

ABBREVIATED CURRICULUM VITAE
COMPILED FOR TENURE AND PROMOTION REVIEW

Maureen A. Flint

1. ACADEMIC HISTORY

Present Rank: Assistant Professor

Appointment: 40% Research; 40% Teaching; 20% Service

Tenure Status: Tenure-track

Graduate Faculty: Appointed August 2019

Degrees:

May 2019: Doctor of Philosophy, Educational Research, University of Alabama, Tuscaloosa, AL.

May 2014: Master of Arts, Higher Education Administration, University of Alabama, Tuscaloosa, AL.

May 2011: Bachelor of Fine Arts, Fashion Design, Pratt Institute, Brooklyn, NY.

Academic Positions:

August 2019 – present: Assistant Professor, Qualitative Research Program, Department of Lifelong Education, Administration, and Policy, University of Georgia, Athens, GA.

2. INSTRUCTION

GRADUATE COURSES TAUGHT

University of Georgia		
Semester	Course ¹	Enrollment
Summer 2023	QUAL 8410e: Designing Qualitative Research	16
Spring 2023	QUAL 8035: Visual Inquiry ²	11
	QUAL 8420: Analyzing Qualitative Data	9
Fall 2022	QUAL 8400: Traditions in Qualitative Research	19
	QUAL 8420: Analyzing Qualitative Data	14
Summer 2022	QUAL 8525e: Narrative Analysis ²	16
Spring 2022	QUAL 8510: Theories in Qualitative Research ²	8
	QUAL 8420: Analyzing Qualitative Data	6
Fall 2021	QUAL 8410: Designing Qualitative Research	8
	QUAL 8420e: Analyzing Qualitative Data	20
Summer 2021	QUAL 9800e: Special Topics in Qual Methodologies: Visual Inquiry ²	20
Spring 2021	QUAL 8410: Designing Qualitative Research	19
	QUAL 8420: Analyzing Qualitative Data	18
Fall 2020	QUAL 8410: Designing Qualitative Research	20
	QUAL 8420: Analyzing Qualitative Data	13
Spring 2020	QUAL 8400: Traditions in Qualitative Research	23
	QUAL 8410: Designing Qualitative Research	19
Fall 2019	QUAL 8410: Designing Qualitative Research	14

Independent Studies

University of Georgia		
Semester	Topic	Student Name
Fall 2020	QUAL 9000: Materiality and Qualitative Research	Janie Copple

¹ All graduate level courses are three credit hours.

² Indicates significant course development or new course development.

UNDERGRADUATE COURSES TAUGHT

University of Georgia		
Semester	Course ³	Enrollment
Fall 2022	FYOS: Engaging with Artful and Experimental Research Methods	17
Fall 2021	FYOS: Sonic Portraits of Place	15
Spring 2021	FYOS: Engaging with Artful and Experimental Research Methods	12

SUPERVISION OF GRADUATE STUDENT RESEARCH

Current Graduate Student Supervision

Doctoral

University of Georgia

Tang, Yabin	Human Development & Family Science (HDFS): Marriage and Family Therapy Emphasis (Co-chaired with Dr. Liz Wieling)	ABD
Deaton, Amanda	Lifelong Education, Administration, and Policy (LEAP): Qualitative Research and Evaluation Methods	In Progress

Completed Graduate Student Supervision

Doctoral

University of Georgia

Brewster, Maureen	Textiles, Merchandising, & Materials: International Merchandising (Co-chaired with Dr. Laura McAndrews) <i>Following the sorority girl on TikTok: Making gender, race, and class (more) visible in digital fashion media</i>	2023
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GRADUATE STUDENT ADVISORY COMMITTEE MEMBERSHIP

Current Committee Service

Doctoral

University of Georgia

Crawford, Kevin	Counseling and Human Development Services (CHDS): Student Affairs Administration	ABD
Jo, Bokyoung	Lamar Dodd School of Art: Art Education	ABD
Li, Jingxian	College of Environment and Design	ABD
Mehta, Eleanor	Educational Theory and Practice (ETAP): Social Studies Education * <i>Recipient of AAUW Dissertation Fellowship</i>	ABD
Perry, Shannon	LEAP: Learning, Leadership, and Organization Development * <i>Selected for UGA Dissertation Completion Award</i>	ABD
Wang, Yixuan	Language and Literacy Education	ABD
Adams, Jaminque	ETAP: Social Studies Education	In Progress
Charlemagne, Danielle	ETAP: Social Studies Education	In Progress
Dodd, Kasandra	School of Social Work	In Progress
Grinnage, Deaetta	CHDS: Counselor Education & Supervision	In Progress
Kibbe, Elizabeth	LEAP: Learning, Leadership, and Organization Development	In Progress
Mitchell, Nia	LEAP: Qualitative Research and Evaluation Methods	In Progress
Panchapakesan, Neeraja	CHDS: Student Affairs Administration	In Progress
Toledo, Whitney	LEAP: Educational Administration and Policy	In Progress

University of Michigan

Miao, Sanfeng	Higher, Adult, and Lifelong Education: Higher Education	In Progress
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³ FYOS courses are one credit hour.

