

EDUCATION

Certified Workplace Mediator

Received: December 2018

Mediation Training Institute: Eckerd College. Certified in training and administration of workplace mediation and conflict resolution.

Doctor of Philosophy: Justice Studies

Received: August 2015

Committee: Nancy Jurik (Chair), Gray Cavender, Anne L. Schneider

Dissertation: *Seeing Is Achieving: Assessment Practice and Student Capital*

Assessment practices in U.S. schools have become a greatly debated topic since the passage of the No Child Left Behind Act of 2002. In response to these new guidelines, schools and teachers have made adjustments in the ways they implement assessment practice and utilize assessment data -- ultimately impacting the lives of students and their educational outcomes. Using elements of Bourdieu's Theory of Practice as a lens to consider both context and implications of assessment practices within this new legislative era, a case study is focused on the lives of teachers and students within a single U.S. middle school. This study synthesizes secondary data in the form of standardized test scores, teacher grades in math and reading, a student grit survey, along with student narratives and teacher observations to reveal the ways in which assessment practice structures the classroom field. Findings reveal the conflicting ways in which teachers and students navigate a system framed by bureaucratic legitimacy. For teachers, issues of assessment rules and time constraints lead to frustrations and bureaucratic slippage. Conversely, students implement strategies to resist and manage the routine assessment practices of teachers.

Masters of Science: Justice & Social Inquiry

Received: May 2006

Arizona State University

Applied Project: *Rough Justice: Lessons Learned from the Courtroom of Judge Judy*

Post-Baccalaureate: Elementary Education

Received: December 2003

Arizona State University

Certified in Arizona-Elementary Education

Bachelor of Science: Justice Studies with Honors

Received: August 2002

Arizona State University

Barrett Honors College Thesis: *Young Adults, Parental Role Models and Media*

TEACHING EXPERIENCE

Lecturer, School of Justice & Social Inquiry, Arizona State University, Tempe, AZ (2018-Current)

JUS105: Introduction to Justice Studies (In-Person – 2 sections)

JUS207: Homicide & Serial Killers (Online – 4 sections, In-Person – 2 sections)

JUS214: Pursuits of Justice (In-Person – 1 section)

JUS302: Research Methods (In-Person – 1 section)
JUS303: Justice Theory (In-Person – 3 sections – Online – 1 section)
JUS305: Principles of Justice (In-Person – 2 sections)
JUS308: Courts & Society (In-Person – 2 sections)
JUS360: Law and Social Control (Online – 1 section)
JUS375: Justice & the Mass Media (In-Person – 1 section)
JUS405: Economic Justice (In-Person – 2 sections)
JUS410: Punishment: Logic & Approach (In-Person – 1 section)
JUS470: Alternative Dispute Resolution (Online – 2 sections)
JUS500: Research Methods (In-Person – 2 sections)
SST691: Teaching for Social Transformation (In-Person – 1 section)

Faculty Associate, School of Criminology and Criminal Justice, Arizona State University, Phoenix, AZ (2012-2016)

CRJ302: Research Methods (Online – 1 section, In-Person – 4 sections)
CRJ303: Statistics (Online – 1 section, In-Person – 3 sections)
CRJ204: Juvenile Justice. (2 sections)
CRJ225: Introduction to Criminology. (2 sections)

Instructor, School of Justice & Social Inquiry, Arizona State University, Tempe, AZ (2006-2009)

JUS494: Economic Justice (1 section)
JUS301: Social Statistics (1 section)
JUS494: Schools and Justice (1 section – online summer course – 8 weeks)
JUS488: Youth & Justice (1 section)

Teaching Associate, School of Justice & Social Inquiry, Arizona State University, Tempe, AZ (2003-2004)

JUS394: Courts & Society (1 section). Under the direction of Dr. Marie Provine.
JUS301: Social Statistics (2 sections). Under the direction of Dr. Vera Lopez.

PROFESSIONAL DEVELOPMENT PRESENTATIONS/PROJECTS

Bridge the Gap – Assembly. (2019). Faculty panelist – round-table discussion related to education and citizenship. Sponsored by the Arizona Chapter – BridgeASU.

