

SHARON M. CHUBBUCK

Associate Professor Emerita (June 2022)
Department of Educational Policy and Leadership
Marquette University, Milwaukee, WI 53208-1881
Home: 1712 E. Horizon Lane, Urbana, IL 61802
414-460-4400

Sharon.chubbuck@marquette.edu

Expertise: Teaching English in Secondary Schools, Critical Educational Policy Analysis, Justice and Equity in Education, Educational Leadership for Greater Equity, Systemic Equity Reform

Education

Ph.D. (2002) University of Illinois, Urbana-Champaign
M.A. (1973) University of Illinois, Urbana-Champaign
B.A. (1972) University of Illinois, Urbana-Champaign

Academic Experience:

Associate Professor of Education (beginning August 16, 2001; tenured Spring 2009)
Doctoral Program Coordinator (August 2015-present)
Director of Graduate Studies (August 2011-2015)
Director of National Accreditation NCATE and DPI (June 11, 2010-December 31, 2010)

Teaching and Advising

Undergraduate:

ENGL 190/4027: Teaching English in the Secondary Schools (3 credits)
EDUC 008/1210: Introduction to Teaching in a Diverse Society (3 credits)
EDUC 048/148/3240: Inquiry into Contemporary Critical Issues (3 credits)
EDUC 125: Reading and Writing in the Content Areas (4 credits)

Graduate:

EDPL 221: Intermediate Inquiry Methods (3 credits)
EDPL 222: Advanced Inquiry Methods (3 credits)
EDUC 125: Reading and Writing in the Content Areas (3 credits)
EDPL 244/6010: Introduction to Teaching in a Diverse Society (3 credits)
EDPL 238/338: Analysis of Teaching (3 credits)

Supervision:

EDUC 176/4966 Secondary English Pre-service Teachers
Compton Teaching Fellows

Course Development:

ENGL 190/4027: Teaching English in Secondary Schools (Re-designed)
EDUC 125: Reading and Writing in Content Areas (On-line Version)
EDPL 222: Advanced Inquiry Methods (On-line Version)
EDPL 298: Writing Instruction for Diverse Students: Theory and Practice
EDUC XXX: Learning and Linguistic Diversity
EDPL 244/6010: Introduction to Teaching in a Diverse Society

Advising (2001-present):

Masters Degree
54 Committees
51 Advisor/Director
Doctoral Degree
15 Committees
7 Chair
Undergraduate
Approximately 10/year

SCHOLARLY ACTIVITY

Grants (Funded and Unfunded)

2015 "Toward Dismantling Tracking and Systemic Inequity," William T. Grant Foundation, \$239,000 (Unfunded)
2015 "A Story of Detracking," (with C. Ellwood), Spencer Foundation, \$49,994.00 (Funded)
2015 "Creation of a Diverse, Field-based Masters/Teacher Certification Program," Strategic Innovation Fund (with Eckman, E. W., LaBelle, J. T., Ellwood, C. M., \$5,000.00, (Funded)
2014 Regular Research Grant, and Summer Faculty Fellowship, \$10,867.00. (Funded)
2010 International Research Support, Poster Competition, \$1,000, (Funded)
2010 Jesuit Social and Pastoral Ministries Research Grant, \$4,551, (Unfunded)
2010 Rynne Faculty Research Fellowship, \$4,000, (Unfunded)
2009 "Who Counts? Math across the Curriculum for Global Learning," \$3,500, (Funded)
2009 Regular Research Grant. Marquette University, \$2,260, (Funded)
2008 "Who Counts? Math across the Curriculum for Global Learning" \$3,500, (Funded)
2008 Rynne Faculty Research Grant. Marquette Center for Peacemaking \$4,000, (Funded)
2006 Way-Klingler Young Scholars Award, Marquette University, (Unfunded)
2005 United States Department of Education, Reading and Writing Education Research Grant. (with A. Ball, Stanford University), \$1,299,474, (Unfunded)
2005 Manresa Research and Writing Grant, Marquette University, \$2,000, (Funded)
2005 Way-Klingler Research Grant. \$5,000, (Funded)
2005 Urban Curriculum Enhancement Grants, Marquette University, \$3,500, (Funded)
2004 Regular Research Grant and Summer Faculty Fellowship, \$7,000, (Unfunded)
2004 University Core Curriculum Assessment Grant, (with T. Burant), \$7,132, (Funded)
2003 Manresa Grant, \$5,000, (Funded)
2003 Elva Knight Research Grant, IRA, \$6,000, (Unfunded)
2002 Regular Research Grant and Summer Faculty \$7,000, (Unfunded)
2002 Manresa Grant, (with T. Burant), \$5,000, (Funded)
2002 PT3 Mini-Grant, \$3,000, (Funded)
2002 AERA/IES Small Research Grant, \$24,967, (Unfunded)
2001 Regular Research Grant and Summer Faculty Fellowship, \$7,789, (Unfunded)

