

Curriculum Vitae

Dr. Lisa M. Dembouski

Lind Professor of Education (*Endowed Chair position during the 2025-2028 academic years*)

Associate Professor of Elementary and Secondary Education, Gustavus Adolphus College

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[Gustavus faculty bio](#) (previous)) and [Current](#)

Gustavus *Learning for Life* podcast guest [recording](#) and [transcript](#)

2022-2023 Longview Foundation Global Teacher Educators Fellow

Education

Ph.D. in Education, Curriculum, and Instruction – Culture & Teaching

October, 2010

University of Minnesota – Twin Cities, Minneapolis, MN

Dissertation: Telling Our Stories: What My Urban, Multiply-Challenged, Deaf/Hard of Hearing Students Taught Me about Ability, Schooling, and Learning to Teach. [Electronic copy available here.](#)

Advisor: Dr. Mistilina Sato

Committee: Drs. James Bequette, Timothy Lensmire, Bic Ngo, and John C. Wathum-Ocama

M.Ed. in Special Education – Deaf and Hard of Hearing (D/HH) emphasis

June, 1999

University of Minnesota – Twin Cities, Minneapolis, MN

Additional coursework and field placements emphasized teaching and learning for Multilingual Learners and D/HH children with multiple disabilities

Advisor: Dr. Susan Rose

Master's Project: Multidisciplinary and thematic unit teaching portfolio

B.A. in Psychology

December, 1989

College of St. Benedict/St. John's University, St. Joseph, MN

Advisor: Dr. Anthony Sorem

Includes a semester study-away in Sevilla, Spain, and minor emphases in philosophy and Spanish

Additional Certifications

- State of Minnesota teaching license #383379 for D/HH students ages birth through 21 (comprehensive license, meaning appropriately skilled to teach students whose first/preferred language is American Sign Language (ASL), renewed through 2027 after which time I will secure a lifelong substitute teacher license for Minnesota); variance to teach ASL to hearing students in 2009-2010 and 2013-14.
- Minnesota Reading Specialist (coursework complete).

Teaching, Supervision, and Mentoring

Associate Professor

2014-present

Department of Elementary and Secondary Education
Gustavus Adolphus College
Saint Peter, MN

- **Design, instruct, and/or co-instruct** for Education Department teacher preparation courses:
 - EDU 235: J/May-term Course: *Island Schooling: Supporting Pupil Learning in St. Maarten, Dutch West Indies*
 - EDU 241: *Educational Technology*
 - EDU 268: *Orientation to Teaching*
 - EDU 350: *Reading in the Content Areas*
 - EDU 368: *K-12 and Secondary AVID Practicum*
 - EDU 389: *Inclusive Classrooms*
 - EDU 392, 394, 395: *Student teaching* (January/May-Terms and semester-long placement oversight)
 - EDU 398: *Human Relations in Education*
 - EDU 399: *Student Teaching Seminar*
- **Supervisor** for teacher candidates on practica and student teaching placements in local, state, national, and international sites.
- **Principal Global Educators faculty and supervisor** providing oversight, decision making, and supervision of teacher candidates at our away destinations (up to two sites possible each semester).
- **Reader** and ethical coach for teacher candidate Portfolios (based on the [Minnesota Standards of Effective Practice for Teachers](#)) and [edTPA](#) requirements (2014-2023), later initiating a pilot of [the CPAST](#) as a more suitable alternative for student teacher assessment (2023-present)..
- Multiple **service and scholarship roles** and activities on department, campus, and professional community levels
- Extensive participation in **ongoing professional development**, writing retreats, events, and workshops both on and off campus.

Teacher and Faculty Mentor

2008-2024

Multiple online and in person mentoring duties for Gustavus Faculty (2020-present), plus multiple years supporting first and second year K-12 teachers in St. Paul Public Schools, the [New Teacher Center](#), the Minnesota Department of Education's [Minnesota Mentoring Program](#), and [Bennie Mentors](#)

- At Gustavus: member of the original New Faculty Mentoring cohort, [mentor panel](#), and trainer of future faculty mentors. Includes a year of preparation and professional development.
- In K-12: supported new teachers both in person and online, using discipline- and content-specific groupings that involved ongoing communication, inquiry, professional development, resource-sharing, and networking.
 - This work emphasized the knowledge and skills new teachers need to support student academic achievement. The individualized focus was designed to enhance new teacher effectiveness, job satisfaction, self-efficacy, and confidence as new educators developed their teaching practices.
 - Completed ongoing professional development expectations throughout the year, including a two-week intensive summer session and in person workshops.

