

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 Director, Public Policy PhD Program, University of North Carolina at Charlotte, July 2023-present.

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

- Giersch, Jason, & Christopher Dong** (2025). "Partisan Schools: The Political Alignment of Charter School Leadership," *American Politics Research*.
<https://doi.org/10.1177/1532673X251367386>
- Giersch, Jason** (2025). "Notions of Critical Race Theory and Choosing School Board Candidates," *Politics, Groups, and Identities*.
www.tandfonline.com/doi/full/10.1080/21565503.2025.2460519
- Giersch, Jason, Scott Liebertz, Breanna Duquette, & Koffi Yao-Kouame** (2024). "Public Opinion toward Critical Race Theory in Scholarship, Law, and Name," *Journal of Race, Ethnicity, and Politics*. doi.org/10.1017/rep.2024.13
- Kissau, Scott, Teresa Petty, **Jason Giersch**, and Nicholas Gathings (2024). "Calling all Future Educators: Investigating the Influence of a Teacher Recruitment Event," *Action in Teacher Education*. doi.org/10.1080/01626620.2024.2311415
- Giersch, Jason** (2024). "Political Bias on Campus: Experimental Evidence," *Journal of Student Affairs Research and Practice*.
www.tandfonline.com/doi/full/10.1080/19496591.2023.2297189
- Giersch, Jason** (2023). "Through the Lens of Ideology: Asymmetry in Expectations of Movie Quality," *The Social Science Journal*.
www.tandfonline.com/doi/full/10.1080/03623319.2023.2218575
- Giersch, Jason, & Scott Liebertz** (2022). "Ideology and Religion in Students' Attitudes toward Economically and Socially Conservative Professors," *Journal of Political Science Education*. www.tandfonline.com/doi/full/10.1080/15512169.2022.2118129
- Liebertz, Scott, & **Jason Giersch** (2022). "Perceptions and Assessments of Socialism versus the US System: Experimental Evidence," *The Social Science Journal*.
www.tandfonline.com/doi/full/10.1080/03623319.2022.2066878
- 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
- Altmann, Thomas* and **Jason Giersch** (2021). "Sanctioned Terror: Economic Sanctions and More Effective Terrorism," *International Politics*, doi.org/10.1057/s41311-021-00318-z
(Note: Thomas Altman was an undergraduate student at the time.)
- Whitaker, Beth Elise, and **Jason Giersch** (2021). "Strategic Calculations? Partisan Differences in Support for Puerto Rican Migration to the Mainland United States." *Migration Studies*, 9(3), 534—555. doi.org/10.1093/migration/mnab019

PEER-REVIEWED RESEARCH - Continued

- 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 (Note: Christopher Dong was an undergraduate student at the time.)
- 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 (Note: Christopher Dong was an undergraduate student at the time.)
- 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

PEER-REVIEWED RESEARCH - Continued

- 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)

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

RESEARCH CURRENTLY UNDER REVIEW

Giersch, Jason, Heather Coffey, Stephanie Norander, Vaughn Schmutz, Elizabeth Stearns, & Emma Wakeman, "When does Diversity include Political Diversity?"

Giersch, Jason, & Martin Harris, "The Framing of Fear: How Ideological Framing Affects Perceptions of Horror Movies."

Giersch, Jason, & Grace McKnight, "How the Meaning of "Theory" Affects a Theory's Acceptance."

Liebertz, Scott, & **Jason Giersch**, "Attitudes toward Political Professors in the US Public."

Shuermann, Samantha, & **Jason Giersch**, "Who uses Vouchers? Not the Communities that Vote for Them."

BOOK CHAPTERS

Giersch, Jason, and Monica E. Allen (2024). The Social Studies in Light of Critical Race Theory and the 1619 Project. In Tarra D. Ellis (Ed.), *Teaching citizenship and global issues to k-12 students*. San Diego: Cognella.

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 Glazer (Eds.), *Choosing Charters: Better Schools or More Segregation?* New York: Teachers College Press.

