

# ***CURRICULUM VITAE***

## ***Julie Hall, Ph.D.***

***Unbiased, Independent, Comprehensive, and Compassionate Expert Review and Opinion***

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***Consult.hallj@gmail.com***

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### **EDUCATION**

Ph.D. Educational Culture, Policy and Society  
State University of New York at Buffalo, 1997

M.A. English  
McGill University, Montréal, Quebec. 1994

B.A. English  
State University of New York at Buffalo, 1990

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### **CONSULT, RESEARCH & TEACHING**

**J. Hall Consulting LLC**  
**Buffalo, New York**  
**(Fall 2023-Present)**

25+ years as nationally recognized scholar and educator on gender harassment, hiring, training, supervision, policies and procedures, prevention, reporting requirements, and regulatory compliance regarding sexual misconduct and alleged sexual misconduct in schools (public, private, and faith-based), communities, and youth serving organizations. Dr. Hall brings the weight of her experience in Title IX, Catholic Church, state, local, social, sporting, and educational institutions to state and federal courts on behalf of sexual abuse victims and school districts, private schools, religious organizations and municipalities as appropriate.

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### **Director & Professor**

#### **Doctoral Program in Educational Leadership, D'Youville University, Buffalo, New York (Fall 2014-Summer 2023)**

Daily program operation, development, and implementation. Evaluate faculty performance in teaching, research, and service. Evaluate, promulgate, update, and institute program policies and procedures. Educated, trained, and evaluated public and private school superintendents, principals, teachers, counselors, physical education teachers and coaches, central office professionals, religious educators and administrators, higher education researchers and administrators, and directors of community agencies. Instructed in P-12 teacher certification requirements including federal and state mandates for the prevention of educator sexual misconduct directed towards students in public and private schools, higher education, and community organizations. Chair dissertations and lead course discussion on student sexual abuse as a public health crisis, Title IX Office of Civil Rights Sexual Harassment Guidelines, mandatory reporting, effective hiring practices, educator training and supervision, student supervision, culturally sustaining practices, and the priority of creating and maintaining a safe environment for youth in schools and community organizations. Appointed to serve on university Title IX Taskforce. Internal and external program review and assessment. Teach the following courses:

- Education Governance, Law, and Policy
- School-Community Relations
- Curriculum, Instruction, and Assessment of Learning
- Cultural Perspectives in Education
- Dissertation Guidance

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#### **Director & Professor, Sociology Program, D'Youville University, Buffalo, New York (Spring 2008-Spring 2014)**

Daily program operation, development, and implementation. Internal and external program review and assessment. Represent the area within the institution and externally. Educate students on topics such as sexual harassment and abuse in schools, the workplace and other institutional settings; Title VI, discrimination in employment, and structural inequality. Appointed to serve on university Title IX Taskforce. Teach the following courses:

- Social Theory
  - Sociological Principals of Education
  - Sociology of Human Rights
  - Gender
  - Cultural Diversity
  - Social Problems
  - Research Methods
  - Collective Behavior
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**Assistant & Associate Professor****Department of Education, D'Youville University, Buffalo, NY (Fall 2001-Spring 2008)**

Educate master's / New York State Certification teacher training students on critical issues and future trends in education. Develop and implement best practices for student learning. Emphasis on state and federal laws school districts must follow to prevent educator sexual misconduct directed towards students in schools and community settings. Analysis of policies and procedures in hiring, retention, supervision, and prevention of educator sexual misconduct. Advise students, revise curriculum, develop and strengthen the program, engage in assessment. Teach the following courses:

- Cultural Perspectives in Education
- Philosophical & Social Foundations of Education
- Advanced Research Methods
- Graduate Research

**Visiting Assistant Professor****Department of Education, Buffalo State University, Buffalo, NY  
(Spring 1999-Spring 2001)**

Educate master's / New York State certification teacher training students on best practices for student learning drawing on historical and philosophical foundations of education. Emphasis on state and federal laws school districts must follow to prevent educator sexual misconduct directed towards students inside and outside schools. Analysis of policies and procedures in hiring, retention, supervision, and prevention of educator sexual misconduct. Advise students, develop and strengthen the program, and teach the following courses:

- Historical and Philosophical Foundations of Education
- School & Society

**Postdoctoral Associate, Lois Weis & Michelle Fine****Carnegie Foundation Research Team Member, \$2 million, State University of New York at Buffalo (June 1998-June 1999)**

National investigation of school and community-based sites in large post-industrial cities that successfully promote cross-race/ethnic interactions among youth. In-depth interviewing, critical spatial analysis, field notes on site visits, collection of text-based research materials, coding and sorting data; data analysis, interpretation, and writing.



