

Jason Giersch

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EDUCATION

Ph.D., Public Policy, concentration in education policy, University of North Carolina at Charlotte, December 2012.

M.Ed., Counselor Education, Pennsylvania State University, May 1997.

B.A., Government, College of William and Mary, May 1994.

ACADEMIC POSITIONS

Associate Professor, Department of Political Science and Public Administration, University of North Carolina at Charlotte, July 2021-present.

Assistant Professor, Department of Political Science and Public Administration, University of North Carolina at Charlotte, August 2015-June 2021.

Lecturer, Department of Political Science and Public Administration, University of North Carolina at Charlotte, August 2013 - May 2015.

Lecturer, Arts and Sciences, United States International University, Nairobi, Kenya, 2005-2006.

Adjunct Instructor, Departments of Political Science and Education, Gwynedd Mercy College, Gwynedd Valley, PA, 2004-2005.

OTHER PROFESSIONAL POSITIONS

Social Studies Teacher, College Counselor, and Testing Coordinator, Countryside Montessori School, Charlotte, NC, 2010-2015.

Social Studies Teacher, Mallard Creek High School, Charlotte, NC, 2009-2010.

Social Studies Teacher, Carolina International School, Harrisburg, NC, 2007-2009.

Preceptor, NEH summer institute on constitutional theory, Center for Civic Education, 2004.

Social Studies Teacher, North Penn High School, Lansdale, PA, 1997-2005.

PEER-REVIEWED RESEARCH

- Liebertz, Scott, and **Jason Giersch** (2021), "Political Professors and the Perception of Bias in the College Classroom," *PS: Political Science & Politics*, doi.org/10.1017/S1049096521000640
- Altman, Thomas* and **Jason Giersch** (2021), "Sanctioned Terror: Economic Sanctions and More Effective Terrorism," *International Politics*, doi.org/10.1057/s41311-021-00318-z
- Whitaker, Beth Elise, and **Jason Giersch** (2021). "Strategic Calculations? Partisan Differences in Support for Puerto Rican Migration to the Mainland United States." *Migration Studies*. doi.org/10.1093/migration/mnab019
- Giersch, Jason** (2021). "Motivations to Enter Teaching: An Investigation with Non-Education University Students," *Journal of Education for Teaching*. doi.org/10.1080/02607476.2021.1880870
- Giersch, Jason**, Carina Carlhed Ydhag, and Vesa Korhonen (2021). "Motivations to teach in Finland, Sweden, and the United States." *Nordic Studies in Education*, 41(1), 62—79. <https://noredstudies.org/index.php/nse/article/view/2200>
- Giersch, Jason**, Martha Kropf, and Elizabeth Stearns (2020). "Unequal Returns to Education: How Women Teachers Narrow the Gender Gap in Political Knowledge among Students." *The Journal of Politics*. doi.org/10.1086/707061
- Giersch, Jason** (2020), "Professors' Politics and their Appeal as Instructors." *PS: Political Science & Politics*, 53(2), 281-285. doi.org/10.1017/S104909651900194X
- Stearns, Elizabeth, Martha Bottia, Roslyn Mickelson, Stephanie Moller, Melissa Dancy, Nandan Jha, and **Jason Giersch** (2020). "Do relative advantages in STEM vs. non-STEM grades explain the gender gap in selection of a STEM major in college? A multimethod answer." *American Educational Research Journal*. doi.org/10.3102/0002831219853533
- Giersch, Jason** (2019). "Punishing Campus Protesters Based on Ideology." *Research & Politics*, 1-6. doi.org/10.1177%2F2053168019892129
- Giersch, Jason** (2019). "Desperately Afraid of Losing White Parents': Charter Schools and Segregation." *Race Ethnicity and Education*. doi.org/10.1080/13613324.2019.1631780
- Giersch, Jason**, Martha Cecilia Bottia, Elizabeth Stearns, Roslyn Mickelson, and Stephanie Moller (2019). "The Predictive Role of School Performance Indicators on Students' College Achievement," *Educational Policy*, doi.org/10.1177%2F0895904819857827
- Giersch, Jason** & Christopher Dong* (2018). "Principals' preferences when hiring teachers: A conjoint experiment." *Journal of Educational Administration*, 56(4), 429-444. doi.org/10.1108/JEA-06-2017-0074
- Giersch, Jason** & Christopher Dong* (2018). "Required Civics Courses, Civics Exams, and Voter Turnout," *Social Science Journal*, 55(2), 160-170. doi.org/10.1016/j.soscij.2017.09.002

* Thomas Altman and Christopher Dong were undergraduate students at the time.

