Noah Weeth Feinstein, *curriculum vitae*

Education

2008	PhD in Science Education, Stanford University
2006	MS in Biological Sciences, Stanford University
1998	AB in Biology, Harvard University

Title of doctoral thesis: *Coming to Grips with Autism: Parents engaging with science*

Positions Held

2015 -	Associate Professor, Curriculum & Instruction and Community & Environmental Sociology – University of Wisconsin-Madison
2016-2017	Visiting Scholar, Woods Institute for the Environment, Stanford University
2010-2015	Assistant Professor, Community & Environmental Sociology – University of Wisconsin-Madison
2008-2015	Assistant Professor, Curriculum & Instruction – University of Wisconsin-Madison
2008-2010	Assistant Professor, Agronomy – University of Wisconsin-Madison
2004-2008	Research/Teaching Assistant – Stanford University School of Education
2002-2004	Research Assistant – Stanford Education Assessment Lab
2001-2002	Assistant Project Evaluator – The Exploratorium, San Francisco, CA
1999-2001	Senior Research Assistant – Sociometrics Corporation, Los Altos, CA
1997	Research Intern (summer) – National Museum of Natural History, Smithsonian Institution, Washington, DC
1996	Research Intern (summer) – Marine Biological Institution, Woods Hole, MA

Special Honors and Awards

2008	New Scholars Fellowship for Best Multi-Authored Paper, Canadian Society for Studies in Education
2007	Lieberman Graduate Fellowship, Stanford University
2006	Selected for Doctoral Consortium, International Conference of the Learning Sciences
2002	Stanford Graduate Fellowship, Stanford University

Research and Publication

(***** indicates peer review)

Research and other scholarly papers

1. * Kleinman, D.L., **Feinstein**, N.W., Downey, G., Peterson, S., & Fukuda, C (2017). Hybrid Experiments in Higher Education: General Trends and Local Factors at the Academic-Business Boundary. *Science, Technology, and Human Values*. https://doi.org/10.1177/0162243917737365
2. **Feinstein**, N. W., Bromme, R., Barzilai, S., & Baram-Tsabari, A. (2017, August 31). What counts as success in public engagement with science? [*Public Understanding of Science* Blog post]. Retrieved from https://sagepus.blogspot.de/2017/08/what-counts-as-success-in-public.html
3. *** Feinstein**, N. W. (2017). Equity and the Meaning of Science Learning: A defining challenge for science museums. *Science Education, 101*(4): 533-538.
4. * Downey, G., **Feinstein**, N.W., Kleinman, D.L., Peterson, S., & Fukuda, C., (2016). The Frictions of Interdisciplinarity: The case of the Wisconsin Institutes for Discovery. In S. Frickel, M. Albert, and B. Prainsack, Eds., *Investigating Interdisciplinary Research: Theory and Practice Across Disciplines,* pp. 47-64. New Brunswick, NJ: Rutgers University Press.