**Spencer Foundation Research Assistant, Lois Weis & Michelle Fine**  
**Spencer Foundation Funded Research Team Member, \$1.5 million, State University of New York at Buffalo January (1996-June 1997)**

Investigation of prevalence of sexual harassment and abuse among high school students and young adults in schools, the workplace, and in communities in two postindustrial cities. Qualitative methods and critical policy analysis. Conceptual framework construction, fieldwork, data analysis, and writing.

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## **JOURNAL EDITORSHIP**

### **Editorial Advisory Board Member**

(2006-Present)

*Journal of Critical Education Policy Studies*

### **Manuscript Reviewer**

(2006-Present)

*Journal of Child and Family Studies*

### **Manuscript Reviewer**

(2015-Present)

*Journal of Education Policy*

### **Manuscript Reviewer**

(2016-Present)

*Child, Youth & Environments*

### **Manuscript Reviewer**

(2012-Present)

*The American Journal of Sociology*

### **Manuscript Reviewer**

(2012-Present)

*The Journal of Critical Education*

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## **BOOK SERIES DEVELOPER & EDITOR**

Hall, J. (2018-Summer 2023)

Book Series Title: *Critical Ethnographic Research in Education*.

New York: Routledge.

Invited by the academic publisher Routledge to develop and edit a book series focusing on qualitative research methods. Book proposals featured analysis and critique of ethnographic data collection methods such as postcritical spatial studies, looped field techniques, heat mapping, GIS / GPS, counter stories, composites, and cell films. Published award-winning books by scholars working at the intersections of digital media, visual arts, text, and graphics.

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## PUBLICATIONS

Hall, J. (Ed.). (2016). *Female students and cultures of violence in cities*. New York: Routledge.  
**Winner of the AESA Critics' Book Choice Award for 2016**

Hall, J. (2014). *Underprivileged school children and the assault on dignity: Policy challenges and resistance*. New York: Routledge. (Foreword by Dennis Carlson)  
**Winner of the AESA Critics' Book Choice Award for 2015**

Hall, J. (2013). The control of food among schoolchildren who have been racially and economically marginalized across the cityscape. *Journal of Education Policy*, 29(6).

Hall, J. (2013). *Children's human rights and public schools in the United States*. New York: Sense Publishers. (Foreword by Christine Sleeter).  
**Winner of the AESA Critics' Book Choice Award for 2014**

Hall, J. (2012). Water is a right: A critique of curricular materials and learning experiences in schools sponsored by the transnational water utility service industry. *The Journal of Critical Education*, 3 (2), 12-35.

Hall, J. (2009). Review of A. Jones, Men of the global South: A reader. *Men & Masculinities*, 28(4), 122-124.

Sabo, D. & Hall, J. (2009). Gender and psychosocial adaptation after a health crisis: A relational analysis. In A. Broom & P. Tovey (Eds.). *Men's Health: Body, Identity, and Social Context*. New York: Wiley & Sons.

Hall, J. (2009). It hurts to be a girl: Growing up poor, white, and female. In Kathleen Ferraro (Ed.). *Women's lives*. New York: Allyn & Bacon.

Hall, J. (2008). Review of M. Cole and educational theory: Origins and issues. *Journal of Critical Education Policy Studies*. London: Routledge.

Fine, M., Weis, L. Addelston, J., & Hall, J. (2007). In-secure times: Constructing white working-class masculinities in the late 20<sup>th</sup> century. In M. Messner (Ed.). *Men's lives*. New York: Prentice Hall.

Sabo, D., Hall, J., & Fix, G. (2006). Denial and men's lives after a health crisis: Race, class, and gender. *Challenge: A Journal of Research on African American Men*, 12(2).

Porfilio, B. & Hall, J. (2005). 'Power city' politics and the building of a total corporate school. *The Journal of Critical Education Policy Studies*, 3 (1).

Hall, J. (2005). Canal town girls. In E. Brown & K. Saltman (Eds.). *The critical middle school reader*. New York: Routledge.

Weis, L., Fine, M., Proweller, A., Bertram, C., & Hall, J. (2005). "I've slept in clothes long enough:" Excavating the sounds of domestic violence among women in the white working class. In N. Sokoloff (Ed.). *Domestic Violence at the Margins: Readings in Race, Class, Gender & Culture*. New York: Rutgers University Press.