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)

Giersch, Jason (2023). "[Further Evidence of How Peers and Tracking Affect Educational Opportunities](#)," commentary in *Pediatrics*.

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.

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, Heather Coffey, Stephanie Norander, Vaughn Schmutz, and Elizabeth Stearns, "Civics for All? Public Support for Teaching Civic Empathy in Schools," and Vaughn Schmutz, Emma Wakeman, Jason Giersch, Elizabeth Stearns, Heather Coffey, and Stephanie Norander, "Measuring and Cultivating Civic Empathy in College," papers presented at the 2025 annual meeting of the Southern Political Science Association (SPSA) in San Juan, Puerto Rico.

Jason Giersch, Heather Coffey, Stephanie Norander, Vaughn Schmutz, and Elizabeth Stearns, "When Does Diversity Include Political Diversity?" a paper presented at the 2024 annual meeting of the American Political Science Association in Philadelphia, Pennsylvania.

Jason Giersch, "Where Critical Race Theory Meets School Choice," and Scott Liebertz and **Jason Giersch**, "Critical Race Theory or Critical Religion Theory: A Survey Experiment" and "Citizen Attitudes toward Political Professors: Experimental Evidence," papers presented at the 2023 annual meeting of the American Political Science Association (APSA) in Los Angeles, California.

Jason Giersch, "Political Parties and the Boards of NC School Districts and Charter Schools," a paper presented at the joint annual meeting of North Carolina Political Science Association (NCPA) and North Carolina Public Administration Association (NCPAA), March 25, 2023.

Jason Giersch, "An Experiment Regarding Political Ideology and the Perception of Movies," and **Jason Giersch**, Scott Liebertz, and Breanna Duquette, "Reactions to Restricting Critical Race Theory in Education in Two Experiments," papers presented at the annual meeting of the Southern Political Science Association, January 2023.

Jason Giersch and Grace McKnight, "How an Understanding of the Meaning of 'Theory' Affects a Theory's Acceptance," and Jason Giersch and Scott Liebertz, "Student Perceptions and Assessments of Socialism versus the US System: Experimental Evidence," papers presented at the Southern Political Science Association annual meeting, January 2022.

Jason Giersch, "Navigating an Instructional Path between a Complete Curriculum and Anti-CRT Laws, a paper presented at the annual meeting of the North Carolina Association for Research in Education, February 2022.

CONFERENCE PRESENTATIONS in the past ten years – Continued

- Jason Giersch**, Martha Kropf, Roz Mickelson, and Elizabeth Stearns, “Civics Test Scores and Racial Congruence between Students and Teachers in North Carolina,” a paper presented at the American Political Science Association annual meeting, October 2021.
- 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.

PRESENTATIONS

Jason Giersch, “Defusing polarization with civic education,” at the spring convening on Assessing Affective Polarization among Young People, hosted by the Institute for Citizens and Scholars and the Civic Education Research Lab at Georgetown University, April 25, 2025.

- Jason Giersch**, “A Political Scientist’s View of the ’24 Election.” Presented to the Levine Scholars Program at University of North Carolina at Charlotte, October 21, 2024.
- Jason Giersch**, “Politics of Critical Race Theory and Our Growing Expectations of Teachers,” Presented to the Horace Williams Philosophy Discussion Group, October 27, 2022.
- Jason Giersch**, “What professors Wish their Students Knew.” A presentation to the Minority Student Achievement Association at Bradford Preparatory School, October 24, 2022.
- Jason Giersch**, “Critical Race Theory and the Public Schools.” A presentation to the Racism Awareness Group at Willow Valley in Lancaster, Pennsylvania, October 15, 2021.
- Jason Giersch**, “Cancel Curriculum: How State Legislatures are Changing History Class.” Silver Bay YMCA of the Adirondacks, July 28, 2021.
- 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

Course Redesigns

POLS 4600 Senior Seminar, Fall 2022

Courses Taught at the University Level

Survey Research Methods (PhD course)

Local Social Science

Political Science Methods (writing intensive class with lab and original research project)

American Politics (multiple versions: lecture, online, and hybrid online)

Politics of Education (senior seminar)

Politics and Film

Special Topics: Personal Finance and Political Economy

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

Lauren Macko, Dissertation in Nursing Practice, 2025 (Graduate Faculty Representative).