Adjunct Instructor and Guest Lecturer

2006-2015

Adjunct at the University of Minnesota - Twin Cities
Guest at various metro-area colleges and universities
Twin Cities, MN --and-- California State University, Fullerton, CA

- Adjunct instructor (and developer of) EDHD 5015 and 5016 (2010-2013)
- Guest speaker panelist or guest lecturer for numerous teacher preparation courses, often on multiple occasions or an annual basis (2006-2015)
 - Presentation topics include:
 - *Narrative Inquiry as a Teacher Research Methodology*
 - *Sign Language Interpreters and the Educational Team*
 - *Transition Skills Development for Deaf/Hard of Hearing Students*
 - *Teaching with Technology*
 - *Assistive Technology for D/HH Students*
 - *Living with a Hearing Loss*
 - *Teacher Preparation in Special Education*
 - *Living with an Educative Disability*

Teacher of Students who are Deaf or Hard of Hearing

1999-2010, 2013-2014

St. Paul Public Schools, St. Paul, MN

- One of a team of teachers for a site-based, specialized D/HH program within an urban, public secondary school. Students ranged in age from 11-21; most had co-occurring disabilities or challenges.
- Co-designed and implemented all program curricula and progress monitoring tools with strongest emphases on functional academics and transition skills development. Classes taught most regularly include: Reading and Reading Strategies, American Sign Language, Emergent and beginning literacy skills development, transition skills, technology/21st Century skills, orientation, mobility, and independent travel (in the community), social studies and current events.
- Coordinated multiple service providers including audiologists, social workers, speech/language clinicians, non-school personnel, and sign language interpreters; maintain regular partnerships with families/caregivers.
- Annually met all federal, state, district, and building requirements and expectations for special educators including special education paperwork, technology initiatives, licensure, and professional development expectations.
- Held leadership roles in Racial Equity efforts, new teacher mentoring, and staff professional development.

Course Developer and Adjunct Lecturer

2012-2013

Educator Development and Research Center, College of Education and Human Development
University of Minnesota–Twin Cities, Minneapolis, MN

- Developed and instructed a new Education and Human Development master’s level course *Teaching Students with Special Needs in Inclusive Settings* (EdHD 5015/5016) as part of the Teacher Education Redesign Initiative for teacher candidates at the University of Minnesota–Twin Cities.
- Also adapted this same course for undergraduate teacher candidates (EdHD 4001).
- Devised all course content including syllabus, activities, lectures, assignments, assessments, rubrics, and a dynamic, responsive course Moodle (online classroom management platform).

Lead Teacher and Coordinator for Deaf and Hard of Hearing Programs

2010-2013

St. Paul Public Schools, St. Paul, MN

- Responsible for the supervision, leadership, hiring, support, due process, budget, and training of staff and programs for D/HH children and families ages birth through 21. Programs and service delivery models included early

childhood special education, home-centered, inclusion, site-based specialized programming, itinerant, and transition services.

- Provided oversight, coaching, support, professional development, and resources for D/HH teachers, sign language interpreters, paraprofessionals, school social workers, and educational audiologists. Also developed and maintained an internal website for staff that served as a news center, resource depot, and electronic policies and procedures support site.
- *About the Programs:* Approximately 350 students and families were served annually by St. Paul Public Schools' D/HH programming during my tenure as Lead. An estimated 95% were hard of hearing, 5% deaf; hearing losses ranged from mild unilateral to profound bilateral. Communication modes ranged from entirely spoken language to simultaneous speech and sign to complete American Sign Language. Nearly all students and families were urban residents. Approximately 80% came from a home language other than English. An estimated 90% qualified for free or reduced lunch. At least 60% were 1 or 1.5-generation immigrants. Approximately 50% had dual-diagnoses or multiple disabilities. More than 95% belonged to ethnicities other than European American.

Other, non-academic professional experiences:

- Wilderness Survival Counselor II, St. Croix Girls Camp, Amherst Wilder Foundation (1992-1997)
- Volunteer, U.S. Peace Corps, Ecuador, South America (1989-1991)