PEER-REVIEWED RESEARCH - Continued

- Bottia, Martha Cecilia, Roslyn Arlin Mickelson, **Jason Giersch**, Elizabeth Stearns, & Stephanie Moller (2018). "The Role of High School Racial Composition and Opportunities to Learn in Students' STEM College Participation," *Journal of Research in Science Teaching*, 55(3), 446–476. doi.org/10.1002/tea.21426
- Giersch, Jason** (2018). "Academic Tracking, High-Stakes Tests, and Preparing Students for College: How Inequality Persists within Schools," *Educational Policy*, 32(7), 907–935. doi.org/10.1177/0895904816681526
- Giersch, Jason** (2016). "A Test of Personal and Social Utility Values and the Appeal of a Career in Teaching," *Educational Research for Policy and Practice*, 15(3), 163-173. doi.org/10.1007/s10671-016-9194-7
- Giersch, Jason**, Martha Cecilia Bottia, Roslyn Arlin Mickelson, & Elizabeth Stearns (2016). "Exposure to School and Classroom Segregation in Charlotte-Mecklenburg High Schools and Students' College Achievement," *Education Policy Analysis Archives*, 24(32). doi.org/10.14507/epaa.24.2123
- Bottia, Martha Cecilia, **Jason Giersch**, Roslyn Arlin Mickelson, Elizabeth Stearns, & Stephanie Moller (2016). "Distributive Justice Antecedents of Race and Gender Disparities in First-Year College Performance," *Social Justice Research*, 29(1), 35-72. doi.org/10.1007/s11211-015-0242-x
- Giersch, Jason** (2015). "New Trends in Academic Achievement among Teachers," *Journal of Applied Educational and Policy Research*, 1(1), 74-83. journals.uncc.edu/jaepr/article/view/268
- Whitaker, Beth & **Jason Giersch**, (2015). "Political Competition and Attitudes toward Immigration: Evidence from Africa." *Journal of Ethnic and Migration Studies*, 41(10), 1536-1557. doi.org/10.1080/1369183X.2014.996534
- Giersch, Jason** (2014). "Effects of Vacation Properties on Local Education Budgets," *Cogent Economics and Finance*, 2(1), 1-9. doi.org/10.1080/23322039.2014.941890
- Giersch, Jason** (2014). "Vouchers for Religious Schools and the Development of Democratic Values," *The Educational Forum*, 78(2), 142-149. doi.org/10.1080/00131725.2013.878426
- Mickelson, Roslyn, **Jason Giersch**, Elizabeth Stearns, & Stephanie Moller (2013). "How (and Why) NCLB Failed to Close the Achievement Gap: Evidence from North Carolina, 1998-2004," *ECI Interdisciplinary Journal for Legal and Social Policy*, 3(1), 1-25. digitalscholarship.tsu.edu/thebridge/vol3/iss1/1/
- Giersch, Jason** (2012). "Aiming for Giants: Charter School Legislation and the Power of Teacher Unions," *Education and Urban Society*, 46(6), 653-671. doi.org/10.1177/0013124512468151
- Giersch, Jason** (2009). "Lessons in Ethics in American High Schools: Getting out the Wrong Message," *Public Integrity*, 11(3), 251-260. [10.2753/PIN1099-9922110304](https://doi.org/10.2753/PIN1099-9922110304)

PEER-REVIEWED RESEARCH - Continued

Whitaker, Beth & **Jason Giersch** (2009). "Voting on (More than) a Constitution: Implications for Democracy in Kenya," *Journal of Contemporary African Studies*, 27(1), 1-20.
doi.org/10.1080/02589000802576657

BOOK CHAPTER

Mickelson, Roslyn Arlin, **Jason Giersch**, Amy Hawn Nelson, and Martha Cecilia Bottia (2018). Do Charter Schools Undermine Efforts to Create Racially and Socioeconomically Diverse Public Schools? In Iris Rotberg and Joshua Glazerman (Eds.), *Choosing Charters: Better Schools or More Segregation?* New York: Teachers College Press.