Weis, L., Fine, M., Addelston, J., & Hall, J. (2004). Puerto Rican urban youth narrate their lives. In M. Kimmel & M. Messner (Eds.). *Men's lives*. New York: Allyn & Bacon.

Hall, J. (2004). Learning to be violent: White poor boys and domestic violence. *Anthropology & Education Quarterly*, 17 (6), 124-139.

Hall, J. (2003). Singing off key: A racial critique of elementary school songbooks. *Urban Education*, 35 (2), 221-231.

Hall, J., & Weis, L. (2003). Where the girls (and women) are. *American Journal of Community Psychology*, 28 (5), 731-755.

Hall, J. (2002). Review of Lorraine Delia Kenny, Daughters of suburbia: Growing up white, middle class, and female. *Gender & Society*, 16 (2), 265-267.

Hall, J. (2001). *Canal town youth: Community organization and the development of adolescent identity*. New York: SUNY Press.

Weis, L. & Hall, J. (2001). "I had a lot of Black friends growing up that my father didn't know about:" An exploration of white poor and working-class female racism. *Journal of Gender Studies*, 10 (1), 43-66.

Hall, J. (2000). It hurts to be a girl: Growing up poor, white, and female. *Gender & Society*, 14 (4), 630-644.

Hall, J. (2000). An analysis of classroom multiculturalism. *Multicultural Education*, 19, 23-42.

Hall, J. (1999). Review of John Devine, Maximum security: The culture of violence in inner-city schools. *International Journal of Qualitative Studies in Education*, 10 (3), 158-161.



- Weis, L., Hall, J., & Fine, M. (1998). Out of the cupboard: Kids, domestic violence, and schools. *British Journal of the Sociology of Education*, 19 (1), 53-73.
- Hall, J. (1997). White working-class males and the possibilities of collective anger: Patrolling Riley Road. *Urban Review*, 29 (2), 97-112.
- Hall, J. (1997). Classroom multiculturalism: A closer look. *Educational Foundations*, 11 (4), 25-38.
- Hall, J. (1997). Skill schoolboys: Masculine identity formation among white boys in an urban high school vocational auto shop program. *Urban Review*, 29 (3), 175-187.
- Weis, L., Fine, M., Proweller, A., Bertram, C., & Hall, J. (1997). I've slept in clothes long enough: Excavating the sounds of domestic violence among women in the white working class. *Urban Review*, 30 (1), 43-62.
- Fine, M., Weis, L., Addelston, J., & Hall, J. (1997). Constructing identities among the urban underclass in a postindustrial economy. *Gender & Society*, 11 (1), 51-68.
- Weis, L., & Hall, J. (1997). Neither seen nor heard: Working class girls and women talk. In S. Books (Ed.). *Neither seen nor heard: Invisible children in the society and its schools*. New York: Lawrence Erlbaum Publishers.
- Fine, M., Weis, L., Addelston, J., & Hall, J. (1997). White loss. In M. Seller & L. Weis (Eds.). *Beyond black and white: New voices, new faces in United States schools*. New York: State University of New York Press.
- Hall, J. (1996). Review of Mirumba Ani, An African-centered critique of cultural thought and behavior. *Urban Education*, 31 (1), 114-118.
- Hall, J. (1996). Review of Geoff Dench, The frog, the prince, & the problem of men. *Urban Education*, 31 (3), 346-349.

## PRESENTATIONS

- Hall, J. (2024). Federal and state mandates on preventing student sexual abuse in schools. *Catalician Center for Learning*, June 11<sup>th</sup>.  
(Invited Speaker)
- Hall, J. (2022). Exploring the possibilities of family engagement in complex and contentious contexts. *American Educational Research Association*. San Diego CA, April 21<sup>st</sup>-26<sup>th</sup>.

(Roundtable, Chair).

Hall, J. (2022). Resisting policies of displacement and dispossession in educational spaces. *American Educational Research Association*. San Diego CA, April 21<sup>st</sup>-26<sup>th</sup>.  
(Roundtable, Chair).

Hall, J. (2020). Institutional data sharing and violence among marginalized females in a city. *American Educational Research Association*. San Francisco CA, April 17<sup>th</sup>-21.  
(Roundtable Presenter, Chair).