Research and Scholarship

Research, Scholarship, Professional Development, and Collaboration

- My research is primarily informed by narrative theory and qualitative methodologies. I am most inspired by research that combines practitioner inquiry and explorations of narrative; I also find case study and ethnography highly engaging. Noting that K-12 teachers and preservice teachers tend more to read from books and texts rather than journals, I direct a great deal of my research and scholarship efforts toward materials teachers actually use.
- My current research interests include:
 - Dis/ability in school and society
 - Inclusive education
 - Global Educators and “away” field experiences for education majors/teacher candidates
 - Equity-based teaching and learning
 - Preparing reflective, adaptive, cultural- and ability-responsive teachers
- I enjoy non-academic writing, as well, and have self-published my manuscript, a travelogue and trip guide for solo kayaking the St. Croix and Namekagon Rivers.
- Professional Development continues to be a large part of my scholarly work and impacts my teaching and courses such as Academics for Black Lives (2020), White Privilege Conference (2019); an Rtl reading group (2018); and Intercultural Learning Best Practices (2017), my service (i.e. Project-Based Learning (2017) designed to give me more knowledge on the topic and contribute to its tenets more fully as an education department member, as well as my creativity and scholarship efforts i.e., MACTE collaborations (ongoing), and my work as a Mellon Fellow in the Digital Humanities/Digital Liberal Arts (2017-18) and a Longview Global Teaching Educator Fellow in (2022-23). I devote a considerable amount of time to professional development in a variety of campus-specific ways, as well, including Teachers Talking, Faculty Shop Talks, Camp Kendall workshops, and other guest speakers or events.

Selected and In Progress Publications

- Dembouski, L.M., and Vizenor, A. (2025). *Taking Gen Z on Study Away* (in review).
- Dembouski, L.M. (2023). [*Kayaking the St. Croix: A travelogue and trip guide for solo kayaking the St. Croix and Namekagon Rivers.*](#)
- Dembouski, L.M., and Eloranta, K. (2019, April). The same school year: Narratives of early- and middle-career teachers in a U.S. public school. [*Minnesota English Journal.*](#)
- Dembouski, L.M. (2018, July). Honest and uncomfortable: A loving look at my exclusive campus. In S. A. Shelton, J. E. Flynn, and T. J. Grosland (Eds.), *Feminism and Intersectionality in Academia: Women's Narratives and Experiences in Higher Education*, pp. 103-116. London: Palgrave Macmillan. (Note: this was an invited chapter.)
- Dembouski, L.M. (2018, May). D/HH Voices. In M. Koomen, S. Kahn, C. L. Atchison, and T. A. Wild (Eds.), *Towards inclusion of all learners through science teacher education*, pp. 15-25. Leiden, The Netherlands: Brill Sense Publishers.
- Dembouski, L.M. (2018, April). The instructor is partially def": DHH professing in higher education. In M. S. Jeffress (Ed.), *International perspectives on teaching with disability: Overcoming obstacles and enriching lives*, pp. 77-91. London, U.K.: Routledge Press.
- Dembouski, L.M., Eloranta, K., & Pauly, J., (in editing, 2018). Teacher school: Intersections of our preparation and induction into teaching. In Sato, M., and Tobin, J. (Eds.) *Teaching toward equity: Redesigning university teacher education in diverse school contexts*, pp. XX-XX. City, State: Publisher.

Selected Professional Presentations

- Koomen, M., Dembouski, L. M., and Burgstahler, S. (November 12-17, 2020). *Inclusion and accessibility in online science education.* [MnSTA Conference on Science Education](#), Minnesota Science Teachers Association.
- Dembouski, L.M., Buss, P., Olson, C., Ranzau, A., and Stumbo, A. (2020, October 9-10). *Teaching and teacher preparation as activism for peace and social justice.* Pre-recorded presentation for the 2020 virtual [National Association for Multicultural Education \(N.A.M.E.\) conference](#), online.
- Flynn, J. E., Dembouski, L.M., and de Novaise, J. (2019, November 10). *Panel presentation: Hidden and suppressed narratives: A feminist, intersectional look at women's experiences in academia.* Presentation for the annual [National Association for Multicultural Education \(N.A.M.E.\) conference](#), Tucson, AZ.
- Dembouski, L. M., & Vizenor, A., (2019, April 5). *Igniting teaching and scholarship productivity through a collegial writing group.* Presentation for the Spring [MACTE](#) Collaborative Conference, Plymouth, MN.
- Jeffress, M.S., Makkawy, A., Alexander, G., Dembouski, L.M., Threlkeld, A., & Brown, W.J. (2017, November 19). *Panel Presentation: Looking back, in, and forward: Perspectives on the place and performance of differently-abled instructors.* [National Communication Association 103rd National Convention](#), Dallas, TX.
- Dembouski, L. M. (2017, August 16). *Empowered people are empowering.* Invited keynote presentation, [Minnesota Adult Basic Education Summer Institute](#), St. Cloud, MN.

Dembouski, L. M., & Koomen, M. (2017, June 10). *Voices of students with disabilities in science education*. Presentation for the [Disability Studies in Education International Conference](#), Minneapolis, MN. (Note, this presentation was also a Faculty Shop Talk in the 2017-18 academic year.)