Wendy Castellanos-Olivares, 2024-25.

Mark Lee, Honors Thesis, 2022.

Breanna Duquette, Honors Thesis, 2022.

Josie Peplinski, Honors Thesis, 2021.

Grace McKnight, Honors Thesis, 2021.

Khadeeja Shive, Honors Thesis, 2021.

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).
OUR Student Advisor

Natalie Doerfler and Emily Hoyle, Fall 2024.

Trainings

Faculty Summer Seminar in Teaching Civil Discourse, UNC Chapel Hill, August 2025.

CONSULTING

Technical Advisor for conjoint analysis in an NSF-funded project at the American Enterprise Institute, 2022.

Technical Advisor for survey-based assessment of an intervention by More Like US, 2024.

PROFESSIONAL SERVICE

To the Profession

Interviewed by Sarah Michels for the Carolina Public Press about research on civic education, July 22, 2025.

Coordinated, proposed, and participated in the panel “Civic Education and its Outcomes” for the SPSA 2025 annual meeting.

Social Science Advisory Council, MoreLikeUs.org, 2024.

Discussant for American Politics panel at the annual spring conference of the Education Politics and Policy Section of APSA, March 15, 2024.

Panelist on Education Policy Chat by the Center for Racial Equity in Education (CREED) held at Davidson College on October 26, 2023. Video available [here](#).

Panelist on Teaching Methods in Public Affairs roundtable at the annual meeting of NCPSA and NCPAA, March 24, 2023.

Interviewed by reporter from *Montreal Campus* about ideology in classrooms, 2023.

Book proposal reviewer for Routledge, Taylor & Francis Group, 2023.

Communications Officer, Education Politics and Policy Section of APSA, Fall 2022 to present.

Guest editor for Education Sciences special issue, “Developing the Teacher Workforce: Motivation before, during, and after Teacher Training”

Judge for Best Student Poster and 3-Minute Thesis Awards at NCARE annual meetings, 2019, 2020, 2021, 2022.

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), 2016-2021.

Board Member, North Carolina Association for Research in Education (NCARE), 2015-2022.

Guest presenter on quantitative research methods at the American Political Science Association’s 2015 Africa Workshop in Nairobi, Kenya.

Journal Referee for

American Education Research Journal
American Political Science Review
City & Community
CMU Journal of Science
Cogent Economics and Finance
Education Policy Analysis Archives
Educational Policy
Educational Research Review
Education Sciences
Florida Journal of Educational Research
The High School Journal
International Journal of STEM Education
Journal of Applied Developmental Psychology
Journal of Applied Educational and Policy Research
Journal of Education
Journal of Education for Teaching
Journal of Education Policy
Journal of Politics
Journal of Race, Ethnicity, and Politics
Journal of School Choice: International Research and Reform
Journal of Social Psychology
Journal of Teacher Education
MDPI’s Encyclopedia of Social Sciences
Pediatrics
PLOS ONE
Policy Studies
Political Behavior
Politics & Gender
Research and Politics
Research in Comparative and International Education
Revista Internacional de Sociología
Social Forces
Social Psychology Quarterly
The Social Science Journal
Social Science Quarterly
Social Science Research
Social Sciences

The Sociological Forum
Sociological Perspectives
Socius: Sociological Research for a Dynamic World
Teachers College Record