Completed Committee Service

Doctoral*University of Georgia*

George, Aaron	CHDS: Student Affairs Administration. <i>“Listen to the students”</i> : Composite poems on racial justice advocacy in fraternity/sorority life	2023
Tate, Morgan	ETAP: Social Studies Education. <i>What matters?: Listening to/with preservice social studies teachers in Georgia</i>	2023
Copple, Janie	LEAP: Qualitative Research and Evaluation Methods. <i>“Making menstrual knowledge through multi-genre methodologies: Mothers’ encounters with children at menarche”</i> *Received Honorable Mention for ICQI Dissertation of the Year Award	2022
Elliott, Andrea	Lamar Dodd School of Art: Art Education. <i>“Gendered Threads: A Speculative Analysis of the Spacetimemattering of Women’s Fiber Crafting”</i>	2022
Kelley, Amber	HDFS: Marriage and Family Therapy Emphasis. <i>Trac(k)ing trauma: Exploring the entanglements of trauma, client, and therapist in marriage and family therapy”</i> *Winner of the American Association for Marriage and Family Therapy Dissertation Award.	2022
Park, Jiyea	LEAP: Learning, Leadership, and Organization Development. <i>“Voices in career delayed: A study of overqualified and underemployed Korean millennial women”</i>	2022
Silver, Heather	Lamar Dodd School of Art: Art Education. <i>“Attuning to the Natureculture of Schooling in the Anthropocene: Ecologically-Responsive art provocations with elementary students”</i> *Winner of the National Arts Educators Association Ecology and Environment Interest Group Dissertation Award	2022

Masters*University of Georgia*

Stephens, Carlee	Textiles, Merchandising, & Materials: International Merchandising	2023
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RECOGNITIONS AND OUTSTANDING ACHIEVEMENTS IN TEACHING

2023	D. Keith Osborn Award for Teaching Excellence at the Assistant Professor Rank, Mary Frances Early College of Education (MFECOE), University of Georgia
2022	Nominated for Ocie T. Dekle Award, MFECOE, University of Georgia
2021—2023	Lilly Teaching Fellows Program, University of Georgia
2020—2021	Teaching Academy Fellows Program, University of Georgia

PROFESSIONAL DEVELOPMENT IN TEACHING

2023	Conference on Culturally Sustaining Pedagogies to Critique and Reimagine Teaching Qualitative Research, University of Alabama
2022—2023	Faculty Learning Community: <i>Slow Looking</i> (facilitated by Dr. Melissa Freeman)
2021	Academic Affairs Faculty Symposium

3. SCHOLARLY ACTIVITIES/CREATIVE WORK

RESEARCH INTERESTS

The theory, pedagogy, and practice of qualitative inquiry. Specifically:

- (1) Expanding questions of equity and justice in higher education contexts;
- (2) Exploring the generative potential of sonic, visual, and artful methodologies;
- (3) Furthering approaches to qualitative research designs through applying posthuman, feminist, and critical materialist philosophies; and
- (4) Providing leadership in approaches to qualitative pedagogy.

PUBLICATIONS⁴

Chapters in books⁺

- [∇]**Flint, M.** (in press). Racialized retellings: (Un)ma(r)king space and place on college campuses. In R. Raaper (Eds.). *Contemporary dynamics of student experience and belonging in higher education*. Routledge.
- [∇]Guyotte, K.W. (50%)⁵, **Flint, M.** (40%), & Latopolski, K (10%). (in press). Cartographies of belonging: Mapping nomadic narratives of first-year students. In R. Raaper (Eds.). *Contemporary dynamics of student experience and belonging in higher education*. Routledge.
- *Guyotte, K.W. (45%), Shelton, S.A. (35%), & **Flint, M.** (25%) (in press). Feminist pedagogies: Careful(l) ethics in teaching qualitative research methods. In M. Nind (Ed.), *Handbook of teaching and learning social research methods*. Edward Elgar Publishing.
- ***Flint, M.** (70%), & Tate, M.⁶ (30%) (2023). Cartographic accounts: Qualitatively mapping with Braidotti. In K. Roulston (Ed.). *Questions for questioners: Inventive approaches to qualitative interviews* (pp. 87-107). Myers Education Press.
- *Roulston, K. (60%), & **Flint, M.** (40%) (2023). Go-alongs, walking interviews and mobile methods. In K. Roulston (Ed.). *Questions for questioners: Inventive approaches to qualitative interviews* (pp. 195-214). Myers Education Press.
- Flint, M.** (75%), Shiver, M. (15%), & Whyte, R. (10%) (2022). Composing place: Creating participatory sound portraits and compilations. In S. Woodland & W. Vachon (Eds.). *Sonic engagement: The ethics and aesthetics of community engaged audio practice* (pp. 82-102). Routledge. <https://doi.org/10.4324/9781003164227-9>
- Melchior, S.W. (45%), **Flint, M.**⁷ (45%), Shelton, S.A. (5%), & Guyotte, K.W. (5%) (2022). The past is never past isneverpast. In D. Conrad & S. Wiebe (Eds.). *Educational fabulations: Teaching and learning for a world yet to come* (pp. 159-170). Palgrave. https://doi.org/10.1007/978-3-030-93827-7_14
- ***Flint, M.** (60%), & Cannon, S. O. (40%) (2022). Becoming feminist swarm: Inquiring mentorship methodologically together. In K.W. Guyotte & J. Wolgemuth (Eds.), *Philosophical mentoring in qualitative research: Collaborating and inquiring together* (pp. 16-35). Routledge. <https://doi.org/10.4324/9781003022558-3>
- ***Flint, M.** (2020). Things that are good: Tracing entanglements of hope. In S. A. Shelton & N. Sieben (Eds.), *Narratives of hope and grief in higher education* (pp. 51-67). Palgrave. <https://doi.org/10.1007/978-3-030-42556-2>