RESEARCH CURRENTLY UNDER REVIEW

Giersch, Jason, "Evidence of Symmetries and Asymmetries in Political Bias."

Giersch, Jason, & Scott Liebertz, "Student Preferences between Economically and Socially Conservative Professors."

Liebertz, Scott, & **Jason Giersch**, "Student Perceptions and Assessments of Socialism versus the US System: Experimental Evidence."

BOOK REVIEWS

Giersch, Jason (2020., March 4). Review of the book *Education, Equity, and the States: How Variations in State Governance Make or Break Reform*, by Sara Dahill-Brown. *Education Review*, 27. <https://edrev.asu.edu/index.php/ER/article/view/2629>

Giersch, Jason (2018, July 2). Review of the book *Are Charters Different? Public Education, Teachers, and the Charter School Debate*, by Zachary Oberfield. *Teachers College Press*.
<https://www.tcrecord.org/books/abstract.asp?ContentId=22414>

OTHER PUBLICATIONS (NOT PEER-REVIEWED)

Mickelson, Roslyn Arlin; Elizabeth Stearns; Martha Cecilia Bottia; Katherine Rainey; Melissa Dancy; Stephanie Moller; DeeDee Allen; & **Jason Giersch**, "[The Roots of Race, Class, and Gender Disparities in College STEM Outcomes in North Carolina](#)," *Poverty & Race*, September-December 2019. Publication of the Poverty & Race Research Action Council.

Giersch, Jason, "[Even in Correcting the Story on School Grades, News Media still get it Wrong](#)," *Carolina Commentary*, March 6, 2019. <https://carolinacommentary.com/even-in-correcting-the-story-on-school-grades-news-media-still-get-it-wrong/>

Ayscue, Jenn; Amy Hawn Nelson; Roslyn A. Mickelson; **Jason Giersch**; & Martha Bottia (2018). "[Charters as a Driver of Resegregation](#)," The Civil Rights Project/Proyecto Derechos Civiles and UNC Charlotte. January 30.

Giersch, Jason, "[Early death of Common Core means opportunity for civic education](#)," *PA Times*, August 21, 2015.

Boisvert, Dan; William Garcia; **Jason Giersch**; Jamie Strickland; and Beth Elise Whitaker (2015). "Late Work and Late Adds" and "Learning How to Learn: Basic Skills, Making

Connections, and Self-Direction.” [*Students’ Pathway to Success: A Faculty Guide*](#). Center for Teaching and Learning, University of North Carolina at Charlotte.

Giersch, Jason, “Better than a Textbook,” *Principal Leadership*, September 2004.

Giersch, Jason, “The Popular Vote,” *Leadership for Student Activities*, November 2004.

CONFERENCE PRESENTATIONS in the past ten years

Jason Giersch, Roz Mickelson, Elizabeth Stearns, and Jenn Ayscue, “Variation in Correlations between Test Scores and Grades,” and Scott Liebertz and **Jason Giersch**, “Political Professors and the Perception of Bias in the College Classroom,” papers presented at the American Political Science Association annual meeting, September, 2020.

Jason Giersch, “Motivations to Enter Teaching: An Experiment with Non-Education Majors” and “Socialization and Role Models: Matching Student and Teacher Race in Civics Classes,” papers presented at the North Carolina Association for Research in Education in Greensboro, NC, February 2020.

Jason Giersch, “The Varying Correlation between Grades and Test Scores,” a research presentation at the North Carolina Political Science Association (NCPSA) in Raleigh, NC, February 2020.

Jason Giersch, “Party Identification and Different Strategies for Keeping the Press Free (or Not)” and Whitaker, Beth, and **Jason Giersch**, “Strategic Humanitarianism: Puerto Rican Migration and U.S. Politics after Hurricane Maria,” papers presented at the annual meeting of the Southern Political Science Association (SPSA) in San Juan, Puerto Rico, January 2020.

Jason Giersch, “Professors’ Politics and their Appeal as Instructors,” a paper presented at American Political Science Association (APSA) in Washington, DC, September 2019.

Jason Giersch, “Political Professors: An Experiment in Students’ Interest in Courses” and “Motivations to Become a Teacher in Finland, Sweden, and the United States,” papers presented at NC Association for Research in Education (NCARE) in Charlotte, NC, February 2019.