Publications in Print

- Chubbuck, S. & Ellwood, C (2026). *Beautiful Struggle: How One American High School Took On Systemic Racism*. University of Chicago Press.
- Zembylas, M. & Chubbuck, S. (2018). Conceptualizing ‘teacher identity’: A political approach. In P. Schutz, J. Y. Jong, D. Cross Francis (Eds.), *Research on teacher identity and motivation: Mapping challenges and innovations*. Dordrecht, The Netherlands: Springer.
- Chubbuck, S. M. & Zembylas, M. (2016). Social Justice in Teacher Education
In J. Loughan & M. L. Hamilton (Eds.), *International Handbook on Teacher Education, Vol 2*, (pp. 463-501). Singapore: Springer Publishing
- Chubbuck, S. M. & Buck, B. (2015). Pedagogies of kindness: Counternarratives and negotiations. In P. L. Thomas, P. R. Carr, J. Gorlewski, & B. Porfilio (Eds.), *Pedagogies of Kindness and Respect: On the Lives and Education of Children*, (pp. 39-52). Peter Lang Publishing
- Zembylas, M. & Chubbuck, S. (2015). Conceptualizing teacher identity: A political approach. In H. Fives & G. Gill, (Eds.), *Handbook of Research on Teachers’ Beliefs*. New York: Routledge
- Chubbuck, S. M. & Zembylas, M. (2011). Critical pedagogy for nonviolence: Opening spaces of possibility. *Journal of Peace Education*, 8(3), 259-275
- Zembylas, M., & Chubbuck, S. (2011). Growing immigration and multiculturalism in Europe: Teachers' emotions and the prospects of social justice education. In C. Day (Ed.), *International handbook on teacher and school development*, (pp. 293-316). New York: Routledge
- Chubbuck, S.M. (2010). Imperatives for Social Justice in Teacher Education: Realization in Theory and Practice. *Teacher Education & Practice*, 23(4), 462-465
- Chubbuck, S. M. (2010). Forgiveness Education: Urban Youth’s Perceptions and Collective Narratives. *Journal for the Study of Peace and Conflict, Annual Edition, 2009-2010*, 77-88
- Chubbuck, S. M. (2010). Individual and structural orientations in socially just teaching: Conceptualization, implementation, and collaborative effort. *Journal of Teacher Education*, 61(3), 197-210
- Clift, R., Chubbuck, S.M., Burke, W., & Harden, R. (2009). Where can the PhD take you? Lessons from diverse career paths. In A. Webb (Ed.), *Doctoral Programs in English Education*, (pp. 21-31). Kennesaw State University Press
- Zembylas, M., & Chubbuck, S. (2009). Emotions and social inequalities: Mobilizing emotions for social justice education. In P. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teachers' lives*, (pp. 343-363). Dordrecht, The Netherlands: Springer
- Chubbuck, S. M. (2008). A novice’s beliefs about socially just teaching: Dialogue of multiple voices. *The New Educator*, 4(4), 309-329
- Chubbuck, S. M. & Zembylas, M. (2008). The emotional ambivalence of socially just teaching: A case study of a novice urban school teacher. *American Educational Research Journal*, 45(2), 274-318
- Chubbuck, S.M., Burant, T., & Whipp, J. (2007). The presence and possibility of moral sensibility in beginning pre-service teachers. *Ethics and Education*, 2(2), 109-130
- Burant, T.J., Chubbuck, S.M., & Whipp, J.L. (2007). Reclaiming the moral in the dispositions debate. *Journal of Teacher Education*, 58(5), 397-411
- Chubbuck, S. M. (2007). Socially just teaching and the complementarity of Ignatian pedagogy and critical pedagogy. *Christian Higher Education*, 6(3), 239-265

- Chubbuck, S.M. (2004). Whiteness enacted, Whiteness disrupted: The complexity of personal congruence. *American Educational Research Journal*, 4(2), 301-333
- Chubbuck, S.M. (2003). Book Review: *Crossing Over to Canaan* by Gloria Ladson-Billings. *Journal of Curriculum Studies*, 35(6), 742-746
- Chubbuck, S.M, Clift, R.T., Allard, J. & Quinlan, J. (2001). Playing it safe as a novice teacher: Implications for programs for new teachers. *Journal of Teacher Education*, 52(5), 365-384

