

## PART I: FACULTY SUMMER FELLOWSHIP COVER PAGE

1. **Type of Award:** Faculty Summer Fellowship

2. **Applicant Information:**

Name: Amanda Brockman

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Tenure Status (Tenure-track or Tenured): Tenure track

Faculty Rank (Lecturer, Assistant Professor, Associate Professor, Full Professor): Assistant Professor

Date of Most Recent Summer Fellowships Award: N/A

3. **Other Current FDA Award Applications:** I have never received an FBC award before. I applied last year and was rejected. Since then, I have obtained feedback from several people on my proposal. This feedback was fully incorporated into the development of this year's proposal.

4. **Title of Project:** Disseminating My Research on Relative Deprivation in Protest Emergence: Two Paper Submissions Analyzing Contemporary Teacher Strikes in Important, Urgent, and Novel Ways

5.

a. **IRB/IACUC/IBC Approval # / Status** (if applicable): exempt

Note: This information is for committee review and will not impact project scoring.

6. **Short Project Description** (200 word max): Collective behavior theory has moved away from a consideration of relative deprivation (a social-psychological theory that focuses on how people compare themselves with others who are similar to themselves in some way, but better off in another way) as an important aspect of protest emergence. However, the 35 interviews that I conducted with teacher leaders told a different story, making it not only clear that relative deprivation was important in this teacher strike wave, but also demonstrating its importance in novel ways not yet considered by collective behavior theory. This project has the goal of disseminating my findings from these interviews with regard to the role of relative deprivation in these teacher strikes. I want to use the time this summer to develop and submit two papers from this project to peer-reviewed journals. This is feasible because I already have completed chapters in alignment with these articles and all of my data has already been analyzed. I am an assistant professor and need to publish more sole-authored articles to ensure a successful path to tenure. This project is urgent and important not only to my own professional development, but also my teaching, the scholarly community, and numerous other stakeholders.

7.

Amanda J. Brockman

signature\*

10/1/24

date

\* By typing your name or pasting your signature in the space provided you are allowing this application to be reviewed by the Faculty Benefits Committee for a possible award. The applicant is also aware that failure to comply with the instructions may result in this proposal not being reviewed.

## Part II: PROPOSAL BODY

### BACKGROUND

#### 1. *Background*

I have two main research lines 1) STEM inequality and 2) feminist activism. I have had many opportunities to pursue my work on STEM inequality here at NKU, which is work that I am very passionate about. However, I have not had the time to prioritize and seriously pursue my second line of research on feminist activism. This line of research includes my dissertation work on the unprecedented wave of K-12 teacher strikes taking place in the two years just prior to the pandemic.

I have produced almost 200 pages of publishable research, in the form of my dissertation. There are three chapters that can be transformed into publishable articles with the potential to make theoretical, empirical, and practical impacts. As mentioned above, I have published one of these chapters. I want to use this fellowship to ensure that I have the other two chapters converted into articles submitted and under review.

My dissertation project is theoretically grounded in **relative deprivation theory**. Relative deprivation can be broadly defined as *self-appraisals that individuals or groups make through the process of comparing themselves with a reference group that is viewed as comparable or equal to themselves in some way(s), yet better off than they are in other way(s)* (Merton 1949:42). This reference group can be other individuals; groups of people; or even themselves at a past time (Hyman 1942; Kelley 1952; Stouffer et al. 1949). This often generates a negative emotional response (Tessar, Miller, and Moore 1988).

Relative deprivation was highly visible on the protest signs held by teachers (See Figure 1; Brandes 2018; Cano, White and Altavena 2018; Weiner 2018). Looking at these, and similar signs in numerous other strike locations across the country, would lead an observer to expect that teachers felt relatively deprived in comparison with teachers working in other states and that this was a grievance that led to their collective action. This presumption aligns with classical conceptions of the role of relative deprivation in the emergence of social movements. Yet, this is a perspective that is not generally pursued in contemporary social movement literature. However, the ubiquitous protest signs held by teachers make it clear that relative deprivation did play an important role in these strikes.

My project has the goal of understanding ways in which teachers experience relative deprivation and the role of relative deprivation in launching the contemporary teacher protest strikes through examining the narratives of teachers who were also leaders in their local protest strikes. It answers three overarching research questions: (1) How do teachers describe social comparison and relative deprivation? (2) What role does relative deprivation in the form of comparison to other groups of people play in the emergence of contemporary teacher protest strikes? (3) What role does relative deprivation to the past play in the emergence of contemporary teacher protest strikes?

In order to analyze the role of relative deprivation in contemporary teacher protest strikes, I draw on 35 semi-structured phone interviews with teacher leaders. Pseudonyms are used for all participants and participants' states and school districts are purposefully not revealed in order to protect my participants' identities.

