

Jill Lynch, Ph.D.
Curriculum Vitae

Contact Information

Work Address: Central Campus, 1300 Holman Street, Houston, TX 77003
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Education

Ph.D., School of Educational Policy & Leadership. (Curriculum Studies)
Ohio State University, Columbus, OH. 2002

M.A., Teaching English to Speakers of Other Languages
University of Massachusetts-Boston, Boston, MA. 1992

B.S., Education (Spanish and Teaching English as a Second Language)
Ohio State University, Columbus, OH. 1988

Professional Experience

ESL Faculty, Intensive English Program. Houston Community College. 1/2015 – present
Central Campus, Houston, TX 77022

Serve on Assessment Committee, ESOL 0360 Evaluation Committee, Search Committee.

Qualitative Research Consultant 2/2007– 8/2015
Columbus, OH and Houston, TX

Designed & conducted qualitative research projects, including ethnographic observations, interviews, and content analysis for diverse clients in education, nonprofit, and corporate sectors. Topics related to the professional practices of highly effective organizations, highly effective educators, the effectiveness of disability services, STEM programs, and programming for at-risk youth. Conducted program evaluations and needs assessments. Designed marketing and communication materials for professional development. Consulted with nonprofits on program evaluation and ways to use findings to strengthen organizational processes and programs. Facilitated appreciative inquiry to measure and increase organizational effectiveness.

Faculty, Associate Professor, Ashland University, Columbus, OH 8/2002 – 8/2013

Courses Taught: Qualitative research; Curriculum Development; Capstone Learning Seminars on Curriculum and Instruction Topics; Improving Instruction; Action Research; Principles of Teacher Leadership.

Developed new undergraduate and graduate programming in TESOL and Teacher Leadership. Chaired the teacher leadership program. Mentored leadership interns to develop and implement school improvement projects with clear, measurable goals. Wrote promotional materials to develop a brand identity and communicate value. Developed and monitored metrics of project/program effectiveness. Participated in needs assessment planning for the development of 2+2 programs. Facilitated partnerships between the university, nonprofits, and social services providers including projects to improve communication and increase parent engagement in an urban school district, afterschool enrichment programs, interventions for children on the autism spectrum, tutoring, and service-learning projects.

- Graduate Student and Assistant**,– Ohio State University, Columbus, OH 7/1997 – 6/2002
 Conducted three multi-year ethnographic studies requiring sensitivity to the needs and interests of diverse stakeholders in multi-cultural environments. Supervised activities and researchers at two sites. Active in outreach efforts and strategic planning to develop partnerships among diverse stakeholders to design and implement programming to strengthen community schools, health, and welfare. Managed a portfolio of diverse projects seeking to engage potentially at-risk students in college preparatory activities at a center-city high school and created training seminars and orientation materials for volunteers, partnership staff, and university students and faculty. Established working relations across diverse groups to develop career pathways programs bridging high schools, two-year colleges, and four-year universities for first-generation, minority college students. Developed a new student orientation process for the College of Educational Policy & Leadership and managed the graduation clearance process.
- ESL Instructor, Miami-Dade Community College**, Miami, FL 1/1997-6/1997
 Designed the curriculum and taught ESL courses in an adult-education program for working adults seeking to develop job and career-focused English skills. Supervised volunteer tutors and led orientation sessions. Conducted a needs assessment with a representative group of business leaders and used findings to redesign a series of courses for adult learners. Was an early advocate/adopter of implementing clear performance measures and outcomes as part of project development and implementation.
- Project Manager and Instructor**, TESOL Teacher Education Grant. 8/1995-8/1996
 University of Miami, School of Education, Coral Gables, FL
 Managed daily business, budget, and marketing of a large graduate program during the final year of a major federal grant. Supervised office staff and graduate assistants. Established a network of school and business community partners. Developed marketing and promotional materials and events. Designed and taught new graduate courses on topics related to cultural diversity, cross-cultural communication, and assessment. Earned exemplary teaching evaluations. Wrote program reviews, project reports, and grants for future funding.
- Instructor**, University of Miami, School of Continuing Studies. 9/1991- 8/1995
 Coral Gables, FL
- Education Consultant**, Self-employed, Miami, FL 11/1992-10/1995
- Instructor**, St. Thomas University Outreach Center. Hialeah, FL 9/1991-5/1993
- Instructor/Activities Director**, ELS Language Center, Boston, MA 5/1990-8/1991
- Instructor**, University of Boston-Massachusetts, Boston, MA 5/1990-7/1990

Selected Publications & Presentations

- Lynch, J. (2012). *“Community, difference, and voice in teacher education.”* Teacher Education Quarterly, 39(1), 77-97.
- Demerath, P., Lynch, J., Milner, H., & Peters, A. (December 2010). *“The Wilton Way: A middle class logic of self-advancement in an American suburban high school and community.”* Teachers College Record 112(12), p. 2935-2987.
- Lynch, J. (2009). *“The implementation gap.”* American Secondary Education, 37(2), 82-85.
- Demerath, P., Lynch, J., & Davidson, R. (2008). *“Identities for neoliberal times: The production of psychological capital in a U.S. suburb,”* Anthropology & Education Quarterly 39(3): 270–292.

Demerath, P., & Lynch, J. (2007). Identities for neoliberal times: Constructing enterprising selves in an American suburb. In N. Dolby (ed.), *Youth moves*. Routledge Press.

Project Reports

Lynch, J. (2015). *Baytown Community Photovoice Project Report*. Episcopal Health Foundation (Houston, TX).

Thomas, M. & Lynch, J. (2011). *Improving the practice of Tennessee educators: Using great teachers to improve the Tennessee Teacher Core*. Battelle for Kids (Columbus, OH).

Battelle for Kids (2009). *Highly effective teaching practices*. A briefing on research conducted and presented by Battelle for Kids. Battelle for Kids (Columbus, OH).

Lynch, J. (2007). *Best practices in highly successful schools: A Study of SOAR Award Schools*. Battelle for Kids (Columbus, OH)

Lynch, J., Peters, K., & March, J. (2006). *Turnaround study*. Battelle for Kids (Columbus, Ohio).

Lather, P. & Lynch, J. (2006). *Final Report: Project GRAD-COLS: Fidelity of implementation evaluation*. Battelle for Kids (Columbus, Ohio).

Presentations

Lynch, J. (2012). “‘Everything’s ethics’: Practitioner research in data-driven times.” Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, BC, April, 2012.

Lynch, J. (2011). *Community, difference, and voice in teacher education*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA, April, 2011.

Lynch, J. and Thomas, M. (2009). *Teacher perceptions of effective instructional practice*. Paper presented at the Houston Independent School District (HISD) Summer Leadership Institute, Houston, TX, August 5, 2009.

Lynch, J. and Thomas, M. (2009). *Building on what works: The use of Appreciative Inquiry in PLCs*. Paper presented at the Houston Independent School District (HISD) Summer Leadership Institute, Houston, TX, August 5, 2009.

Lynch, J. (2008). *Photovoice in the classroom: Using participatory research strategies*. Paper presented at The Annual Meeting of the National Council of Teachers of English (NCTE), San Antonio, TX. November 21, 2008.

Lynch, J., and Peters, M. (2008). *Formative assessment: Exploring the disconnect between research and classroom practice*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York, NY. March, 2008.

Volunteer Activities:

Consultant, Executive Service Corp-Houston (ESCH), Houston, TX

ESL and Adult Literacy Tutor, Columbus, Oh, Miami, FL, Boston, MA