Transforming the Transfer Student Classroom. (2019). Conference presentation – co-facilitated with Raphael Charron-Chenier. AZ Transfer Summit – Phoenix, AZ.

Effective Teaching Practices: American Council on Education. (2018). 16 Week course designed for university faculty to improve teaching and learning.

Digital Storytelling Workshop - ASU EdPlus. (2018). Pedagogical processes incorporating storytelling using 21st century technology tools.

Grounded Theory: The Basics – ASU Workshop. (2018). Presented by Dr. Amber Wutich, Arizona State University. Focused on theoretical and practical implementation and qualitative analysis using Grounded Theory methodology.

Social Network Analysis – ASU Workshop. (2017). Presented by Dr. Christopher McCarty, University of Florida. Focused on analytical approaches to evaluate social networks.

- Capturing and Analyzing Social Media Data Using Twitter – ASU Workshop. (2017). Presented by Dr. Eric Shook, University of Minnesota. Focused on the use of technology tool to retrieve and analyze Twitter data.
- Broberg, Gregory B. (2016). *Humanities: An Inspiring Learning Space to Bring History Alive*. Northern Arizona University – College of Education – TARIAT Conference. Flagstaff, Arizona.
- Broberg, Gregory B. (2015). *Qualitative Data Analysis: The Basics*. Arizona State University – Seminar focused on textual analysis. Instructor: Amber Wutich, Ph.D. Tempe, Arizona.
- Broberg, Gregory B. (2013). *Stories from School*. Arizona K12 Center – Professional Blog – Providing professional publications related to current issues in education. Phoenix, Arizona.
- Broberg, Gregory B. (2012). *Math Steering Committee*. Kyrene School District – Providing ongoing curriculum and development support for implementation of the Common Core Standards within the district (includes curriculum mapping resources and assessment tools). Tempe, Arizona.
- Broberg, Gregory B. (2012). *The Art and Science of Teaching (Marzano) – Instructor*. Kyrene School District - Participant training for district-wide implementation of teacher evaluation process. Tempe, Arizona.
- Broberg, Gregory B. (2012). *Socratic Circles – Instructor*. Kyrene School District – Professional development training in the use of Socratic Circles as an instructional tool for classroom teachers. Tempe, Arizona.
- Broberg, Gregory B. (2012). *New Teacher Mentoring Program*. Kyrene School District – Mentor for Year II grade-level teachers – providing support for ongoing professional needs. Tempe, Arizona.
- Broberg, Gregory B. (2010-2011). *Curriculum Mapping Project - Math*. Kyrene School District – Responsible for the development and ongoing support of district-level 5th grade math curriculum map. Tempe, Arizona.
- Broberg, Gregory B. (2010). *Special Areas Assessment and Recommendations Committee*. Kyrene School District – Part of an ongoing committee to evaluate and recommend changes to programming for elementary special areas. Tempe, Arizona.
- Broberg, Gregory B. (2007). *Social Studies Standards Implementation Professional Development - Instructor*. Kyrene School District – Trained teachers on the implementation of new social studies standards (regionally based). Tempe, Arizona.
- Lopez, V. & Broberg, Gregory B. (2007). *Female adolescent offenders' accounts of methamphetamine use*. Paper presented at the annual meeting of the Society for the Study of Social Problems, New York City, New York.
- Provine, Marie D. & Broberg, Gregory B. (2006). *Criminal courts and immigration control: Balancing executive leadership with the demands of due process*. International Political Science Association: Research Committee for Comparative Judicial Studies. February, 2006, Tempe, Arizona.
- Provine, Marie D. & Broberg, Gregory B. (2005). *Cops, Courts, and Border Crossers: The Politics of Law Enforcement on the Borderlands*. Law & Society Conference. June 2, 2005, Las Vegas, Nevada.
- Broberg, Gregory B. (2005). *Researcher/Practitioner Match Session*. The Heat Is On: Discover Proven and Promising Practices in Dropout Prevention Conference. Phoenix, Arizona.