5. *** National Academies of Science, Engineering, and Medicine.** (2016). *Science Literacy: Concepts, Contexts, and Consequences*. Washington, DC: National Academies Press. [Member of committee].
6. * Kleinman, D., Downey, G., and **Feinstein**, N.W. (2016) Imagining Success: The Rhetoric of Innovative Science in the Mode 2 World. *Peking University Education Review*, *53*(1): 2-12.
7. * Waddington, D. & **Feinstein**, N.W. (2016). Beyond the Search for Truth: Dewey's Humble and Humanistic Vision of Science Education. *Educational Theory*, *66*(1-2): 111-126.
8. * Sulzer, S.H., **Feinstein**, N.W., & Wendland, C. (2016). Assessing Empathy Development in Medical Education: A Systematic Review. *Medical Education, 50*(3): 300-310.
9. * Gelmez-Burakgazi, S., Aldirim, Y., & **Feinstein**, N.W. (2015). Communicating Science to Impact Learning? A Phenomenological Inquiry into 4th and 5th Graders' Perceptions of Science Information Sources. *Journal of Science Education and Technology, 25*(2): 244-262.
10. *** Feinstein**, N.W. (2015). Education, communication, and science in the public sphere. *Journal of Research in Science Teaching*, 52(2): 145-163.
11. * **Feinstein**, N.W., and Kirchgasler, K. L. (2015). Sustainability in science education? How the Next Generation Science Standards approach sustainability, and why it matters. *Science Education, 99*(1): 121-144.
12. * **Feinstein**, N.W. (2014). Making Sense of Autism: Progressive engagement with science among parents of young, recently diagnosed autistic children. *Public Understanding of Science, 23*(5): 592 – 609.
13. * **Feinstein**, N.W., and Meshoulam, D. (2014). Science for what public? Addressing Equity in American science museums and science centers. *Journal of Research in Science Teaching 51*(3): 368-394.
14. * **Feinstein**, N.W., Allen, S., and Jenkins, E. (2013). Outside the pipeline: Re-imagining science education for non-scientists. *Science 340*(6130): 314-317.
15. * Læssøe, J., **Feinstein**, N.W., and Blum, N. (2013). Environmental Education Policy Research: Challenges and ways research might cope with them. *Environmental Education Research 19*(2): 231-242.
16. *** Feinstein**, N.W., Læssøe, J., Blum, N., and Chambers, D. (2013). Challenging the premises of international policy reviews: An introduction to the review symposium. *Environmental Education Research 19*(2): 198-205.
17. *** Feinstein**, N.W., Jacobi, P., and Lotz-Sisitka, H. (2013). When does a nation-level analysis make sense? ESD and educational governance in Brazil, South Africa, and the United States. *Environmental Education Research 19*(2): 218-230.
18. ***** Kleinman, D., **Feinstein**, N.W., and Downey, G. (2013). Beyond commercialization: Science, higher education, and the culture of neoliberalism. *Science and Education 22*: 2385–2401.
19. **Feinstein**, N., and Carlton, G. (2012). Education for sustainability in the US K-12 educational system, in R. McKeown and V. Nolet (Eds.), *Schooling for Sustainable Development in Canada and the United States,* New York: Springer.
20. ***** Halverson, R., **Feinstein**, N., and Meshoulam, D. (2011). School Leadership for Science Education. Research in Science Education: Vol. 5, G. DeBoer (Ed.), *The Role of Public Policy in K-12 Science Education.* Greenwich, CT: Information Age Publishing.
21. *** Feinstein**, N. (2011). Salvaging Science Literacy. *Science Education, 95*(1): 168–185.
22. *** Feinstein**, N., Fielding, K., Udvari-Sollner, A., and Joshi, S.V., (2009). The Supporting Alliance in Child and Adolescent Treatment: Enhancing Collaboration between Therapists, Parents and Teachers. *American Journal of Psychotherapy, 63*(4): 319-344.

23. Læssøe, J., Schnack, K., Breiting, S., Rolls, S., **Feinstein**, N., Goh, K.C., and Jensen, B.B. (2009). *Climate Change and Sustainable Development: The Response from Education.* Copenhagen, Denmark: International Alliance for Leading Education Institutes. (http://www.intlalliance.org/alliance.html)
24. **Feinstein**, N. (2009). *Education for Sustainable Development in the United States of America*. Copenhagen, Denmark: International Alliance for Leading Education Institutes. (http://www.dpu.dk/edusud/documents/)
25. **Feinstein**, N. (2009) Prepared for What? Why teaching "everyday science" makes sense. *Phi Delta Kappan*, *90*(10): 762-766.
26. * Card, J.J., Benner, T., Shields, J.P., and **Feinstein**, N. (2001). The HIV/AIDS Prevention Program Archive: a collection of promising prevention programs-in-a-box. *AIDS Education and Prevention 13*(1): 1-28.
27. * **Feinstein**, N., and Cairns, S. (1998). Learning from the Collector: A survey of azooxanthellate corals affixed by Xenophora (Gastrapoda: Xenophoridae), with an analysis and discussion of attachment patterns. *The Nautilus 112*(3): 73-83.
28. * **Feinstein**, N., Yelenik, Y., Maclelland, J., and Valiela, I. (1996). Growth Rates of Ribbed Mussels in Six Estuaries Subject to Different Nitrogen Loads. *Biological Bulletin 191*: 327-328.
29. * Yelenik, S., Maclelland, J., **Feinstein**, N., and Valiela, I. (1996). Changes in N and C Stable Isotope Signatures of Particulate Organic Matter and Ribbed Mussels in Estuaries Subject to Different Nutrient Loading. *Biological Bulletin 191*: 329-330.