To UNC Charlotte

Chair of Faculty Welfare Committee, 2025-present.
Search Committee Chair for Director of American Studies, Spring 2025.
Task force on crediting faculty for supervising student research, POLS Department, Fall 2024.
Interviewed for *The Niner Times* article “Charlotte political science professors discuss the 2024 election,” October 23, 2024. https://www.ninertimes.com/news/charlotte-political-science-professors-discuss-the-2024-election/article_3f087714-8ef3-11ef-991b-632058edc03e.html
Workload Policy Committee, POLS Department, Fall 2024.
Assessment Committee Member for Interdisciplinary Programs, Spring 2024.
Finalist Interviewer for Levine Scholars Program, February, 2024 and 2025.
Reviewer of applications for the Multicultural Postdoctoral Fellowship with UNC Charlotte Advance in the Division of Academic Affairs, December 2023.
Faculty representative during SACSCOC Accreditation Renewal, March 2023.
Faculty Mentor, Fall 2022 to present.
Faculty Council Representative, Fall 2022 to Spring 2023.
POLS Lab Administrator, Fall 2022 to present.
Invited speaker to PPOL 8690: Seminar in Public Policy, October 2022.
Moderator for Education Policy panel at Talking Policy in the Queen City, Public Policy PhD program at UNC Charlotte, February 2022.
Math Pathways QEP Committee, Fall 2021.
Comprehensive Review Committee for the Chair of Political Science and Public Administration, Fall 2021.
Alternate Representative for the College of Liberal Arts and Sciences Faculty Legacy Scholarship Committee, 2021-present.
Established and now manage a pathway for political science majors to earn teaching certification in high school social studies, 2015-2021.
Library Representative for the Political Science and Public Administration Department, 2019-2021.
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, 2014-2015.
Judge at 2013 Graduate Research Symposium.
Member of the Research Methods Course Restructuring Task Force.

To the Community (2014-present)

Presentation on Chi-squared to AP Biology class at Bradford Preparatory School, Charlotte, NC, February 2025.

Planning committee member and emcee for CharLOz, a festival celebrating *The Wizard of Oz*, in Charlotte, NC, 2024.

Interviewed for an article on school vouchers by Ashley Mahoney of Axios Charlotte.

<https://www.axios.com/local/charlotte/2024/03/20/private-school-vouchers-north-carolina>

Consultant for "An American Education," a documentary film directed by Thai Bonapart and produced by Marshall Curry for the PBS series "Films BYkids," February 2024.

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

Norander, S., **Giersch, J.**, Coffey, H., Stearns, E., Harden, S., & Schmutz, V. Civic Empathy Research on Public School Board Discourse. University of North Carolina at Charlotte Nexus Seed Grant. (Funded). [4,960]

Travel Grant from MDPI for 2024 APSA Annual Meeting in Philadelphia, PA, CHF 300.

Faculty Research Grant from UNC Charlotte, "Exploring Public Opinion on trust and governing institutions through survey experiments," 2024-2025, Principal Investigator, \$14,080.

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.

GRANT APPLICATIONS

Giersch, J., and Gartlan, S. (2025). Public School Segregation, Integration, and Resegregation in the American South's Charlotte, NC. Grant proposal submitted to the National Endowment for the Humanities to host an institute for K-12 educators.

Schmutz, V., Stearns, E., **Giersch, J.**, Norander, S., & Coffey, H. (2024-2027). Cultivating civic empathy in college. Online funding inquiry (pre-proposal submitted to the John Templeton Foundation. (Not Funded). [770,703].

Coffey, H., Stearns, E., Norander, S., Schmutz, V., & **Giersch, J.** (2024). Cultivating civic empathy in university undergraduates. Faculty Research Grant. (Not Funded). [16,000].

Schmutz, V., Stearns, E., **Giersch, J.**, Norander, S., Coffey, H., & Harden, S. (2024). Exploring attitudes about political diversity among college students. Free Expression and Constructive Dialog mini-grant. (Funded). [1,000].

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

- American Political Science Association (APSA)
- Western Political Science Association (WPSA)
- International Political Science Association (IPSA)
- North Carolina Association for Research in Education (NCARE)
- North Carolina Political Science Association (NCPSA)
- Association for Public Policy Analysis and Management (APPAM)
- 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 (expired)
- School Counselor** (Grades K-12), North Carolina (expired)