- Broberg, Gregory B. (2005). *Open Dependency Hearings – San Mateo Juvenile Court*. Expert Witness Testimony – Sponsor: David Silberman – Deputy Counsel – San Mateo County. San Mateo, CA.
- Broberg, Gregory B. (2005). *Restorative justice: An overview for corrections officers*. Arizona Department of Corrections – Officer Training Academy. Phoenix, Arizona.
- Broberg, Gregory B. (2004). *Skill Builders I: Making Sense of Conflict*. Arizona Department of Juvenile Corrections. Phoenix, Arizona.
- Broberg, Gregory B. (2003). *Humanistic Mediation*. Arizona Dispute Resolution Association Training. Sierra Vista, Arizona.
- Broberg, Gregory B. (2003). *Today's Educational Strategies*. Maricopa County CASA Program – 4th Annual Volunteer Training. Phoenix, Arizona.
- Broberg, Gregory B. (2003). *Restorative Justice*. Pinal County Superior Court. Florence, Arizona.
- Umbreit, Mark. (2002). *Introductory Victim Offender Mediation and Conferencing A Multi-Method Approach*. University of Minnesota. (24 hour published training).

RESEARCH INTERESTS

Social Capital and Implications in Schools
 Educational Policy and Implementation for At-Risk Youth
 Pedagogy and Research Methods in Education

RESEARCH EXPERIENCES

Experiences, Attitudes, and Behaviors of Suspended and Non-Suspended Students in Arizona. (2020). Collaborative effort with the ASU Decision Theater and the American Civil Liberties Union-Arizona. Partially Funded – Piper Trust Resiliency Grant.

Project Cities: City of Peoria Placemaking Project. (2019). Collaborative effort with ASU Project Cities – Sustainability project and JUS305 – Justice Principles course/students.

Resiliency as a Method for Increasing Student Achievement. (2019). Collaborative effort with the ASU Decision Theater and Littleton School District. Partially Funded – Piper Trust Resiliency Grant – 1 year of funding for MA student.

Faculty Collaboration Curriculum Grant. (2019). Arizona State University. Funding proposal solicited by the ASU Provost's Office. - \$8,000. Not funded.

Shifting Trajectories: A Mixed-Method Student-Centered Approach to Understanding Causes and Consequences of Race/Ethnicity and Disability Disproportionality in School Suspensions (2018). Funding proposal to Spencer Foundation - \$200,000. Not funded.

Disciplinary procedures like suspensions can have a strong negative impact on students' life trajectories. This is especially true for students of color and students with disabilities, who experience suspensions at a disproportionate rate. Research on suspensions has focused primarily on teachers and administrators. In this project, we argue that focusing more directly on students' experience can help understand the unequal impact of disciplinary practices. Using a collaborative research structure, this two year project will implement a mixed-method approach to examine 1) how disciplinary action shapes student of color/with disabilities' access to social capital within the school, and 2) how disciplinary action and access to social capital shape students' expectations and motivations for post-schooling trajectories.

In collaboration with three Arizona middle schools, our study will 1) use administrative records to quantitatively model determinants of schools suspension and sources of racial/ethnic and disability status bias, 2) use qualitative approaches to obtain in-depth student-centered data on the experience of school suspensions among at-risk students, and 3) collaborate with school personnel to develop alternative disciplinary approaches that can minimize bias in the implementation of disciplinary action and mitigate its negative long-term consequences.

iPads in the Classroom (2012)

The Kyrene School District is committed to enhancing educational experiences with technology. As a part of this evaluation, I was chosen as a demonstration classroom to explore the effects of iPads within the elementary school environment. The overall goal of this effort is: 1) to assess the academic achievement impacts of this technology within the elementary classroom setting, 2) to evaluate the impacts on district-level technological resources, and 3) to gauge parental and community reactions. Results will provide direction on needed professional development of teachers and technology infrastructure support.

Classroom Connections Grants (2010 and 2012)

Grant funding provided by Salt River Project (total funding \$5,000) related to social studies initiatives for enrichment and enhancement to classroom practices. These grants provided students with opportunities to interact with an author of historical fiction (Avi), field research related to primary source resources at Arizona State University, and reading and writing student-based research projects enhancing student understanding of democracy, citizenship and historical aspects of Arizona's history.