Hall, J. (2018). Female teen dreams and productive relations in a rust belt city. *Conference on Critical Education*. University of London, England, July 25-28.  
(Plenary Speaker)

Hall, J. (2017). Working class, culturally diverse, adolescent females: Counter-storytelling in a rust belt city. *American Educational Studies Association*. Pittsburgh, PA, November 1-5.  
(Panel Presenter)

Hall, J. (2016). Swallowed by a sinkhole on the way to school. *American Education Research Association*. Washington, DC, April 8-12.  
(Panel Presenter)

Hall, J. (2016). Best practices on preventing student sexual abuse in schools. *Western New York Higher Education Leadership Institute*. Buffalo, NY, Daemen University, March 9<sup>th</sup>.  
(Panel Presenter)

Hall, J. (2015). Subprime students and payday loans. *American Education Research Association*. Chicago. Illinois, April 16-20.  
(Panel Presenter)

Hall, J. (2015). The Media and the privatization of education: Understanding and critiquing. *American Education Research Association*. Chicago. Illinois, April 16-20.  
(Discussant)

Hall, J. (2015). A history of student / educator sexual abuse prevention programs in schools. *The 8<sup>th</sup> Annual Conference on Equity and Social Justice*. SUNY Buffalo State, March 7<sup>th</sup>.  
(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2014). Growing vulnerabilities experienced by refugees and the rise in the targeting by human traffickers. *American Educational Studies Association*. Toronto, Ontario, October 30-November 2.  
(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2014). The 'unbanked' student and the payday loan. *American Educational Studies Association*. Toronto, Ontario, October 30-November 2.



(Panel Presenter)

Hall, J. (2014). Best practices in sex abuse prevention programs in schools  
*Faculty Research Day*, April 29<sup>th</sup>.

(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2012). Got Rights? Human rights and the vulnerabilities of school children.  
*American Educational Studies Association*. Seattle, WA, November 2-5.

(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2011). National identities and multiculturalism: Negotiations and conflicts in education.

*American Educational Studies Association*. St. Louis, MO, October 26-31.

(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2011). Race, whiteness, and resistance in pre-service teacher education.

*American Educational Studies Association*. St. Louis, MO, October 26-31.

(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2011). Interrogating the marketization and corporatization of education: Policy and curriculum.

*American Educational Studies Association*. St. Louis, MO, October 26-31.

(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2012). The UN Convention on the Rights of the Child: It's not 'a small world after all.' *American Educational Studies Association*. Seattle, WA, November 2-5. (Panel Organizer, Chair, & Presenter)

Hall, J. (2011). P-12 school curriculum and water utility service privatization.

*American Educational Studies Association*. St. Louis, MO, October 26-31.

(Presenter)

Hall, J. (2011). Current practices on preventing child-adult sexual abuse in public schools,  
*New York State Foundations of Education Association 40<sup>th</sup> Annual Meeting*. Rochester, NY, Nazareth University, April 25-25.

(Presenter)

Hall, J. (2010). Using the Universal Declaration of Human Rights with education students as a tool to analyze neoliberal structural inequalities.

*American Educational Studies Association*. Denver, Colorado, October 26-31.

(Panel Presenter)

Hall, J. (2010). Racism and hiring, supervision, and retention: Latest from legal world.

*New York State Foundations of Education Association 39<sup>th</sup> Annual Meeting*. Oneonta, NY, Hartwick College, April 9-10.

(Presenter)

Hall, J. (2008). Class action case studies of sexual harassment on the job: Policies and challenges.

*New York State Sociological Association*. Buffalo, NY.

(Presenter)

Hall, J. (2007). Bratz, Pussycat Dolls, & the Princess Diaries: Gender, race, social class, and sexuality in and the 'new' children's hybrid media.

*American Educational Studies Association*. Cleveland, OH.

(Presenter)

Hall, J. (2007). Assessing educator knowledge on child sexual abuse prevention.

*International Symposium Examining Intercultural Learning and Urban Education*. Buffalo, NY, D'Youville University.

(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2006). Voices speak on racism and job promotion.

*International Symposium Examining Intercultural Learning and Urban Education*. Buffalo, NY, D'Youville University.

(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2005). The further criminalization of urban youth: Notes from a privatized high school.

*American Educational Studies Association*. Charlottesville, Virginia.

(Presenter)

Hall, J. (2005). Sexual harassment and employment: Weakness in available data.

*Promoting and Achieving Intercultural Learning in North American Urban Classrooms: An International Symposium*. Buffalo, NY, D'Youville University.

(Presenter)

Sabo, D. & Hall, J. (2005). Gender identity, denial, and men's lives after a health event.

*National Conference on Men's Health*. Atlanta, Georgia.

(Presenter)

Hall, J. (2002). Selling out youth.