Jason Giersch, “Protecting Free Speech on Campus (Depending on Ideology),” paper presented at NC Political Science Association (NCPSA) in Charlotte, NC, February 2019.

Jason Giersch, “School Choice and the Segregation of Non-choice Schools,” a paper presented on the inaugural panel of the related group Education Politics and Policy at the American Political Science Association (APSA) annual meeting in Boston, MA, August 2018.

Jason Giersch, “Sources of the Gender Gap in Political Knowledge,” a paper presented at the International Political Science Association (IPSA) in Brisbane, Australia, July 2018.

Jason Giersch, “School Choice and Segregation,” a paper presented at the State Politics and Policy Conference at Penn State University, June 2018.

Jason Giersch, “School and Track: Choices for College-bound Students in North Carolina,” paper presented at NC Political Science Association (NCPSA) in Raleigh, NC, February 2018.

Jason Giersch, “Charter Schools and *De Electione* School Segregation,” paper presented at the American Political Science Association (APSA) conference in San Francisco, August 30-September 2017.

CONFERENCE PRESENTATIONS in the past ten years - Continued

- Jason Giersch**, “What Gets a Teacher Hired? Connecting with Kids, Not Standards,” paper presented at the Association for Education Finance and Policy (AEFP) in Washington, DC, March 2017.
- Jason Giersch**, “What Gets a Teacher Hired? Connecting with Kids, Not Standards,” paper presented at NC Political Science Association (NCPSA) in Rock Hill, SC, March 2017.
- Jason Giersch**, a paper, “It’s Not about the Money: An Experiment in Teacher Recruitment,” and a poster, “Civics, like Science: Another Gender Gap in Student Achievement,” at the NC Association for Research in Education (NCARE) in Chapel Hill, NC, February 2017.
- Jason Giersch**, “Comparing Growth and Proficiency Scores for School Accountability,” and “Civics Education and Voter Turnout,” papers presented at the annual meeting of the American Political Science Association (APSA) in Philadelphia, PA, September 2016.
- Jason Giersch**, “How North Carolina’s Formula for Grading Schools Disadvantages the Disadvantaged,” paper presented at the annual meeting of the NC Political Science Association (NCPSA) in Research Triangle Park, NC, February 2016.
- Christopher Dong and **Jason Giersch**, “Civic Education and Young Voter Turnout.” Poster presented at the annual meeting of NCARE, Charlotte, NC, February 2016.
- Jason Giersch**, “How North Carolina’s Formula for Grading Schools Disadvantages the Disadvantaged,” and “Recruiting the Next Generation of Teachers,” poster and paper (respectively) presented at the annual meeting of NCARE, Charlotte, NC, February 2016.
- Jason Giersch**, “Recruiting the Next Generation of Teachers: An Experiment,” “Compounding Disadvantage: How North Carolina’s Formula for Grading Schools Disadvantages the Disadvantaged,” and “Required Civics Courses and Voter Turnout,” papers presented at the annual meeting of SPSA, San Juan, Puerto Rico, January 2016.
- Jason Giersch**, “Uncertainty in Accountability: How High-Stakes Test Scores Compare to Grades when Predicting College Achievement” (paper) and “What’s in it for Me? The Rewards for Teaching Preferred by the Next Generation of Teachers” (poster) presented at the annual meeting of the Association for Public Policy Analysis and Management (APPAM), Miami, FL, November 2015.
- Jason Giersch**, “Rational Responses: How Teachers React to High-Stakes Tests in the Context of Academic Tracking and the Long Term Effects.” Paper presented at the annual meeting of NCPSA, Charlotte, NC, February 2015.
- Jason Giersch**, “Rational Responses: How Teachers React to High-Stakes Tests in the Context of Academic Tracking and the Long Term Effects.” Paper presented at the annual meeting of the North Carolina Association for Research in Education (NCARE), Greensboro, NC, February 2015.
- Jason Giersch**, “Using Student Scores on Standardized Tests to Measure the Harm of Segregated Schooling.” Paper presented at the annual meeting of the American Political Science Association (APSA), Washington, DC, August 2014.