Another Brick in the Wall: An Evaluation of Older Dependent Youth – Secondary Investigator – Dr. Vera Lopez-Primary Investigator (2005)

This study evaluated 100 older dependent youth in the Maricopa County juvenile dependency system. Part of this study is to explore who services such as counseling and independent living are provided, to whom, and the success of these interventions. Additionally, detailed statistics are being collected to evaluate the differences between dependent and dually-adjudicated youth. This project was conducted in conjunction with the Maricopa County CASA program.

40 Girls Project – Secondary Investigator – Dr. Vera Lopez-Primary Investigator (2005)

The overall goal of the study was to contribute to theory on delinquent events as it applies to female adolescents. Consistent with LeBlanc and Frechette (1989) and Agnew (1990) the present research study will focus on understanding why adolescents commit delinquent events. In line with Athens (1997) and Lopez and Emmer (2000, 2002), we will attempt to understand how offenders perceive and interpret delinquent events. More specifically, this study will focus on how female adolescent offenders define, interpret, and feel about delinquent events and their role in them. In addition, and consistent with an earlier study by Zamble and Quinsey (1997), a number of measures are used to examine coping and problem solving skills.

The Dilemmas of Deportation – Secondary Investigator – Dr. Marie Provine-Primary Investigator

Non-citizens face special hazards when they are arrested for crimes in the United States. Their situation has grown more perilous since the 1996 Illegal Immigration Reform and Immigrant Responsibility Act, which provides for automatic deportation upon conviction of any felony. In response, many states have adopted policies providing for notification of arrestees of their legal situation before conviction. But this notice, if it comes at all, is unlikely to much effect. Simply being charged with a serious crime sets the process of deportation in motion, so the dilemma for law enforcement is whether to press charges at all. How do law-enforcement personnel deal with this situation where their actions such differing consequences, depending on immigration status? Data from metro Phoenix, a major source of deportation activity, is being used to explore how law-enforcement personnel manage their responsibility to provide equal justice for all.

Open Dependency Hearings – Primary Investigator (2005)

During the 2003 Arizona legislative session, lawmakers debated the value of opening dependency hearings to the public. By the conclusion of the session, Senate Bill 1304 was passed requiring that no more than 10% of the Maricopa County dependency hearings be open to the public. The Department of Economic Security/Division of Children, Youth and Families (DES/CPS), the Administrative Office of the Courts, and the Maricopa County Superior Court were assigned the task of monitoring and providing analysis information related to any hearing that was included in this pilot program. Senate Bill 1304 required the collection of demographic data related to all open hearings, which hearings were open or closed to the public and why, and a detailed survey of courtroom participants regarding their attitudes towards open dependency hearings.

The Arizona Department of Economic Security/Division of Children, Youth and Families contracted with Arizona State University to complete the analysis portion of this project. I am acting as the principle investigator, working under the direction of Dr. Vera Lopez. Based on an initial analysis of 171 hearings and a survey of 98 court room participant results indicated that: 1) 75% of respondents felt that open hearings had no impact on the quality of courtroom proceedings, 2) approximately 84% of non-parent respondents felt that open hearings had no time/financial impact on courtroom proceedings (preparation and in-court time), and 3) approximately 86% of respondents felt that services to parents/children have not been affected by open hearings. A final survey and a complete analysis report were presented in 2005.

Conflict Resolution 101 – Grant Project (2003) – Funded \$42,500

In May 2003 I was asked by the Arizona Department of Juvenile Corrections (ADJC) to assist them in a grant program with the specific aim of producing a proposal to enhance a required youth grievance program. After some initial focus group meetings with youth and staff members in specific ADJC facilities, I prepared a proposal and the agency entered into a grant agreement with the ASU School of Justice Studies. Under this grant agreement, I produced curriculum and processes aimed at 1) enhancing youth understanding of conflict and conflict resolution procedures, and 2) implemented a mediation process so that youth could request a volunteer mediator when processing a grievance request. I was supervised by Dr. Marie Provine – a tenured professor within the School of Justice Studies.