Other publications and book reviews

1. **Feinstein**, N. W. (2014). Forum: Talking Science. *Issues in Science and Technology, 30*(2). http://www.issues.org/30.2/forum.html
2. **Feinstein**, N. (2011). Book Review: Diversity and Equity in Science Education: Research, Policy and Practice. *Science Education 95*(3): 571-573

Outreach and practitioner publications

1. **Feinstein**, N., and Davis, R. (2006). *Hawaiian Ecosystems in Flux: A research-based environmental science unit for grades 7-8.* Stanford, CA: Woods Institute for the Environment.
2. **Feinstein**, N., Card, J.J., Shields, J.P., Benner, T., and Hamner, K. (eds). (2001). *Case Studies in Effective HIV/AIDS Prevention.* Los Altos, CA: Sociometrics Corporation.
3. Bunch, M., **Feinstein**, N, & Prentice, B. (eds.). (2001). *Gender and AIDS Almanac.* Geneva, CH: UNAIDS.
4. **Feinstein**, N., Card, J.J., Spreng, B. & Codispoti, F. (2001). Teacher Housing in the Palo Alto Unified School District: Problems and solutions. Palo Alto, CA: Sociometrics Corporation & Palo Alto Foundation for Education.

Research and publications in progress

1. **Feinstein**, N.W. (in preparation) The paradox of public knowledge in environmental sociology. Chapter for *Cambridge Handbook of Environmental Sociology*
2. **Feinstein**, N.W., Kleinman, D., & Downey, G. (in preparation). Local and field-wide isomorphic influences on a new interdisciplinary research institute.
3. **Feinstein,** N.W., and Mach, K. (In preparation) Pathways for climate change adaptation through education.

4. **Feinstein,** N.W., Garibay, C., Jones-Rizzi, J., and Bequette, M. (in preparation). Museums and Structural Racism.