⁴ In the social sciences, author order goes from first (highest contribution)—last (lowest contribution)

⁺ All chapters published in peer-reviewed volumes.

[∇] Reprint of a peer-reviewed journal article.

⁵ Percentages indicate percent contribution to manuscript from conceptualization, generation, analysis, and writing, and were determined in correspondence with co-authors.

⁶ Underlined names indicate co-authors who were students at the time of writing.

* Indicates invited submission.

⁷ Corresponding author (leading manuscript submission and coordinating revisions of manuscript).

- Flint, M.** (45%), Shelton, S.A. (35%), & Guyotte, K.W. (25%) (2020). Feminist intersectional focus groups: Culturally responsive approaches for qualitative inquiry. Case Study in J. Hall, *Focus groups: Culturally responsive approaches for qualitative inquiry and program evaluation* (pp. 125-129). Myers Education Press. **Outstanding Book Award for 2021 AERA Qualitative Research SIG.*
- ***Flint, M.** (2018). Building a compass: Leaving, loss, and daughterhood in academia. In S.A. Shelton, J. Flynn, & T. Grosland (Eds.) *Feminism and intersectionality in academia: Women's narratives and experiences in higher education* (pp. 25-36). Palgrave.

Journal Articles⁸

- Flint, M.** (2023). Sounded histor-futur-ities: Imagining posthuman possibilities of race and place in qualitative research. *International Journal of Qualitative Studies in Education*, 36(4), 672-288. <https://doi.org/10.1080/09518398.2021.1885071>
- Flint, M.** (40%), Eaton, P. (30%), & Smithers, L. (30%) (2023). (Navigating-circling-un/doing)~post-qualitative inquiry: A collective biography. *Qualitative Inquiry*, 29(6), 686-697. <https://doi.org/10.1177/10778004221126699>
- Flint, M.** (45%), Kilgo, C. A. (30%), Emslie, K. (15%), & Bennett, L. A. (10%) (2023). The nexus of trans collegians' pronouns and name practices navigating campus space(s): Beyond the binary. *Journal of Diversity in Higher Education*, 16(4), 471-485. <https://doi.org/10.1037/dhe0000349>
- *Alvarez-Hernandez, L. (70%), & **Flint, M.** (30%) (2023). Epistemological weaving: Writing and making sense of qualitative research with Gloria Anzaldúa. *Social Sciences*, 12(408), 1-14. <https://www.mdpi.com/2076-0760/12/7/408/pdf>
- Guyotte, K.W. (40%), Coogler, C.H. (35%), & **Flint, M.** (30%) (2023). I am with you: Artful (k)nottings in/with qualitative pedagogy. *Journal of Curriculum and Pedagogy*, 20(2), 117-141. <https://doi.org/10.1080/15505170.2021.2004955>
- Tang, Y. (70%) Wieling, E. (20%), & **Flint, M.** (10%) (2023, online first). Systemic understandings of Chinese international doctoral students' stress-coping processes and family dynamics during the COVID-19 pandemic in the United States. *International Journal of Systemic Therapy*. <https://doi.org/10.1080/2692398X.2023.2243570>
- Toledo, W. (18%), **Flint, M.**⁹ (17%), Sharkey, C. (15%), McCollum, S. (15%), Cottrell, A. (10%), Ferrari, B.A. (10%), Paseda, O. (10%), Mitchell, N. (5%) (2023, online first). Building community through feminist collectivity: Being and becoming women in academia. *Gender and Education*. <https://doi.org/10.1080/09540253.2023.2193208>
- Flint, M.** (2022). More-than-human methodologies in qualitative research: Listening to the leafblower. *Qualitative Research*, 22(4), 521-541. <https://doi.org/10.1177/1468794121999028>
- Flint, M.** (50%), Cannon, S. O. (30%), & Toledo, W. (20%) (2022). Introduction to thought in motion: Erin Manning's imperatives and qualitative inquiry. *Reconceptualizing Educational Research Methodology*, 13(3). <https://doi.org/10.7577/term.5140>
- Flint, M.** (45%), Melchior, S.W. (45%), Guyotte, K.W. (5%), & Shelton, S.A. (5%) (2022). Spinning futures: Interrogating feminist pedagogy and methodology with speculative fiction. *Cultural Studies ⇔ Critical Methodologies*. 22(2), 122-131. <https://doi.org/10.1177/15327086211052666>
- ***Flint, M.** (60%) & Toledo, W. (40%) (2022). Making good trouble: Seeking just relations through critical inquiry. *International Review of Qualitative Research*, 14(4), 728-749. <https://doi.org/10.1177/19408447211012649>
- Tang, Y. (60%), & **Flint, M.** (40%) (2022). Buffering or perpetuating: Exploring the role of academic institutions in Chinese international doctoral students' double pandemic experiences in the United States. *Journal of Comparative and International Higher Education*, 14(3a). <https://doi.org/10.32674/jcihe.v14i3a.4244>
- Flint, M.** (2021). Racialized retellings: (Un)ma(r)king space and place on college campuses. *Critical Studies in Education*. 62(5), 559-574. <https://10.1080/17508487.2021.1877756>