Portraits in Pen and Paper (2003)

Undergraduate students from Arizona State University (ASU) – School of Justice Studies paired with Arizona Department of Juvenile Corrections (ADJC) youth with the goal of completing a writing project. While the goal was to produce some academic work, the underlying objective was to offer a unique opportunity for college students to gain the “real world” perspective of incarcerated youth. ASU students visited for three hours with an ADJC youth in two facilities. During this three-hour timeframe, the ASU students were instructed to work with the youth on developing some creative written work. Upon completion of the work, the ASU students were also asked to reflect on their experiences in a two-page paper. The results of these reflection papers proved that many of the ASU students carried a predisposition (a stereotype) of what an ADJC youth was like. All of the students shared their appreciation for the unique opportunity to meet with these youth and hoped to carry forth this experience in some form of volunteer work for “at risk” youth.

Barrett Honors College-Thesis of Distinction: Young Adults, Parental Role Models and Media (2002)

This pilot study explored the attitudes of youth (ages 12-18) within three areas: 1) television viewing habits, 2) parental involvement within television viewing habits, and 3) and the role to which media or parental influences affected attitudes relating to smoking and abstinence. Three hundred and thirty two adolescents were interviewed using a Likert-type questionnaire containing 83 questions.

Major findings from this project included: 1) Most respondents indicated that parents played a significant role in television viewing habits, 2) Participants indicated that a majority of their time was spent with friends rather than watching television, and 3) Parental attitudes regarding smoking and abstinence play an important role in the value that participants place on these aspects.

Independent Study – Child Advocacy Centers and Multidisciplinary Teams – Video Documentary (2002)

Child Advocacy Centers and multidisciplinary teams are an integral part of our juvenile justice and social work paradigm – especially within our foster care system. This project focused on educating

policymakers on the benefits and challenges of maintaining and expanding use of these two critical infrastructures. The final work product was a video documentary that outlined, through the eyes of a child, personalized abuse experiences calling for the continued expansion of advocacy center and multidisciplinary teams. Intermixed within the children's stories are professional testimonies regarding the efficiencies and benefits of advocacy centers and multidisciplinary teams over past historical practices.

PUBLICATIONS

- Broberg, G. B.; Hinrichs, M. & Nunez-Eddy, E. (2019). Using Student Achievement Data to Build Resiliency in Teachers and Students. *(In Process)*
- Broberg, G. B. (2019). Communities in Disguise: Professional Learning Communities, Teacher Conflict and Capital. *(In Process)*
- Broberg, G. B. (2005). Evaluation Paper: Arizona Department of Juvenile Corrections-Conflict Resolution 101. Agency use only.
- Broberg, G. B. & Lopez V. (2006). *Open dependency hearings: Final Report*. Arizona Department of Economic Security – Division of Children, Youth and Families.

HONORS AND AWARDS

- Devil's Advocate Student Organization "Apple Polisher Award" (2014, 2018 and 2019)
- Residential Life – College of Liberal Arts and Science – Distinguished Faculty Mentor (2014)
- "Guest Coach" Nomination – ASU Wrestling Team (2014) / ASU Volleyball Team (2017)
- Most Inspirational Faculty Award – Arizona State University-Student Athletic Association (2013)
- Tempe Diablos – Educator Innovation Award (Finalist) – (2013)
- National Board for Professional Teaching Standards – National Board Certified Teacher (2011)
- Outstanding Undergraduate Alumnus Award – Justice and Social Inquiry (2010-2011)
- Obama Scholars Mentor – Arizona State University (2009-2010)
- Special Recognition – Education Subcommittee of the Arizona Governor's Commission on Child Protective Services Reform (2003)
- University Graduate Student Scholarship (2002)
- S. M. Schmidt Memorial Scholarship – Arizona State University (2002)
- Undergraduate Student of the Year – School of Justice Studies, Arizona State University (2002).
- CASA Volunteer of the Year – Maricopa County (2001)

COMMITTEE SERVICE

- Baker, Karen. (2015). Child abuse and neglect handbook: Victim identification for school aged children. Committee member – Barrett Honors College undergraduate thesis.
- Barger, Courtney. (2020). Teen Courts: Alternatives and Possibilities. Committee chair – Barrett Honors College undergraduate thesis.
- Boon, Jessica. (2020). Evaluation of Tempe Mental Health Court. Committee chair – Barrett Honors College undergraduate thesis.
- Chanes-Augusto, Yasmeen. (2018). State Violence and Perceptions of Black Women. Committee chair – Barrett Honors College undergraduate thesis.
- Howman, David. (In Process). Colin Kaepernick, Social Movements, and Moral Boundaries.