Research Support

1. Co-PI: Curiosity Practice: A powerful new lever for science engagement across Wisconsin. Grand Challenges Competition, UW-Madison School of Education (1/15/2018-12/31/2018) $25,000.
2. Co-PI: Garden for a Changing Climate. Humanities without Walls Consortium grant, supported by the Andrew W. Mellon Foundation. (1/30/2017-12/31/2019) $140,351
3. PI: RACE Forward: Understanding and Catalyzing Equity-Oriented Change in Museums and Science Centers. National Science Foundation-AISL. (8/01/15-7/30/2019) $1,228,882.
4. PI: Advancing the Assessment of Sustainability Learning Outcomes at UW-Madison. UW-Madison Office of Sustainability – Sustainability Innovation in Research and Education Grant. (1/5/15-11/30/15). $23,893.
5. Partner: Youth Access & Equity Research & Practice Agenda: Planning Grant. Wellcome Trust/National Science Foundation, Science Learning+ Initiative. (10/20/2014-10/20/2015).
6. PI: Developing a learning framework to support education about climate change adaptation in and out of school. Federal Hatch Grant. (6/2014-5/2016) $53,736.
7. PI: Helping science teachers be better judges of scientific credibility. Reid Bryson Exploratory Research Grant, Center for Climatic Research, University of Wisconsin-Madison. (9/1/2013-6/1/2014) $4000.
8. Co-PI: A Systematic Review of Empathy Development in Medical Education. Arnold P. Gold Foundation Research Institute. (7/26/2013-2/27/2015) $6,000
9. PI: Testing the competent outsider hypothesis in public engagement with science. The University of Wisconsin-Madison Graduate School Fall Research Competition. (8/2013 – 6/2014) $31,050.
10. Co-PI: Understanding Innovative Science: The Case of the Wisconsin Institutes for Discovery. The National Science Foundation, STS/SciSIP programs. (8/2012 – 7/2014) $371,271.
11. Co-PI: A Mixed-Methods Study of Clinician Empathy in the Context of Patient Self-Advocacy. The University of Wisconsin-Madison Graduate School Fall Research Competition. (8/2011 – 6/2012) $34,045.
12. Co-PI: CALS-Milwaukee Collaboration for Agriscience and Urban Sustainability Education., Reilly Baldwin Wisconsin Idea Endowment, Morgridge Center for Public Service. (9/2010 – 6/2013) $140,974.
13. Co-PI: Understanding Innovative Science – An Investigation of the Wisconsin Institutes of Discovery. The University of Wisconsin-Madison Graduate School Fall Research Competition. (6/2010 – 6/2011) $71,872.
14. Co-PI: STS and Science Education – proposal for integrating STS scholars into university courses. Holtz Center for Science and Technology Studies, University of Wisconsin-Madison (6/2010 – 12/2010) $5000.
15. PI: Public Engagement with Science at the Bleeding Edge of Climate Change – How Wisconsin Farmers Conceptualize and Respond to the Challenges of Farming in a Warmer and Less Predictable World. The University of Wisconsin-Madison Graduate School Fall Research Competition. (8/2009 – 7/2010) $37,610, The University of Wisconsin-Madison Graduate School. (2009-10)
16. PI: Spencer Foundation Research Training Grant. Spencer Foundation. (9/2007 – 6/2008) $6500.

List of Presentations (invited and conference)