⁸ All articles published in peer-reviewed journals.

⁹ Corresponding author (leading manuscript submission and coordinating revisions of manuscript).

- Flint, M.** (55%), & **Coogler, C.H.** (45%) (2021). ‘Damn Deleuze’: Unexpected artefacts of reading together. *Taboo: The Journal of Culture and Education*, 20(3), 98-117.
<https://digitalscholarship.unlv.edu/taboo/vol20/iss3/7>
- Flint, M.** (60%), & **Toledo, W.** (40%) (2021). Beyond the visual: Artful inquiry in higher education journals 2000—2020. *Review of Higher Education*, 45(2), 239-265.
<https://doi.org/10.1353/rhe.2021.0022>
- Cannon, S. O. (60%), & **Flint, M.** (40%) (2021). Measuring monsters, academic subjectivities, and counting practices. *Matter: Journal of New Materialist Research*, 2(1), 76-98.
<https://doi.org/10.1344/jnmr.v2i1.33375>
- Cannon, S. O. (60%), & **Flint, M.** (40%) (2021). Drift and desire: Defamiliarizing academic subjectivities. *Inscriptions*, 4(1), Art 89. pp. 8.
<https://www.tankebanen.no/inscriptions/index.php/inscriptions/article/view/89>
- Guyotte, K.W. (60%), & **Flint, M.** (40%) (2021). Pedagogical impasses: Posthuman inquiry in exhaustive times. *Qualitative Inquiry*, 6(21), 639-649. <https://doi.org/10.1177/1077800420948167>
- Guyotte, K.W. (50%), **Flint, M.** (40%), & Latopolski, K. (10%) (2021). Cartographies of belonging: Mapping nomadic narratives of first-year students. *Critical Studies in Education*, 62(5), 542-558.
<https://doi.org/10.1080/17508487.2019.1657160>
- Guyotte, K.W. (45%), **Flint, M.** (35%), & Shelton, S.A. (25%) (2021). Giving up as willful feminist practice. *Gender and Education*, 32(2), 202-216. <https://doi.org/10.1080/09540253.2020.1743821>
- Shelton, S.A. (60%), & **Flint, M.** (40%) (2021). Dichotomies of method and practice: A review of literature on transcription. *Qualitative Research Journal*, 21(2), 177-188.
<https://doi.org/10.1108/QRJ-05-2020-0046>
- Flint, M.** (2020). Fingerprints and pulp: Nomadic ethics in research practice. *Art/Research International*, 5(1), 1-15.
<https://journals.library.ualberta.ca/ari/index.php/ari/article/view/29485/21965>
- Guyotte, K.W. (40%), **Flint, M.** (30%), Gilbert, B. (12%), Potts, C. (8%), Irwin, A. (5%), & Bennett, L. (5%) (2020). Meanwhile: Intra-actions with/in a post-qualitative readings class. *Qualitative Inquiry*, 26(1), 109-121. <https://doi.org/10.1177/1077800419868497>
- Flint, M.** (2019). Healing a divided nation: Transforming spaces through Sustained Dialogue. *Review of Higher Education*, 42(5), 337–361. <https://doi.org/10.1353/rhe.2019.0055>
- Flint, M.** (2019). Hawks, robots, and chalkings: Object encounters during walking interviews on a college campus. *Educational Research for Social Change*, 8(1), 120-137.
<http://www.scielo.org.za/pdf/ersc/v8n1/10.pdf>
- Flint, M.** (2019). Ruptures and reproductions: A walking encounter with a campus tour and a Confederate monument. *Cultural Studies ⇔ Critical Methodologies*, 6(14), 91-104.
<https://doi.org/10.1177/1532708618809136>
- Flint, M.** (60%), & Guyotte, K.W. (40%) (2019). Pedagogies of the minor gesture: Artful mentorship in college teaching. *Visual Inquiry*, 8(1), 63-75. https://doi.org/10.1386/vi.8.1.63_1
- Flint, M.** (45%), Kilgo, C.A. (35%), & Bennett, L.A. (25%) (2019). The right to space in higher education: Non-binary and agender students’ navigation of campus. *Journal of College Student Development*, 60(4), 437-454. <https://doi.org/10.1353/csd.2019.0039> *Nominated for the 2020 AERA Queer Studies SIG Article of the Year.
- Guyotte, K. W. (60%), & **Flint, M.** (40%) (2019). “Build the wall”: Encountering and analyzing political chalkings on higher education campuses. *Philosophy and Theory in Higher Education*, 1(1), 145-166. <http://dx.doi.org/10.3726/ptihe.2019.01.08>
- Shelton, S.A. (60%), & **Flint, M.** (40%) (2019). The spacetimemattering and Frankenstein-esque nature of interview transcriptions. *Qualitative Research Journal*, 19(3), 202-212.
<https://doi.org/10.1108/QRJ-03-2019-104>
- Shelton, S.A. (60%), & **Flint, M.** (40%) (2019). The value of transcription in encouraging researcher reflexivity. *SAGE Research Methods Case Studies*. Retrieved from
<http://dx.doi.org/10.4135/9781526477705>