CONFERENCE PRESENTATIONS in the past ten years - Continued

- Jason Giersch**, “Pursuing Secondary Teaching Certifications.” Paper presented at the annual meeting of the North Carolina Political Science Association (NCPSA), Cary, NC, February 2014.
- Jason Giersch**, “Those Who Can: Academic Achievement among Potential Math and Science Teachers.” Paper presented at the annual meeting of the North Carolina Association for Research in Education (NCARE), Winston-Salem, NC, February 2014.
- Jason Giersch**, “Using High-Stakes Tests to Detect the Effects of Segregation on Student Achievement.” Paper presented at the annual meeting of the North Carolina Association for Research in Education (NCARE), Wilmington, NC, March 2013.
- Roslyn A. Mickelson and **Jason Giersch**, “How the Intersection of Standardized Testing with High School Tracking Effectively Maintains Inequality in College Performance.” Paper presented at the annual meeting of the Sociology of Education Association (SEA), Asilomar, CA, February 2013.
- Roslyn A. Mickelson and **Jason Giersch**, “How (and Why) NCLB Failed to Close the Achievement Gap: Evidence from North Carolina, 1998-2004.” Paper presented at The Child Left Behind Symposium, Texas Southern University, Houston, TX, February 2013.
- Jason Giersch**, “Who Majors in Political Science?” and Beth Elise Whitaker and **Jason Giersch**, “No Longer Welcome: Explaining Anti-Immigration Attitudes in Africa.” Papers presented at the annual meeting of the Southern Political Science Association in Orlando, FL, January 3, 2013.

INVITED LECTURES

- Jason Giersch**, “Public Education in the Age of Covid-19,” to the Rotary Club of Northern Lake George, July 14, 2020.
- Jason Giersch**, “Aftermath of the Election,” St. Albans Episcopal Church, Davidson, NC, December 4, 2016
- Jason Giersch**, “High Stakes Testing: Who Gets Left Behind?” Silver Bay YMCA of the Adirondacks, July 16, 2013.

TEACHING AND INSTRUCTIONAL ACTIVITIES

Courses at the university level

- Political Science Methods (writing intensive class with lab and original research project)
- Politics of Education (senior seminar)
- American Politics (multiple versions: lecture, online, and hybrid online)
- Politics and Film
- Special Topics: Politics of Education Policy
- State and Local Government (online)
- Selected Topics in Secondary Education
- Introduction to Psychology
- World Civilizations

Honors Thesis & Dissertation Advising

- Josie Peplinski, Honors Thesis, ongoing.
- Yesika Sorto Andino, Honors Thesis, 2020.

Kayla Davis, Honors Thesis, 2019.
Tai Martin, Honors Thesis, 2018.
Christopher Dong, Honors Thesis, 2017
Anthony Ellis, Honors Thesis, 2017
Nahida Begum, Dissertation in Public Policy, 2018 (committee member).

PROFESSIONAL SERVICE

To the Profession

Best Paper Selection Committee, Education Politics and Policy Section of APSA, 2021.
Constitution Committee, NCPSA, 2021.
Chair and Discussant for the panel “Politics and Cinema: Identity, Memory, and Loss” at APSA Annual Meeting, 2020.
Committee to establish Education Politics and Policy section in APSA, 2018-2020.
Reviewer of paper proposals for Division L - Educational Policy and Politics for the 2021 AERA Annual Meeting.
Reviewer of paper and session proposals for the Politics of Education Association SIG for the 2020 AERA Annual Meeting.
Reviewer of paper proposals for the Education Politics and Policy related group for the APSA 2019 Annual Meeting.
Chair for a panel at APSA 2018: “Teaching Political Science through Film and Television.”
Discussant for a panel at NCPSA 2018: “Elections.”
Chair, discussant, presenter, and organizer of two panels at APSA 2017: “Charter Schools Turn 25: Growing Pains in Choices, Unions, and Budgets” and “Changing Landscapes in Public Education.”
Board Member, North Carolina Political Science Association (NCPSA), 2016-present.
Board Member, North Carolina Association for Research in Education (NCARE), 2015-present.
Guest presenter on quantitative research methods at the American Political Science Association’s 2015 Africa Workshop in Nairobi, Kenya.

