020). [The new student activists.](#) *Inside Higher Education*

Johnson, S. (April 2, 2019). [A university wants to assess bias in the classroom. Are student evaluations the best way to do it?](#) *The Chronicle of Higher Education*.

Stein, L. (March 28, 2019). [Radnor committee recommends plan pushing back high school start time.](#) *Main Line Suburban Life*.

Graham, K. (March 27, 2019). [Forever Mansion?](#) *The Philadelphia Inquirer*.

Glovas, K. (March 19, 2019). [New activism among students fighting for climate change.](#) KYW News Radio.

Krueger, H. (Winter 2019). Students take action on gun control issue. *The Legal Eagle*, 23(2),p. 6.

Lynn, J. (March 23, 2018). [Villanova professor says ‘Never Again’ student activists won’t take no for an answer.](#) *WHYY Morning Edition*.

Helfling, K. (March 19, 2018). School safety dominates political landscape. *Politico*. Retrieved: <https://www.politico.com/newsletters/morning-education/2018/03/19/school-safety-dominates-political-landscape-142123>

Bruinus, H. (February 21, 2018). After Parkland, a new generation finds its voice. Retrieved: <https://www.csmonitor.com/USA/Politics/2018/0221/After-Parkland-a-new-generation-finds-its-voice>

Student Research Directed

Eby, Elizabeth. (2017-18). *Secrets to Success: A Comparative Study of Successful Student Voice Initiatives in Urban, Rural, and Suburban High Schools*. Villanova Undergraduate Research Fellowship. Senior thesis; recipient of Falvey Scholar Award. Accepted to present at Society for Research on Adolescence, 2018 & AERA, 2018.

Yoo, Hwa Pyung, (2017-18). *The Effectiveness of IBDP in Fostering International Mindedness in Different Cultural Contexts*. Villanova Undergraduate Research Fellowship. Accepted to present at AERA 2018 & 2019

Almomi, Hala (2017-2018). *The Effect of English Homework on 9th Grade Students in King's Academy: A Cross-Sectional Correlational Study between English Homework, Course Understanding, and Love of Learning*.

Karikuri, Shannon Makenna (2017, Spring). *Contemporary Youth Activism*. Villanova Freshman Match program.

Sweeney, C. (2016, Spring). The state of teaching in urban settings and the importance of teacher unions. *The International Undergraduate Journal for Service-Learning, Leadership, and Social Change*. Retrieved from http://www.columbiasc.edu/templates/columbiacollege/images/service_learning_jounal_2016.pdf.

Greene, S. (2016, Spring). Transforming awareness into action: An examination of the lack of resources in the urban education crisis and what stops us from moving forward. *The International Undergraduate Journal for Service-Learning, Leadership, and Social Change*. Retrieved from http://www.columbiasc.edu/templates/columbiacollege/images/service_learning_jounal_2016.pdf.

McConarty, K. (2014, Fall). Where awareness meets responsibility: An examination of the urban education crisis and its effects on one Philadelphia high school. *The International Undergraduate Journal for Service-Learning, Leadership, and Social Change*, 1-9. http://www.augustana.edu/documents/CORE/International_Undergraduate_Journal_For_Service_learning_Leadership_Change.pdf

Knill, C. (2010). Asking urban youth: Understanding high school students' perspectives of a university-high school mentoring partnership. *Information for Action*, 3(1).

- 2013-2014 Brian Broderick
The African-American History Requirement for Students in the School District of Philadelphia: Is it Worth the Controversy?
Accepted to present at NCUR, 2014
- 2010-2013 Villanova Undergraduate Research Fellowship, C. Nathan Ober
A Study of the Philadelphia Youth Commission
Accepted to present research at NCUR, 2013 and AERA, 2013
- 2009-2010 Villanova Undergraduate Research Fellowship, Colleen Knill
Asking Urban Youth: Students' Perceptions of a Service-Learning Initiative
Presented research at NCUR, 2010; Society for Research on Adolescence Biannual meeting, Philadelphia, 2010, Conversations that Matter, in Galway Ireland, 2009 and published article in *Information for Action*

2009-current **Senior theses**

- Annisa Huang (reader), *The State of Public Education is....?*
Michaela Garziano (tutor), *Education Reform in Brazil and South Africa*
Rachel Flood (reader), *An Analysis of the KIPP program in Philadelphia*
Alexandra Andreassan (tutor), *The Academic Effects of Music Programs*
Cayeligh Lincoln (tutor), *Muted Voices: Encouraging Unified Student Activism to End Educational Inequality*
Jennifer Kelly (reader), *Understanding Common Core State Standards*
Rachel Lee (tutor), *Civic Learning for Global Citizenship*
Elizabeth Ebby (tutor), *Secrets to Success* (2017-2018)
Madiyah Gant (tutor), *Culturally Sustaining Pedagogy in an Era of High-Stakes Testing* (2018-2019)
Riley Maloney, *Civics Education in the 21st Century: Turning Students into Active and Enthusiastic Citizens* (2019-2020)

Master's theses

- Joanna Timmerman (2020). *Hispanic Serving Institutions* (thesis director).
Katie Wilson (2016). *Students' Perspectives of an Inquiry Practitioner* (thesis director).
Lyda Holguin (2011). *Substance Use and Social Networks of International Students* (committee member)
Kathleen Davidson (2012). *Examining Counselor Educators' Pedagogical Practices: Cultivating Competent Counselors through Increased Cognitive Complexity* (committee member)

Other Research and Teaching Experience

- 2002-2007 **Research Assistant**, *John W. Gardner Center for Youth and Their Communities, Stanford University.*
- 2004-2007 **Research Assistant**, *SOS—Stressed-Out Students: Helping to Improve Health, Student Engagement, and Academic Integrity, Stanford University.*
- 2005 **Research Assistant**, *Center for Educational Planning, Santa Clara County. Office of Education, Santa Clara, California.*
- 1999-2002 **Teacher, College Counselor & Coach**, *Ransom-Everglades School, Miami, Florida.* Taught 9th and 10th grade English.