- Shelton, S.A. (45%), Barnes, M. (35%), & **Flint, M.** (25%) (2019). “You stick up for all kids”: (De)Politicizing the enactment of LGBTQ+ teacher ally work. *Teaching and Teacher Education*, 82, 14-23. <https://doi.org/10.1016/j.tate.2019.03.001>
- Shelton, S.A. (45%), Guyotte, K.W. (35%), & **Flint, M.** (25%) (2019). Patchedworked (wo)monstrosities: Woman doctoral students cutting together/apart. *Reconceptualizing Educational Research Methodology*, 10(2-3), 112-146. <https://doi.org/10.7577/term.3673>
- Flint, M.** (2018). Cartographies of memory and affect: Nomadic subjectivities. *Art/Research International: A Transdisciplinary Journal*, 3(2), 6-19. <https://doi.org/10.18432/ari29359>
- Flint, M.** (2018). Co-implicated disruptions: Narratives of belonging in higher education. *International Review of Qualitative Research*, 11(2), 210-230. <https://doi.org/10.1525/irqr.2018.11.2.210>
- Flint, M.** (60%), & Tilley, J. (40%) (2018). Everyday assessment for new professionals. *Developments*, 16(1/2). Retrieved from: <http://developments.myacpa.org/volume-16-issues1-2-series-views-of-assessment-part-ii/>
- Garvey, J.C. (50%), **Flint, M.** (30%), & Sanders, L. (20%) (2018). Perceptions of campus climate among LGBTQ alumna. *Philanthropy & Education*, 2(1), 97–124. <https://doi.org/10.2979/phileduc.2.1.05>
- Garvey, J.C. (45%), Guyotte, K.W. (25%), Latopolski, K. (10%), Sanders, L. (10%), & **Flint, M.** (10%) (2018). Belongingness in residence halls: Examining spaces and contexts for first-year students across race and gender. *Journal of the First Year Experience & Students in Transition*, 30(2), 9-25. <https://www.ingentaconnect.com/contentone/fyesit/fyesit/2018/00000030/00000002/art00001>
- Garvey, J. C. (60%), Sanders, L. A. (30%), & **Flint, M.** (20%) (2017). Generational perceptions of campus climate among LGBTQ undergraduates, *Journal of College Student Development*, 58(6), 795-817. <https://doi.org/10.1353/csd.2017.0065>

Works submitted but not yet accepted

- ***Flint, M., Adams, J., Dodd, K., Johnson, M., Simmons Lee, T., Mitchell, N., & Grinnage, D.** (revise and resubmit, under review). Dear theory and other stories: Dis/uncovering our relationship to theory through reading. *International Review of Qualitative Research*.
- ***Flint, M., & Perry, S.** (revise and resubmit). Engaging relationality, multiplicity, and wonder: Artmaking as analysis. In Guyotte, K.W., Wolgemuth, J., Shelton, S.A. (Eds.), *Expanding approaches to thematic analysis*. Routledge.
- Flint, M.** (under review). Sonic methodologies. *Routledge encyclopedia of qualitative methods*.
- Flint, M.** (under review). Hospicing philosophy: A parable of transition and care. *Studies in Philosophy and Education*.
- ***Flint, M.** (under review). “You don’t want to sound like you’re from Alabama”: Infrasounds of place and race in student narratives of the South. *Journal of Curriculum Theorizing*.
- Flint, M. & Wang, Y.** (under review). Artful diffractions: (En)tangling with reflexivity and new materialist philosophy. *Art/Research International*.
- ***Flint, M.** (invited manuscript). Paper impasse: Composing a cartography of academic subjectivity. In Corfield, C., Monger, J., & Rouse, R. (Eds.), *Paper and the archival impulse in postdigital culture: Reflections from the Paperology reading and activity group*. University of Minnesota Press.

GRANTS

- Flint, M.** (2023). *Changed by what you learn: Examining the longitudinal and pedagogical implications of sustained intergroup dialogue*. \$8,000. Office of Research and Graduate Education, Early Career Award. University of Georgia. (Funded). *Role: Principal Investigator*.
- Flint, M., McLelland, L., & Peacock, C.** (2020). *Changed by what you learn: Fostering civic learning and democratic engagement through dialogue*. \$50,000. (Not Funded). Spencer Foundation. *Role: Principal Investigator*.
- Lee, C.K. et al., (Principal Investigator). (2019). *Documenting the history of slavery at UGA, 1785-1865*. \$100,000. University of Georgia Office of Research, University of Georgia. (Funded). *Role: Research Team Member*.