Dembouski, L. M. (2015). *Being an ally for diversity and inclusion*. Presentation for The Evolving Guest Series, Target Corporation, Minneapolis, MN.

Dembouski, L.M. (2015). *Hello, I'm Lisa, and I fake it: Empowering leadership through allies and inclusion*. Presentation for [TEDxGustavus](#), Gustavus Adolphus College, Saint Peter, MN.

Service

Gustavus Adolphus College, Saint Peter, MN

Campus and Department:

- Faculty Senate (2023-26) and subcommittees of Nominations (2023-24) and BOT Student Experience (2023-26)
- [Taking Gen Z on Study Away](#), Kendall Center Shop Talk with Amy Vizenor (2025)
- Humanities Cohort 2024-25 with focus on Artificial Intelligence that included multiple hours of PD plus presenting two sessions during [Summer 2025 Camp Kendall](#)
- Tenure-track and Continuing Faculty review teams (pre-tenure reviews during first, second, etc. years prior to tenure and/or reviews of continuing faculty Lisa Ortmann, Eric Elias, Lai Sze Tso, Naomi Rushing) (2021-25)
- [CPAST](#) liaison for Education Department (2024-present)
- Search committee member (2024). Dean of Faculty Development
- Search committee member (2024). Sabbatical leave visiting instructor position for EDU
- Teachers Talking (with Kathy Lund Dean, 2024). [Strategies to promote discussion in the classroom](#).
- Faculty participant: Admissions FIKAS (2023, 2025)
- HHMI Inclusive Teaching EDU Cohort facilitator, participant, and presenter (2023-2025)
- Member, Global Engagement Faculty Committee (2020-2023)
- [MAYDAY! Peace Conference](#) keynote speaker/panelist *The Future of U.S. Education: Who Decides What Gets Taught?* (2023, slides [here](#); video recording [here](#))
- Teachers Talking (with Pam Pearson, Corrie Odlund): [DEI as the foundation of your pedagogy, parts 1 & 2](#) (2021-23 academic years, one part each semester, and a "revisited" panel session the second year; five sessions total)
- Gustavus Mentors (for new faculty); [Faculty Mentoring Panel](#), Mentoring Institute Conference, and pre-tenure review committees (2020-2023)
- New Faculty Orientation Session on Evaluations (2020-2023)
- Participant: Multiple (4) online learning and writing sessions via the KCEL (summer, 2020)
- Participant: [Go Gusties, from your Professors](#) video project response to COVID virtual learning switch (Spring, 2020)
- Member, President's Council for Diversity, Equity, and Inclusion ([PCDEI](#)) (2016-2020, Vice Chair from 2018-2020)
- Facilitator: Equity and Inclusion in your work as Writing Center Tutors; discussion and training (2019, 2024)
- Participant and Attendee: [White Privilege Conference](#), Cedar Rapids, IA (2019) + related work group meetings and other cohort activities
- Participant: Kendall Center Shop Talk - Introduction for presenter Dr. Deb Pitton (2019)
- Contributor & Speaker: Teachers Talking, topic of UDL/Universal Design for Learning (2019)
- Co-facilitator: [Kendall Center Faculty Development Day workshop session](#) on inclusion and problem-solving common dilemmas (Fall, 2018)
- Participant, task force for electronic polling options in faculty meetings for greater inclusion and enhanced voting procedures (affiliated with the Faculty Senate and the DEIC) (2018)

- Participant, ASL Interactive Story (supporting a student project; see photos [here](#), [here](#), or [here](#) and the final project [here](#)) (2018)
- Participant, Comprehensive Presidential Review (2017)
- Resiliency Research Group (2017-present)
- Participant, “[You are welcome here](#)” video project (2017)
- Participant, “*Faculty Uncensored*” diversity panel event (2017)
- Facilitator and Member, reading group [The Slow Professor](#) + two follow-up Teachers Talking sessions (2017)
- Member, Diversity, Equity, and Inclusion Faculty Committee (DEIC) (2016-2020)

Selected National, State, and Local Service and Memberships:

- [NAME 2020 Conference](#) Proposal Reviewer (May, 2020)
- Southwest Advisory Committee Member: Minnesota Department of Human Services, Deaf and Hard of Hearing Services (South Region) (2017-2025)
- Program Reviewer: Minnesota Professional Educators Licensing and Standards Board (2015-present)
- Volunteer leadership roles for local, community-focused neighborhood associations (2015-present)
- **Selected Professional Memberships:** Society of Disability Studies; Council for Exceptional Children (Teacher Education Division); National Communication Association; Minnesota Association of Colleges for Teacher Education (MACTE); Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE); National Association for Multicultural Education (N.A.M.E.)