Professional Service

- 2017-2018, 2020 Planning committee member, The International Conference on Student Voice
- 2019 Program Chair, The International Conference on Student Voice
- 2015-2017 Chair, Grassroots Community and Youth Organizing for Educational Reform Special Interest Group, American Educational Research Association.
- 2014-2016 Chair, Urban Research-based Action Network (URBAN), Education Node
- 2013-2015 Secretary/Treasurer for Grassroots Community and Youth Organizing for Educational Reform Special Interest Group, American Educational Research Association.
- 2017-2020 Advisory Board member for National Science Foundation funded project “Profiles of Science Engagement: Broadening Participation by Understanding Individual and Contextual Influences” (Co-principal investigators, Jennifer Schmidt & Lee Shumow)
- 2014-2015 Advisory Board member for Philadelphia Higher Education Network for Neighborhood Development, K-16
- 2003-2015 Advisory Board member for Research and Policy, *Challenge Success, Stanford University, Stanford, CA* (www.challengesuccess.org)
- 2012-2014 Reform Coach, Agnes Irwin School, Villanova,
- 2018-present Editorial board member, *Critical Education Policy*

Ad-hoc

Reviewer Journals: *Review of Educational Research; Educational Research and Reviews; American Educational Research Journal; Journal of Adolescent Research; Urban Education; Discourse: Studies in the Cultural Politics of Education; Equity and Excellence; Journal for Peace and Justice Studies; Teaching and Teacher Education; Journal of Teacher Education; Curriculum Inquiry; British Journal of Educational Psychology; The High School Journal; Journal of School Leadership; Journal of Youth Studies; Youth & Society; The New Educator; Ethics & Behavior; Critical Studies in Education; International Journal of Educational Research; American Journal of Education; Journal of Education Policy; Teachers College Record; Oxford Review of Education; Review of Education, Pedagogy and Cultural Studies; Interdisciplinary Education and Psychology; Jeunesse; Journal of Community Psychology; American Journal of Community Psychology*

Books: *AERA Handbook on Education Policy; Routledge; Teachers College Press; Rutgers University Press*

Conferences: AERA, Division B & Grassroots Community & Youth Organizing SIG

Pro Bono icivics (December 2019)
 Consultant Harvard Case Method Project (January, 2019)
 Project XQ (November, 2017)
 MyCom Youth Engagement Network, Cuyahoga County, OH (3/3/2016)
 College Summit, Washington DC (Spring, 2012)
 Student Voice Collaborative, New York City Department of Education, (2011-2012)
 Agnes Irwin School, Villanova, PA (2011-2012)

Pro-bono *Service and Leadership*, Archmere Academy, Delaware (Nov. 2019)
 Professional *Making Homework Work*, Archmere Academy, Delaware (Nov. 2016)
 Development *Teaching for Engagement*, Germantown H.S., Philadelphia (Spring, 2011)

Panelist *American Teacher* screening hosted by School of the Future (December, 2011)
Race to Nowhere screening hosted by Kimberton Waldorff School, (March, 2011)

2016-2017 Sleep and academic performance taskforce member, Radnor School District, Radnor, PA.

Professional Affiliations

2012-Present URBAN (Urban research-based action network)
 National Planning committee (2016-2017)

Education Node, Chair (2014-2016)
Philadelphia Node, co-Chair (2013-2015)
steering committee member (2015-Present)

2003-Present American Educational Research Association, Division L.
Grassroots community organizing special interest group,
Secretary/Treasurer (2013-2015)
Chair (2015-2017)
Adolescence and youth development special interest group

2005-Present Society for Research on Adolescence

University and College Service

2015-Present Director, Graduate Programs in Education

2018-2021 Middle States Reaccreditation Self-Study Team, tri-chair

2013-2018 Faculty Congress
Chair (2016-2018)
Vice Chair (2014-2016)
Chair, Employment Issues Committee (2014-2016)
Member, Faculty Rights and Responsibilities (2014-2016)
Member, Academic Policy Committee (2013-2014)
Ad hoc committee membership
SRF and SRG support (2013-2014)
Best practices for surveying faculty (2014-2015)
Student retention (2013-2014)

2010-2012, 2015 College of Liberal Arts and Sciences Teaching Awards Committee, member

2012-2016 Interviewer for Fulbright Fellowship, Truman Fellowship, Villanova Presidential Fellowships

2016-2017 Innovation, Creativity, and Entrepreneurship in the Curriculum Committee, member

2017, 2018 Wildcat Crossing Planning Committee, Center for Access, Successes and Achievement, member

2014, 2015 Ethics Bowl Judge, Villanova University

Panelist and Presenter *Three Frameworks for Conceptualizing Your Service and Justice Experience*, Villanova University Campus Ministry (September 2019)

How Do We Participate in Democracy: Part 1: The Power of Activism.
The LePage Center for History in the Public Interest. (Spring, 2019)
Reading Villanova: The Global and Interdisciplinary Perspective:
Educational Privilege, panelist (Fall, 2015)
Ruibal Social Justice Forum, presenter (Dec. 2015, 2016)
Innovation, Creativity and Entrepreneurship session on social
entrepreneurship, presenter (Dec. 2014, 2015, 2016)
Race to Nowhere screening, panelist (April, 2011)
VITAL Curriculum Conference, presenter (May 2009, 2015, 2016, 2017)