- ACCEPTED: “Museums and Structural Racism: What can (and should) be done?” Annual Meeting of the American Educational Research Association. New York, NY; 4/2018.
- ACCEPTED: “How Does Reflection Mediate Organizational Change in Museums? Applying the Double-Loop Model to Informal Environments.” Annual Meeting of the American Educational Research Association. New York, NY; 4/2018.
- ACCEPTED: “Getting Over “Truth,” or How I Learned to Stop Worrying and Love the Post-Truth World.” Annual Meeting of the American Educational Research Association. New York, NY; 4/2018.
- ACCEPTED: “Collective Science Literacy.” Annual Meeting of the American Association for the Advancement of Science. 2/18/2018; Austin, TX.
- “Fighting for Progress on Equity and Inclusion at Science Centers in the USA and Europe.” Association of Science and Technology Centers. San Jose, CA. 10/23/17.
- **Invited international presentation:** “Science Literacy and the Structure of Engagement Experiences.” Public Engagement with Science Online – A Research Workshop of the Israel Science Foundation. 6/27/2017. Haifa, Israel.
- “A Cross-Sectional Study of Organizational Learning and the RACE Exhibition – Early Results.” Annual Meeting of the American Educational Research Association. 4/29/2017; San Antonio, TX.
- “Climate change adaptation and the necessary synergy of science and social studies.” Annual Meeting of the American Educational Research Association. 4/30/2017; San Antonio, TX.
- Invited Presentation: “Results and recommendations of the NAS report on Science Literacy.” Quarterly meeting of the Board on Science Education. 1/30/2017; Irvine, CA.
- Invited presentation: “Results and recommendations of the NAS report on Science Literacy.” American Museum of Natural History. 12/1/2016; New York, NY.
- “How data shaped the *RACE* exhibition (and its consequences) at 28 different museums.” Annual Meeting of the Visitor Studies Association. 7/18/2016; Boston, MA.
- **Invited international keynote presentation: “**Evidence of value? Confronting the long-term validity problem of science education.” Plenary session for the 2015 meeting of the European Science Education Research Association, Helsinki, Finland.
- **Invited opening plenary presentation**: “Understanding the equity dimension of sustainability.” National Conference of the US Forest Service. 5/19/15; Milwaukee, WI.
- Session organizer and chair: “Climate Beyond the Curriculum: Learning about Climate Change in Informal Contexts.” 2015 annual meeting of the National Association for Research in Science Teaching.
- “The Meaning and Implications of “Sustainability” in the Next Generation Science Standards.” 2015 annual meeting of the American Educational Research Association.
- **Invited Presentation:** “Exploring the competent outsider hypothesis in science education.” Science Education Seminar Series, Michigan State University. 3/11/15; East Lansing, MI.
- **Invited Presentation:** “Science Education and the Competent Outsider.” Center for Science and Math Education, University of Southern Mississippi. 11/7/14; Hattiesburg, MS.
- Co-organizer: *Understanding Innovative Science*. NSF-funded symposium held at the University of Wisconsin-Madison. 9/5/2014; Madison, WI.
- “Disentangling the Dimensions of Public and Private in Contemporary Science.” Paper presented at Understanding Interdisciplinary Science – an NSF-funded symposium. 9/5/2014; Madison, WI.
- “Education, Communication, and Science in the Public Sphere.” Paper presented at the 2014 annual meeting of the National Association for Research in Science Teaching. 4/1/14; Pittsburgh, PA.
- **Invited Presentation:** “Listeria's Tail: Public engagement as the proper context of science education.” Virginia Commonwealth University STS colloquium series. 2/7/14; Richmond, VA.
- Discussant: “Redefining school science to promote public engagement with science.” Session for the 2013 annual meeting of the American Educational Research Association. 4/30/13; San Francisco, CA.
- “Responding to the internet-savvy patient: A mixed methods study of physician empathy and patient self-advocacy.” Paper presented at the 2013 annual meeting of the American Educational Research Association. 5/1/2013; San Francisco, CA.