*American Educational Studies Association*. Pittsburgh, Pennsylvania.

(Presenter)

Hall, J. (2001).

Student awareness of sexual harassment policies and procedures in high schools.

*The University at Buffalo Educational Research Forum*. University at Buffalo.

(Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (1998). Immigrant stories: Life in 'Little Yemen.'

*The 19th Annual Urban Ethnography in Education Research Forum*. University of Pennsylvania,

Philadelphia, PA.  
(Presenter)

Hall, J. (1997). Valley girls: The construction of race.  
*The 18th Annual Urban Ethnography in Education Research Forum*.  
University of Pennsylvania, Philadelphia, PA.  
(Presenter)

Hall, J., & Weis, L. (1997). Neither seen nor heard: White working-class girls and women talk.  
*American Educational Research Association*. Chicago, Illinois.  
(Presenter)

Hall, J. (1996). Cultural stereotypes & the hiring process.  
*State University of New York at Buffalo*. Buffalo, NY.  
(Presenter)

Hall, J. (1996). Narrations of domestic violence among poor and working class white girls.  
*American Educational Studies Association*. Montreal, Quebec.  
(Presenter)

Hall, J. (1995). White working-class males and employment in a changing economy.  
*The 16th Annual Urban Ethnography in Education Research Forum*. University of Pennsylvania, Philadelphia, PA.  
(Presenter)

Hall, J. (1995). White males in an urban vocational auto shop class.  
*American Educational Studies Association*. Cleveland, Ohio.  
(Presenter)

## GRANTS FUNDED

### **D'Youville University Research Grant Principal Investigator**

**\$2,500. D'Youville University**

Preparation for publication of the volume, *Female Students and Cultures of Violence in Cities*.  
(2014-2015)

### **D'Youville University Research Grant Principal Investigator**

**\$2,500. D'Youville University**



Preparation for publication of the volume, *Underprivileged School Children and the Assault on Dignity: Policy Challenges and Resistance*.  
(2013-2014)

**D'Youville University Research Grant**

**Principal Investigator**

**\$2,500. D'Youville University**

Preparation for publication of the volume, *Children's Human Rights and Public Schools in the United States*.

(2012-2013)

**Margaret Foundation**

**Principal Investigator**

**\$40,000. D'Youville University**

Evaluation of Adult / Child Sex Abuse Prevention Programs in Schools

(2004-2008)

**B. Wardlow Trust**

**Principal Investigator**

**\$20,000. D'Youville University**

A Comparative analysis of State Laws on Child Abuse

(Fall 2003-Summer 2004)

**D'Youville University Research Grant**

**Principal Investigator**

**\$2,500. D'Youville University**

Research on Best Practices in Adult / Child Sexual Abuse Prevention Programs in Public Schools (Summer 2003)

**NYS Technology Grant**

**Co-Investigator**

**\$12,000. D'Youville University**

Project enabled students in an alternative high school to develop functional and critical literacy skills as they collected narratives in their communities and published these biographies.

(2002-2003)

**INSTITUTIONAL REVIEW BOARD CHAIR**

**D'Youville University**

Responsible for federal regulatory oversight for all proposed research involving human subjects. Uphold principles of the Belmont Report. Safeguard compliance with the Office of Research Integrity [ORI], the Office for Human Research Protections [OHRP] and the Department of Health and Human Services [DHHS]. Create and manage data use and reliance agreements,

monitor COIs, and update digital processes. Collaborate with compliance committees, Sponsored Programs, and other entities.  
(Fall 2010-August 2023)

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## **PROFESSIONAL ASSOCIATIONS / AWARDS**

American Educational Studies Association Critics' Book Choice Award, 2016  
 American Educational Studies Association Critics' Book Choice Award, 2015  
 American Educational Studies Association Critics' Book Choice Award, 2014  
 Faculty of the Year, 2005, 2010, 2017, 2018, 2019, 2020, 2021, 2023  
 American Association of University Professors (AAUP) Scholar of the Year, 2005  
 Mark Diamond Dissertation Research Award  
 American Association of University Women (AAUW)  
 American Sociological Association (ASA)  
 American Anthropological Association (AAA)  
 American Educational Studies Association (AESA)  
 New York State Foundations of Education Association (NYSFEA)  
 American Educational Research Association (AERA)

AERA Special Interest Groups:

- Gender and Education
- Critical Examination of Race, Ethnicity, Class, and Gender in Education
- Social Context of Education
- Educational Theory and Practice
- Qualitative Research
- Quantitative Studies