

CHRISTOPHER L. HARRIS

Curriculum Vitae


Work Address

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Education

- Ph.D. May 2023
The University of Toledo
Doctor of Philosophy (Ph.D.) Foundations of Education: Educational Psychology
Dissertation: The Impact of Curricular Experiences on Black Racial Identity
Development
- M.Ed. May 2018
University of Mount Union
Educational Leadership
Thesis: Teachers Change Lives: An Equity Audit Assessing High Quality Teacher
Retention
- B.A. December 2015
Kent State University
Political Science

Teaching Experience

Undergraduate Courses

LTFE 110 – Introduction to Critical Education (1 Section)

Duquesne University, Pittsburgh, PA
Fall, 2023

Enrollment – Approximately 30 students

LTFE 209 – Educational Psychology: Development, Learning and Motivation (3 Sections)

Duquesne University, Pittsburgh, PA
Fall, 2023

Enrollment – Approximately 56 students

UNIV 110 – Foundations for Self-Discovery and Lifelong Learning (1 Section)

Rice University, Houston, TX
Spring 2023

Enrollment – Approximately 15 students

EDP 4210 - Child Behavior and Development (2 Sections)

The University of Toledo, Toledo, OH
Spring, 2020; Spring, 2021, Spring 2022
Enrollment – Approximately 60 students

EDP 3210 - Child Development for Early Childhood Educators (1 Section)

The University of Toledo, Toledo, OH
Fall. 2019
Enrollment – Approximately 30 students

Other Teaching Experience

Toledo Public Schools, Toledo, Ohio 2019 - 2020
Substitute Teacher – Oakdale Elementary

Other Professional Experience

Clinical Assistant Professor

Duquesne University, Pittsburgh, Pennsylvania
Department of Educational Foundations and Leadership 2023 – Present

Primary teaching responsibilities include teaching face-to-face courses in the Department of Educational Foundations and Leadership at the undergraduate and graduate level, with an emphasis on educational psychology, as well as courses that examine the historical, political, and sociological aspects of education in the United States. Additional responsibilities include service to the University, serving on select dissertation committees, as well as conducting scholarly activities including research and publications.

Associate Director, Rice Emerging Scholars Program

Rice University, Houston, Texas
Department of Student Success Initiatives 2022 – 2023

Primary responsibilities include identifying and advising students in need of more support through sustained, individualized, holistic academic, social, and interpersonal development. An added responsibility involves overseeing the management, planning, recruiting and programmatic components of a comprehensive summer bridge program, in addition to leading a team in the monitoring of student academic performance and their persistence towards graduating by supplying reports and keeping student data. I develop and lead several student success interventions, workshops, and programming aimed at easing the transition to college, as well as trainings aimed at educating student leadership, faculty, and staff about the populations supported by the Student Success Initiatives office, and the ways in which they can contribute to supporting student transition and success.

Area Coordinator

Kent State University, Kent, Ohio
Department of Residence Services

2021 – 2022

Primary responsibilities included leading a residential neighborhood of four Residence Halls that contained over 1000 residents, by supervising a staff of three graduate assistants as well as twenty Resident Assistants. Activities involved collaborating with several Living Learning Communities to provide educational programming for students within their residential area, cultivating a positive, engaging living, and learning environment that fostered a sense of belonging for students and staff alike, collaborating with Counseling and Psychological Services by assessing and responding to students' mental health needs, and adjudicating incidents that took place in my communities, or adjacent to the community.

Residence Hall Director

Kent State University, Kent, Ohio
Department of Residence Services

2020 – 2021

Oversaw community wide educational and social programming events designed to increase and improve educational and social outcomes of students. Activities included providing direct leadership for the planning, coordination, and structure of the training and development of Resident Assistant staff, co-advising hall council committees, and assuming leadership and taking part in departmental committees and task forces. An added responsibility consisted of adjudicating and following up on low-to-high level conduct and mental health crises.

Graduate Assistant

The University of Toledo, Toledo, Ohio,
Office of Assessment, Accreditation, & Program Review

2018 –2020

Aided the Director of Assessment, Accreditation and Program review by gathering and analyzing assessment data and compiling that data into university and statewide reports. Developed tables and charts that helped summarize results of assessment strategies for various mandated reports. An added responsibility was conducting research that examined culturally responsive pedagogy through multiple sources as part of a grant for the department.

Prevention Specialist

Equitas Health, Akron, Ohio,
Department of Prevention and Education

2016 –2018

Primary responsibilities included conducting HIV testing as well as initiating outreach activities and coordinating volunteer coverage for community events that would meet the needs of at-risk populations. Other responsibilities included creating educational curricula on health literacy that was implemented throughout the organization, as well as conducting educational presentations to outside organizations and stakeholders.

Research Experience

The University of Toledo, Toledo, Ohio
Research Assistant, Judith Herb College of Education

2018 - 2019

Primary responsibilities included collaborating with the grant funded Judith Herb Innovation Group to develop a theoretical framework that addressed disparities in current teacher education programming, focusing on preparing future teachers to implement culturally responsive teaching in their classrooms. Research on *culturally responsive pedagogy; urban education; teacher preparation*.

Publications

Book Chapters

Harris, C.L., & Martin, J.L. (In press). Populism versus critical race theory in the U.S. *Encyclopedia of new populism and its responses in the 21st century*. Springer.

Martin, J.L., Brockmier-Sommers, D.K., **Harris, C.L.**, & Martsch, M.D. (2022). Using Freirean and Rogerian theory to create anti-racist and peace-based intersectional online learning communities. In X. Woodley, & M. Rice (Eds.) *Culturally responsive teaching and learning through theory, with design and practice*. (pp. 118-135). Routledge.

Journal Articles Under Review

Archer, A., & **Harris, C.L.** (Invited Revision). Planting seeds: Exploring approaches to meaningful mentorship in Ohio urban schools. Submitted to: *Journal of Urban Learning, Teaching and Research*.

Presentations

Conferences

Harris, C. L., Toland, M. D., & Kovach, Pescara-Kovach, L. (2023, August 3). The impact of curricular experiences on the racial identity of Black students. [Poster presented at the annual convention of the American Psychological Association]. APA 2023, Washington, D.C.

PROFESSIONAL DEVELOPMENT

Graduate Certificate in Foundations of Peace Education The University of Toledo	2023
Online Course Design Certificate The University of Toledo	2021
Online Teaching Certificate The University of Toledo	2020
Advanced Leadership Academy (ALA) The University of Toledo	2020