- **Invited Presentation: "**Science literacy and the competent outsider in higher education." Bard College/HHMI Colloquium on Science Literacy. 3/7/13; Annandale-on-Hudson, NY.
- Panelist in "How do we make Madison a Living Laboratory for Sustainability & Resilience?" Badger Bioneers conference. 12/13/12; Madison, WI.
- "Sustainability and the curriculum in higher education." University of Wisconsin System-wide Meeting on Sustainability. 11/2/12; LaCrosse, WI.
- **Invited Presentation:** "Who and when is private? Exploring the edges of public-ness at an interdisciplinary research institute." NSF Science of Science and Innovation Policy (SciSIP) conference. 9/21/12; Washington, DC.
- Session organizer and chair: "Science Education for the Competent Outsider: What we already know and do." Session for the 2012 annual meeting of the American Educational Research Association. 4/16/12; Vancouver, BC, Canada.
- "Culture Contact and the Competent Outsider – How should we think about public engagement with science?" Presentation for the History of Science Brown Bag seminar series, University of Wisconsin-Madison. 2/24/12; Madison, WI.
- **Invited Presentation:** "Creating Meaningful and Useful Exams." Presentation at the National Pesticide Applicator Certification and Training Conference. 8/11/11; Portland, OR.
- **Invited presentation**: "Science Education for the Competent Outsider: Lessons from Public Engagement with Science." Presentation at the Joint DFG-NSF conference on Public Understanding and Public Engagement with Science. 6/30/11; New York, NY.
- Session organizer and chair: "Balancing epistemology and empowerment: Discussion, argument, and dialog across the disciplines." Session for the 2011 annual meeting of the American Educational Research Association. 4/10/11; New Orleans, LA.
- **Invited presentation:** "The Trading Zone: Optimizing time with your doctor and building a strong supporting alliance." Presentation at the 4th Annual Autism Spectrum Disorders Update conference. 4/2/11, Stanford, CA.
- Discussant: "Emotional Disability and the Logic of Lobotomy." Panel presentation at Boundaries of Disability: an Interdisciplinary Symposium. 2/25/11; Madison, WI.
- "Climate Change and Education: Where do we begin?" Atmospheric and Oceanic Sciences Symposium, University of Wisconsin-Madison. 11/1/10; Madison, WI.
- **Invited presentation:** "Education for Sustainable Development in the United States." Presentation to US-Japan Fulbright Teacher Exchange program, Institute of International Education. 4/20/10 (**repeated in updated form in 2011, 2012, 2013, 2014**).
- "Equity in Informal Science Learning: Reconciling Research and Practice." Paper presented at the 2010 annual meeting of the National Association for Research in Science Teaching. 3/22/10; Philadelphia, PA.
- Session Organizer and Chair: "Diversity, Equity and Informal Science Learning: New Data and New Directions." Session for the 2010 annual meeting of the American Educational Research Association. 4/3/10; Denver, CO.
- Session Organizer and Chair: "Tracing the Influence of Science and Technology Studies on Science Education Research." Session presented at the 2010 annual meeting of the American Educational Research Association. 4/4/10; Denver, CO.
- "Trading zones, boundary objects and public engagement with science." Paper presented at the 2009 annual meeting of the Society for the Social Studies of Science, 10/31/09; Washington, D.C.
- **Invited international presentation:** "Governance and Progress in American Education for Sustainable Development." Paper presented at the 2009 annual meeting of the International Alliance of Leading Education Institutes, 8/19/09; Seoul, Republic of Korea.
- "Trading zones, boundary objects and public engagement with science." Holtz Center for Science and Technology Studies Brown Bag Series. 4/30/09; Madison, WI.
- "Coming to grips with autism: parents engaging with science." Paper presented at the 2009 annual meeting of the American Educational Research Association. 5/16/09; San Diego, CA.
- "What parents of autistic children know (and what they discover) about the nature of science." Paper presented at the 2009 annual meeting of the American Educational Research Association. 5/17/09; San Diego, CA.

- "Autism, meaning and action." Paper presented at the 2007 annual meeting of the Society for the Social Studies of Science. 10/12/07; Montreal, Canada.
- Session Organizer and Chair: "What Does it Mean to You? Making, Merging, and Judging Meaning across Socio-cultural Contexts." Session for the 2007 annual meeting of the Society for the Social Studies of Science; 10/12/07; Montreal, Canada.
- "Using what we know: Public engagement with climate change." Paper presented at the 2007 Science and Technology in Society Graduate Student Conference; Washington, D.C.
- "Silenced by science? Parents of autistic children finding their voices." Paper presented at the 2006 annual meeting of the Society for the Social Studies of Science. 11/2/06; Vancouver, Canada.
- Session Organizer and Chair: "The silent treatment: how patients, parents and practitioners are selectively silenced in mental health encounters." Session for the 2006 Annual Meeting of the Society for the Social Studies of Science. 11/2/06; Vancouver, Canada.
- "Coming to grips with autism: parents engaging with science." Paper presented at the doctoral consortium of the 2006 International Conference of the Learning Sciences. 6/25/06. Bloomington, IN.
- "What scientists get from science outreach in a museum setting." Poster presented at the 2005 annual meeting of the American Educational Research Association. 4/13/05. Montreal, Canada.