SELECTED RECOGNITIONS AND OUTSTANDING ACHIEVEMENTS

- 2021 *40 under 40 Recipient*. University of Alabama College of Education.
- 2020 *Illinois Qualitative Dissertation Award, Experimental Category*, International Congress of Qualitative Inquiry (ICQI).
- 2020 *Outstanding Dissertation Award*, American Educational Research Association Qualitative Research Special Interest Group (AERA QR-SIG), (\$1000).

CONVENTION PAPERS/PROCEEDINGS

Invited Keynote Addresses

- Flint, M.** (2023, February). *Hospicing philosophy: A parable of transition and care*. Presidential address for the Southeast Philosophy of Education Society (SEPES) Conference, Chattanooga, TN.

Selected International Conference Papers

- Coogler, C.H., & **Flint, M.** (2023, May). *Inquiry on (the) bias*. Paper presented at the International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.
- Johnson, M., Simmons, T., Mitchell, N., Grinnage, D., Dodd, K., Adams, J., & **Flint, M.** (2023, May). *Dear theory and other stories: Dis/uncovering our relationship to theory through reading*. Paper presented at ICQI, Urbana-Champaign, IL.
- ***Flint, M.** (2022, May). *Paper impasse: Composing a cartography of academic subjectivity*. Invited lecture for Paperology Symposium. Montreal, Quebec, Canada.
- Flint, M.** (2022, May). *Radical pedagogy, love, and positionality in the qualitative inquiry classroom*. Paper presented at ICQI. [virtual].
- Flint, M.** (2022, May). *Slow pedagogy: Slow reading in the qualitative inquiry classroom*. Paper presented at ICQI. [virtual].
- Alvarez-Hernandez, L., & **Flint, M.** (2022, May). *Epistemological weaving: Writing and making sense of qualitative research with Gloria Anzaldúa*. Paper presented at ICQI [virtual].
- Christ, R., Coogler, C.H., **Flint, M.**, Guyotte, K.W., & Ward, A. (2022, May). *This is (k)not a conference workshop: Artful and interactive entanglements with (k)not as concept*. Paper presented at ICQI. [virtual].
- Flint, M.** (2021, May). *Ma(r)king maps: Methodological modulations of theoretical and material mapping in qualitative interviews*. Paper presented at ICQI. [virtual]
- Melchior, S., **Flint, M.**, Guyotte, K. W., & Shelton, S.A. (2021, May). *Spinning futures: Interrogating feminist pedagogy and methodology with science fiction*. Paper presented at ICQI. [virtual]
- Copple, J., & **Flint, M.** (2021, May). *The joys of paperwork: Thinking with paper in qualitative inquiry*. Paper presented at ICQI. [virtual].
- Toledo, W., & **Flint, M.** (2021, May). *(Re)turning to the breakdown: Examining interactions in a dialogue group through multiple analytic strategies*. Paper presented at ICQI. [virtual]

Selected National Conference Papers

- Adams, J., Dodd, K., Johnson, M., Simmons, T., Mitchell, N., Grinnage, D., & **Flint, M.** (under review). *Dear theory and other stories: Dis/uncovering our relationship to theory through reading*. Paper under review for the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA
- Perry, S., & **Flint, M.** (under review). *Artmaking as relational, wonder-full, resonant (thematic) analysis*. Poster under review for the Annual Meeting of AERA, Philadelphia, PA.
- Wang, Y., & **Flint, M.** (under review). *(Re)considering silence in qualitative research: A Daoist understanding through artmaking*. Paper under review for the Annual Meeting of AERA, Philadelphia, PA.
- Wang, Y., Hong, J., Pradana, W., Fu, S., & **Flint, M.** (under review). *Ethical lessons beyond IRB approvals: Rethinking ethics in qualitative research*. Symposium under review for the Annual Meeting of AERA, Philadelphia, PA. [discussant].