Conference Presentations

- Chubbuck, S. M. & Ellwood, C. M. (2016). Fiddling with the Flame of Disequilibrium: A Study of Distributed Adaptive Leadership and Detracking Objectives, American Educational Research Association
- Chubbuck, S. M. (2014). Critical Pedagogy and Ignatian Pedagogy: Jointly Supporting Pedagogy, Curriculum, and Rationale for Socially Just Education, American Educational Research Association
- Chubbuck, S. M., Buck, B. & Zembylas M. (2013). African American Male Responses to a Forgiveness Curricular Intervention, American Educational Research Association
- Chubbuck, S. M., Buck, B. & Zembylas, M. (2012). Individual and Collective Narratives: Violence and Forgiveness, American Educational Research Association
- Chubbuck, S. M. & Zembylas, M. (2010). Urban high school students' perception and experience of forgiveness: Intersections with justice, American Educational Research Association
- Chubbuck, S. M. (2009). Imagining a world without violence: One teacher's practice of nonviolence, Social Justice in Jesuit Higher Education Conference
- Chubbuck, S. M., Deahl, R., Miller, T., Harak, S., Jeske, C. & Rawal, D. (2009). Transforming/being transformed through nonviolence: Delights and dilemmas from the field, Social Justice in Jesuit Higher Education Conference
- Chubbuck, S. M. & Zembylas, M. (2009). Critical pedagogy for nonviolence: Opening spaces of possibility, American Educational Research Association
- Johnson-Dyneke, L. & Chubbuck, S. M. (2009). Discursive exploration of nonviolence: Negotiating and transforming difference, American Educational Research Association
- Whipp, J. L. & Chubbuck. (2009). Developing moral sensibility in an urban teacher preparation program, American Educational Research Association
- Chubbuck, S.M. & Zembylas, M. (2008). Emotional ambivalence of socially just teaching: A case study of a novice urban school teacher, American Educational Research Association
- Chubbuck, S. M., Burant, T. J., & Whipp, J. L. (2007). Developing moral sensibilities in preservice teachers, American Educational Research Association
- Chubbuck, S. M. (2006). Teaching for social justice: The dangers of succeeding, The New Educators Conference
- Burant, T. J., Chubbuck, S. M., & Whipp, J. (2006). Deliberating about dispositions: A documentary account, American Educational Research Association
- Chubbuck, S.M. (2005). Critical pedagogy and Ignatian pedagogy: Uneasy alliances among the why, the what, and the how of social justice, Commitment to Justice Conference in Jesuit Higher Education Conference
- Burant, T.J., Chubbuck, S.M. & Whipp, J. (2005). Deliberating about the Jesuit difference in teacher education: What dispositions should future teachers have in order to reflect a commitment to justice? Commitment to Justice Conference in Jesuit Higher Education Conference

- Chubbuck, S.M., Burant, T.J., Eckman, E., Leslie, L., McClure, M., Noll, S., van den Kieboom, L., & Whipp, J. (2005). Teaching for social justice in a teacher education program: Commonalities, contrasts, and questions in four locations, American Educational Research Association
- Chubbuck, S.M. (2004). Teachers' Socio-cultural identity and reader response: Power to scaffold, power to silence, American Educational Research Association
- Chubbuck, S.M. (2003). White racism: Rearticulated or just hiding?, American Educational Research Association
- Chubbuck, S.M. (2003). (with A. Trent, T. Burant, J. Whipp, K. Evans, A. Wade, & S. Noffke). Critical friends or competing agendas: Tensions encountered by teacher educators engaged in sparking, supporting, and sustaining practitioner research, American Educational Research Association
- Chubbuck, S.M. (2002). (With B. Gilbeault, A. Hengel, S. Kitowski, & K. McGowan). Student voices: Reflections on pre-service teachers' early encounters with issues of diversity, National Association of Multicultural Education

RECENT SERVICE (College/Department/University/Community)

- Non-Violent Action Working Group, Supporting Immigrant Community, 2024-Present
- Race and Faith, co-founder, 2012-2024
- Doctoral Program Coordinator, 2015-2019
- Director of Graduate Studies, 2011-2015
- Educational Administration Graduate Program Committee, 2011-present
- Doctoral Program Committee, Chair, 2011-2019
- Coordinator for National Accreditation Review, NCATE and DPI, 2009
- University Board of Graduate Studies, 2013-2019
- University Board of Graduate Studies, Chair, Spring 2019
- Executive Committee for Marquette Center for Peacemaking, Spring 2008-2011, 2013-2017
- McNair Scholars Advisor, 2008, 2013, 2016
- University Academic Senate, 2003-2012

AWARDS

- Marquette University Teaching Excellence Award, (2018)
- Marquette Golden Roses Award for support of diverse students, (2013)
- Faculty STAR Award from The St. Joan of Arc Chapter of the National Residence Hall Honorary, Marquette University, for "lasting impact on MU residences" (2010)
- Dean's Faculty Excellence Award (2009)
- Faculty hALL-STAR Award from The St. Joan of Arc Chapter of the National Residence Hall Honorary, Marquette University, for service in residence halls (2005 and 2007)