Teaching

Public engagement with science

- Public Engagement with Science – Grad Course, taught 2008, 2011, 2013, 2015, 2017

Environmental and Sustainability Education

- Sustainability, Democracy, and Education – Undergrad Course, taught 2013, 2014, 2015
- Scholarship and Practice in Environmental and Sustainability Education – Grad Course, taught 2013, 2014, 2015

Science Education

- Research Methods in Mathematics and Science Education – Grad Course, taught 2011
- General Seminar – Research and theory in Science Education – Grad Course, taught 2010, 2011, 2014

Science and Technology Studies

- STS and Science Education – Grad Course, taught 2010
- Interdisciplinarity and the Modern Research University – Grad Course, taught 2010

Agriscience Education

- Foundations of Agricultural and Environmental Science Education – Undergrad Course, taught 2008, 2011
- Signature Pedagogies in Agricultural and Environmental Science – Undergrad Course, taught 2009
- Program Planning in Agriscience Education – Undergrad Course, taught 2010

Service

National

- National Academies of Science Consensus Committee on Science Literacy and Public Perception of Science (1/2016-8/2016)

Professional

- Editorial Board, *Studies in Science Education* (A Taylor & Francis International Journal). 2013-present
- Editorial Board, *Science Education* (A Wiley International Journal). 2008-2011
- Book Review Co-Editor, *Science Education* (A Wiley International Journal). 2008-2010
- Peer review: *Science*, *Public Understanding of Science*, *Science Education*, *Journal of Research in Science Teaching, Educational Psychologist*, *Journal of the Learning Sciences, Cultural Studies in Science Education, Science & Education, Studies in Science Education, Environmental Education Research*, *Comparative Education Research*, *The Sociological Quarterly*

- National Science Foundation proposal reviewer and panelist: Informal Science Education; Science, Technology, and Society.
- NSF Working Group: Science Outreach, Broader Impacts, and Informal Science Education (Center for the Advancement of Informal Science Education).
- Advisory Board: "*Making Connections*: Exploring culturally-relevant maker experiences through an iterative, cross-institutional approach (PI: Bequette; NSF). 2014-2016
- Advisory Board: "Indianapolis as a Living Laboratory: Science Learning for Resilient Cities" (PI Carter; NSF). 2014-15.
- Advisory Board: "Deliberating the New Energy Economy" (PI Phadke; NSF). 2010-11
- Advisory Board: "SYNERGIES: Understanding and Connecting STEM Learning in the Community" (PI Falk; Noyce Foundation). 2011-13
- Advisory Board: New Models of Science Literacy for Undergraduate Education (PI Keesing, Howard Hughes Medical Institute's Precollege and Undergraduate Science Education Program). 2012-2014.
- Advisory Board: Making Connections: Exploring culturally-relevant maker experiences through an iterative, cross-institutional approach. (PIs Bequette & Svarovsky, National Science Foundation). 2014-2016.

University Service

- Committee on Committees – 2015-present
- Faculty Senator – 2014-present
- Chair of Student Awards – Department of Curriculum & Instruction (2017-present)
- Executive Committee – WISCIENCE (2017-present)
- Steering Committee – Holtz Center for Science and Technology Studies (2015-present)
- Chair of Graduate Programs – Department of Curriculum & Instruction (2015-2016)
- Personnel Committee – Department of Curriculum & Instruction (2012-2015)
- Scholarship Committee – Department of Community & Environmental Sociology (2012-present)
- Advisory Board – UW-Madison Office of Sustainability (2012-present)
- Search Committees – Department of Curriculum & Instruction (2009, 2010, 2011, 2012, 2016, 2018); Department of Community & Environmental Sociology (2017)
- Ad Hoc Tenure Guidelines Committee – Department of Curriculum & Instruction (2013-14)
- Graduate Programs Committee – Department of Curriculum & Instruction (2008-2012)
- Steering Committee – Agroecology Program (2010-2011)
- Admissions Committee – Agroecology Program (2010-2011)
- Curriculum Committee – Department of Agronomy (2008-2010)
- Coordinator – UW-Madison Program in Agriscience Teacher Education (2008-2010)