Journal Referee for

City & Community
Cogent Economics and Finance
Education Policy Analysis Archives
Educational Research Review
Florida Journal of Educational Research
The High School Journal
Journal of Applied Developmental Psychology
Journal of Applied Educational and Policy Research
Journal of Education for Teaching
Journal of Education Policy
Journal of Politics
Journal of School Choice: International Research and Reform
Journal of Teacher Education
Research in Comparative and International Education
Revista Internacional de Sociología

Social Forces
The Social Science Journal
Social Science Quarterly
Social Science Research
The Sociological Forum

To UNC Charlotte

Alternate Representative for the College of Liberal Arts and Sciences Faculty Legacy Scholarship Committee, 2021-present.
Leading an effort to get political science approved as a major for secondary teaching certification, 2015-present.
Library Representative for the Political Science and Public Administration Department, 2019-present.
Statistics Pathway development workshop in the College of Liberal Arts and Sciences, 2019.
Assessment committee for the Political Science and Public Administration Department, 2019.
Faculty governance committee member for UNCC's Public Policy PhD program, 2019-present.
Committee member of Public Policy PhD program director search, 2016-2017.
Chair of an *ad hoc* committee for a student's grade appeal in the College of Liberal Arts & Sciences, May 2016.
Advisor to Pi Sigma Alpha, the political science honor society, 2015-2018.
Participant in the Top 40 Academy by the Center for Teaching and Learning (CTL), 2014-2015.
Judge at 2013 Graduate Research Symposium.
Member of the Research Methods Course Restructuring Task Force.

To the Community (2014-present)

Commentator on *Are Charters Different?* by Zachary Oberfield, a panel discussion hosted by Wake Forest University, October 18, 2017.
"College 101," a presentation with Beth Whitaker and Wendy Kimball to families served by Charlotte's Refugee Support Services about applying to and attending college in the U.S., June 16, 2017.
Presentation on STEM education to NC Superintendent of Schools June Atkinson, June 11, 2015.
School Leadership Team member, Highland Creek Elementary School, Charlotte-Mecklenburg Schools, 2014-2019.

GRANTS

Course Development Grant from Capitalism Studies at UNC Charlotte to design "Personal Finance and Political Economy," 2020, with Dr. Zachary Mohr, \$2500.
Faculty Research Grant from UNC Charlotte, "The Role of Teachers in Sweden's Education Reform," 2016-2017, Principal Investigator, \$3800.

AWARDS

- Distinguished Paper for “Motivations to Enter Teaching: An Experiment with Non-Education Majors.” North Carolina Association for Research in Education (NCARE), 2020.
- Oral Parks Memorial Best Faculty Paper Award for “Protecting Free Speech on Campus (Depending on Ideology).” North Carolina Political Science Association (NCPSA), 2019.
- Distinguished Paper for “Rational Responses: How Teachers React to High-Stakes Tests in the Context of Academic Tracking and the Long-Term Effects.” North Carolina Association for Research in Education (NCARE), 2015.
- Dean’s Distinguished Dissertation Award in Social Science and Education, The Graduate School of UNC Charlotte, 2014.
- Highly Commended Dissertation in the 2013 Emerald/EFMD Outstanding Doctoral Research Awards in Education and Leadership Strategy, selected by the editorial team of the *Journal of Educational Administration*.
- Marvin Wyne Outstanding Student Paper Award: “Standardized Distraction: How the Emphasis on High-Stakes Testing Hurts our Least Advantaged Students,” North Carolina Association for Research in Education (NCARE), 2012.
- First Place Presentation in Public Policy/Organizational Sciences: “To Make Matters Worse: Accountability and its Unequal Effects on Students,” at the UNC Charlotte Graduate Research Fair, February 25, 2012.
- First Place Presentation in Public Policy/Organizational Sciences: “Evidence of the State Teachers’ Unions Losing Ground,” at the UNC Charlotte Graduate Research Fair, February 26, 2011.
- First Place Presentation in Public Policy and Health Policy: “State Teacher Unions and Charter School Policy,” at the UNC Charlotte Graduate Research Fair, March 20, 2010.

PROFESSIONAL MEMBERSHIPS

- North Carolina Association for Research in Education (NCARE)
- North Carolina Political Science Association (NCPSA)
- Association for Public Policy Analysis and Management (APPAM)
- American Political Science Association (APSA)
- Association for Education Finance and Policy (AEFP)
- American Education Research Association (AERA)

PROFESSIONAL CERTIFICATIONS

- Social Studies Teacher** (Grades 6-12), Pennsylvania
- Social Studies Teacher** (Grades 6-12), North Carolina
- School Counselor** (Grades K-12), North Carolina