Masters Thesis. Committee member-PI for research study.

Kelso, Quinn. (2019). Making Sense of Madness: Manifestos as Profiling Decision Points. Committee chair – Barrett Honors College undergraduate thesis.

Khaleesi, Casey. (2018). “It pushes it under the refrigerator like an ice cube”: What students are saying about high-stakes testing. Masters Thesis. Committee member – Social and Cultural Pedagogy.

Lille, Jacob. (2019). Civil Court Mediation in the 21st Century. Committee chair – Barrett Honors College undergraduate thesis.

Matula, Nicholas. (2020). Social Capital Mechanisms in Secondary School Settings. Masters Thesis. Committee member-PI for research study.

Nunez-Eddy, Emily. (2020). Expansion of Police Presence and Power in Schools. Masters Thesis. Committee chair-PI for research study. Masters Thesis. Committee member-PI for research study.

Saigh, Alexa. (2020). Social Media as Courtroom Evidence. Committee chair – Barrett Honors College undergraduate thesis.

Schramm, Andrew. (2020). Mental Health Court: Institutional Actors, Participants, and Contractual Compliance. Masters Thesis. Committee member-PI for research study.

West, Madison. (2019). Rethinking Sustainability Through Environmental Justice Discourse and Knowledge Production: Institutional Environmental Violence Through the Lens of the Flint Water Crisis. Masters Thesis. Committee member – Justice Studies.

West, Madison. (2018). Race and Gender in Fan Spaces: How #BlackCosplayerHere Utilized Twitter to Call Out Racism and Misogyny in the Cosplay Community. Masters Applied Project. Committee member – Justice Studies.

PROFESSIONAL MEMBERSHIPS/AFFILIATION

Arizona National Board Certified Teachers Network – Board Member
Arizona K12 Center – National Board Coaching Support Team
Arizona K12 Center – Arizona Teacher Solutions Team
Arizona Governor’s Task Force for CPS Reform
Arizona Council for CASA, Inc. – Treasurer-Non-profit board
Society for the Study of Social Problems
Childhelp USA
Arizona Dispute Resolution Association
Maricopa County CASA Program

REFERENCES

Please feel free to contact any of my references.

1. Dr. Gray Cavender, Professor of Criminology (Emeritus), Arizona State University, Justice & Social Inquiry, PO Box 870403, Tempe, AZ 85287-0403.

2. Dr. Nancy Jurik, Professor of Sociology (Emeritus), Arizona State University, Justice & Social Inquiry, PO Box 870403, Tempe, AZ 85287-0403, (480) 965-7043.
3. Nancy Branch, Principal, Kyrene de la Mirada, 5500 W. Galveston St., Chandler, AZ 85226, (480) 783-2900.
4. Jim Verrill, Director of Instructional Technology and Integration, Littleton School District, 1600 S. 107th Ave., Avondale, AZ 85323, (623) 478-5700.
5. Dr. Kathy Weibke, Executive Director, Arizona K12 Center, Northern Arizona State University, 99 E. Virginia Ave. – Suite 100, Phoenix, AZ 85004, (602) 443-6444.

EMPLOYMENT HISTORY

Arizona State University, Tempe, Arizona

Lecturer (2017 – Current)

Kyrene School District, Phoenix, Arizona

Elementary Education (2006 – 2017)

Shaw Systems Associates, Richmond, Virginia

Computer Software Firm, Senior Consultant (1996-1999)

Travel Station, Bozeman, Montana

Travel Consulting Firm, Consultant (1995-1996)

Zoot Enterprises, Inc., Bozeman, Montana

Software Engineering Firm, Owner/Partner (1992-1995)

Valley National Bank/Bank One Arizona, Phoenix, Arizona

Financial Institution, Vice President and Consultant (1979-1992)