- Flint, M.**, McLelland, L., & Kouaho, J. E. (2023, November). *'It takes time': Examining the pedagogical implications of political dialogue facilitation*. Paper to be presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.
- Eaton, P., Smithers, L., & **Flint, M.** (2023, November). *Critical inquiry in and against twenty-first century authoritarian times*. Paper to be presented at ASHE, Minneapolis, MN.
- McLelland, L., **Flint, M.**, & Harris, A. J. (2023, October–non-presenting author). *Political dialogue – “You know it don’t come easy.”* Presentation to be given at the Engagement Scholarship Consortium, East Lansing, MI.
- Flint, M.** (2023, April). *(Teaching) methodology matters: Radical pedagogy and positionality in the qualitative inquiry classroom*. Paper presented at AERA. [virtual]
- Smithers, L., Eaton, P., & **Flint, M.** (2022, November–non-presenting author). *Administrative life in the time before catastrophe: Affect and the codependency of data and fear*. Paper presented at ASHE, Las Vegas, NV.
- Flint, M.**, Brown, L., Charlemagne, D., Ciudad-Simmons, N., Deaton, A.B., Dubberly, E., Gul, A., Mehta, E., Perry, S., Tate, M. P., Wang, Y., & Yang, S. (2022, April). *Nomadic visual inquiries: Explorations in visual methodologies across disciplines and paradigms*. Structured poster session presented at AERA. [virtual] [session chair]
- Toledo, W., **Flint, M.**, Sharkey, C., McCollum, S., Cottrell, A., Ferrari, B.A., Khadjit Paseda, Y., Mitchell, N. (2022, April). *Building community through feminist collectivity: Being and becoming women in academia*. Paper presented at AERA. [virtual].
- Eaton, P., **Flint, M.**, & Smithers, L. E. (2021, November). *Navigating the posts in higher education: A collective biography*. Paper presented at ASHE, San Juan, Puerto Rico.
- Flint, M.**, & Toledo, W. (2021, October). *Beyond the visual: A review of artful inquiry in higher education journals 2000 – 2020*. Paper presented at ASHE. [virtual]
- Flint, M.**, & Toledo, W. (2021, April). *Making good trouble: Becoming with critical inquiry*. Paper presented at AERA. [virtual].
- Flint, M.**, & Cannon, S. O. (2021, April). *Drift and desire: Defamiliarizing academic subjectivities*. Paper presented at AERA. [virtual].
- Guyotte, K.W., **Flint, M.**, & Coogler, C.H. (2021, April). *“I am with you:” What do (k)not pedagogies produce?* Poster presented at AERA. [virtual].
- Flint, M.** (2020, November). *Developing a pedagogy of wonder in the qualitative inquiry classroom*. Paper presented at ASHE. [virtual]
- Flint, M.**, Toledo, W., McLelland, L., Harris, A.J., & Peacock, C. (2020, November). *Changed by what you learn: Fostering democratic engagement through a Sustained Dialogue course*. Paper presented at ASHE. [virtual]

Selected Regional Conference Papers

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- Wang, Y., & **Flint, M.** (2023, February). *Artful diffractions: (En)tangling with reflexivity and new materialist philosophy*. Paper presented at the Southeast Philosophy of Education Society (SEPES) Conference, Chattanooga, TN.
- ***Flint, M.** (2022, February). *Disentangling the urgency of response and the urgency of now*. Past presidential response presented at the SEPES Conference, Decatur, GA.
- Coogler, C.H., & **Flint, M.** (2021, February). *Daily Deleuze: Passageways in theory and artmaking*. Paper presented at the SEPES Conference. [virtual].

PRESENTATIONS

Recent Invited Seminars/Lectures

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- Flint, M.**, Adams, J., Dodd, K., Johnson, M., Simmons Lee, T., Mitchell, N., & Grinnage, D. (2023, September 27). *Dear theory and other stories: Recognizing, refusing, (re)membering, and (re)imagining theory with Black Feminisms*. Invited workshop for the *Social Justice Methodologies Virtual Speaker Series*. University of Alabama, [virtual, 1.25-hour presentation].

- Flint, M.** (2022, November 10). Invited guest lecture on *Artful research* for *EDREM 7781: Qualitative methods in educational research*. University of Missouri-Saint Louis, [virtual, 1-hour presentation].
- Flint, M.** (2022, April 27). Invited guest lecture for DigiLab Lecture Series. *Hearing and listening: Exploring audio methods in qualitative inquiry*. University of Georgia, [1-hour presentation].
- Flint, M.** (2022, March 29). Invited guest lecture for *UH 329: Truth, ethics, and meaning making in social science research*. University of Alabama, [virtual, 1-hour presentation].
- Flint, M.** (2022, February 9). Invited guest lecture for *BER 695: Arts-based research in education*. University of Alabama, [virtual, 1-hour presentation].
- Flint, M.** (2021, November 29). Invited guest lecture for *TLCI 814: Qualitative research design in education*. Old Dominion University, [virtual, 1-hour presentation].
- Flint, M.** (2021, November 15). *Exploring the posts in qualitative inquiry*. Invited guest lecture for *BER 632: Qualitative research II*. University of Alabama, [virtual, 1.5-hour workshop]
- Flint, M.** (2021, September 15). *Introduction to qualitative research*. Invited guest lecture for *TMI 8000: Research design*. University of Georgia, [2.5-hour lecture].
- Flint, M.** (2020, September 9). Invited guest lecture for *HIED 5367: Diversity & culture in higher education*, Sam Houston State University, [virtual, 1-hour interview]
- Flint, M.** (2020, April 2). *Multimodal inquiry*. Invited guest lecture for *LLED 8045: Multilingualism and multimodality*. University of Georgia, [virtual, 1-hour presentation].
- Flint, M.** (2020, April 1). Invited guest lecture for *BER 695: Arts-Based Research in Education*, University of Alabama, [virtual, 1-hour asynchronous presentation].
- Flint, M.** (2020, February 10). Invited guest lecture for *HIED 757/857: Learning environment design and assessment*, Old Dominion University, [virtual, 1-hour presentation].

4. PUBLIC SERVICE

Recent work with governmental and nongovernmental agencies

- Fitzgerald, R., & **Flint, M.** (2023, March–May). *Spring Sustained Dialogue skill series*, [virtual, ten 1.5-hour sessions (16 hours total)]
- Flint, M.** (2023, March 11-12). *Sustained Dialogue moderator workshop*. Middlebury College, Middlebury VT. [16-hour workshop]
- Flint, M.**, & Wagner, L. (2023, January 20-21). *Sustained Dialogue moderator workshop*, Massachusetts Institute of Technology. [virtual, 10-hour workshop].
- Fitzgerald, R. & **Flint, M.** (2023, January 12). *Presentation of findings from listening sessions*, DADJ: Kings County, Seattle WA. [virtual, 1.5 hour presentation]
- Flint, M.**, & Wagner, L. (2022, November 11-13). *Sustained Dialogue moderator workshop*, University of California, Berkely. [virtual, 15-hour workshop].
- Flint, M.** (2022, September 22-24). *Sustained Dialogue moderator workshop*, Cornell College. [virtual, 15-hour workshop].
- Fitzgerald, R., Grenier, M., **Flint, M.**, & Wagner, L. (2021—2022). *Introduction to Antiracism with Sustained Dialogue*, undisclosed group. [virtual, nine 5-hour workshops (45 hours total)].

5. PROFESSIONAL SERVICE

Professional societies, governmental organizations, or non-governmental agencies

- 2023 – 2024 *Past President*, Southeast Philosophy of Education Society.
- 2022 – 2023 *President*, Southeast Philosophy of Education Society.
- 2022 – *Planning Committee Member*, Southeastern Universities Graduate Student Symposium.
- 2021 *Proposal Reviewer*, AERA, Foucault & Contemporary Theories SIG; QR SIG.
- 2021 *Graduate Student Travel Scholarship Reviewer*, ASHE Annual Conference.
- 2021 – 2022 *Proposal Reviewer*, ASHE Annual Conference.
- 2021 – 2022 *President-Elect*, Southeast Philosophy of Education Society.
- 2020 – 2021 *Program Coordinator*, Southeast Philosophy of Education Society.
- 2019 – *Committee Member*, AERA Qualitative Research SIG Mentoring Committee.
- 2019 – 2021 *Communications Officer*, Southeast Philosophy of Education Society.

Editorship or editorial board memberships

- 2021 – *Routledge Resources Online—Qualitative Methods*. Section Editor: Gender and Sexuality.
- 2021 – *Qualitative Research*, Editorial Board Member
- 2020 – *Journal of College Student Development*, Editorial Board Member
- 2020 – 2022 *Reconceptualizing Educational Research Methodology*, Co-editorship of special issue: Thought in motion: Erin Manning’s imperatives and qualitative inquiry.

Ad hoc manuscript reviewer

Selected journal manuscript reviews 2019—2023

- Art/Research International (3)
- Educational Research for Social Change (2)
- Qualitative Research (9)
- Handbook of Teaching and Learning Social Research Methods (2)
- International Journal of Qualitative Studies in Education (1)
- International Review of Qualitative Research (2)
- Journal of College Student Development (21)
- Journal of International and Comparative Higher Education (1)
- Professional Development in Education (1)
- Reconceptualizing Educational Research Methodology (2)
- Review of Higher Education (2)
- Journal of Homosexuality (1)

Book manuscript reviews 2019—2023

- Routledge (2)
- SAGE Books (2)
- Springer Books (1)

Service on departmental, college, or university committees

Mary Frances Early College of Education Committees

- 2021 – 2023 *Faculty Senator*, Mary Frances Early College of Education, University of Georgia.

Departmental Committees

- 2023 *Student Annual Evaluations, Dismissals & Appeals*, LEAP, University of Georgia
- 2021 *Search Committee Member: Assistant Professor of Qualitative Research*, LEAP, University of Georgia.
- 2020 – *Anti-Racism Council*, LEAP, University of Georgia

Program Committees

- 2019 – *Reviewer*, Interdisciplinary Qualitative Certificate, Qualitative Research Program, LEAP, University of Georgia, (3).
- 2019 – *Social Media Coordinator*, Qualitative Research Program, LEAP, University of Georgia.

Service to student groups and organizations

- Flowers, J. & **Flint, M.** (2023, June 14). *Race and education in the United States*. Presentation for University of Liverpool visiting scholars, The University of Georgia, [1-hour presentation].
- Roulston, K., & **Flint, M.** (2022, March 31). *So, you want to think like a qualitative methodologist?* Presentation for the Southeast University Graduate Research Symposium, [virtual, 1.5-hour session].
- Flint, M.** (2021, September 11). *Guest panel on transitioning from student to scholar (with R. Blissett, D. Jones, M. Freeman, & A. Nicolaidis)*. Panel for LEAP-GSN Fall Retreat, University of Georgia, [1-hour virtual panel].
- Flint, M.** (2021, June 15). *Power, positionality, and personal growth (with A. Freidus, D. G. Martínez, & E. Turner)*. Panel for Just Education Policy: An Institute for Developing Scholars, [virtual, 1.5-hour panel].