To categorize the role of relative deprivation in the teacher strikes, I used ATLAS.ti, a

computer-assisted qualitative data analysis software platform, to open code all of the interviews. Through this process, I noticed narratives relating to relative deprivation arising repeatedly in each interview. So, after that initial round of coding, I focused on specific categories having to do with perceptions, messages, and experiences described by the participants with regard to social comparison and relative deprivation. Through this process, I was able to inductively determine the ways that respondents spoke about relative deprivation and the utility of this theoretical concept in the emergence of the strikes of focus.

**Figure 1: Relative Deprivation Signs**



## 2. *Importance*

This project unpacks the black box of relative deprivation in relation to protest emergence. I find that the role of relative deprivation in contemporary teacher protest strikes is complex. In alignment with classical conceptions of relative deprivation in contemporary teacher strikes, relative deprivation did often serve as a grievance motivating protest strikes. It operated in this way when directly connected to the lived experiences of teachers, which was often a result of the effects of geographical nearness or experience with relatively-advantaged districts.

Relative deprivation to the past also appeared to serve as a powerful grievance motivating protest strikes and teacher leaders' descriptions of relative deprivation were inextricably linked to their protest strikes. I also find that framing served as a key mechanism that allowed various forms of relative deprivation to generate protest strikes.

Overall, this research is a valuable step forward in research on relative deprivation which should be of interest to social movement, education, work, and social psychology scholars as well as anyone interested in how this unprecedented wave of recent activism came to fruition.

## 3. *Goals and Objectives*

The goal of this summer fellowship is to transform my dissertation chapters and interview data into two articles fully submitted to peer-reviewed journals over the summer. The first article will be entitled "Relatively Deprived Teachers: How Social Comparisons with Other Teachers and Similarly-Educated Professionals Reveal Inequities" and my second article will be

entitled “Frogs in Boiling Water: How Relative Deprivation to the Past Served as a Powerful Grievance in Contemporary Teacher Protest Strikes” Both of these articles will be converted from dissertation chapters. My dissertation had three chapters, each with distinct themes and findings. I just published the second chapter as a peer-reviewed article entitled “Revitalizing the Role of Relative Deprivation: An Analysis of Contemporary Teacher Protest Strike Emergence” in a special issue on educational activism in *Education Citizenship and Social Justice* (Brockman 2024a). This summer, I plan to convert the remaining two articles into publishable articles. As a scholar on the tenure track, this is highly important for meeting publishing expectations for tenure at NKU. This will add significant value to not only to several relevant academic disciplines such as sociology, education, and social movement theory, but also all of my courses such as Collective Behavior and Social Movements and Sociology of Gender. My goals will be measurable through the completion of two manuscripts and submissions to *Teachers and Teaching* and *Mobilization*.

#### **4-5. Procedures and Timeline**

Below is the tentative timeline and procedure for this project:

- **Week 1:** Outline and plan the structure of my articles based on the dissertation chapters.
- **Week 2:** Begin structuring the articles in alignment with journal expectations.
- **Week 3:** Update referenced research and literature review. Make sure that research from the target journals is included.
- **Week 4:** Clarify and strengthen arguments. Make sure that both articles have strong, coherent arguments and make their contributions clear.
- **Week 5:** Refine the structure of the papers. Check to make sure the discussion and conclusion section clearly aligns with previous sections of the paper. Make sure the journals’ formatting requirements are met.
- **Week 6:** Revise and edit the papers. Carefully read, revise, and edit both papers. Listen to both papers to catch additional errors that may have been missed while reading.
- **Week 7:** Check the in-text citation and reference lists for accuracy. Draft cover letters for each journal.
- **Week 8:** Submit the papers to the journals and submit fellowship reporting.

#### **6. References**

See Appendix 1a.

#### **7. SMART Outcomes**

The SMART outcomes of my project are:

- **Specific:** I will be completing two article submissions before the end of the summer.
- **Measurable:** These outcomes will be measurable through the confirmation emails from the journals.
- **Achievable:** My outcomes are achievable because I already have chapters drafted that I just need to convert to articles. All of the data has been collected and analyzed-- I have themes identified in each of these chapters. It is certainly feasible for me to convert these into publishable articles, especially given the strong chapters already in existence. The achievability for me to do this is also demonstrated in the fact that I have already published the second chapter of my

dissertation in a peer-reviewed journal. I also have a strong publication record beyond this (see Appendix 1b) that demonstrates my ability to publish.

- **Relevant:** My outcomes are relevant because I am a sociology scholar on the tenure track, and it is expected for us to publish in peer-reviewed journals. The two journals that I have chosen to submit to are highly respected within both sociology and other relevant disciplines. Further, these publications are relevant to all of the courses I teach at NKU.
- **Time-bound:** Both articles will be completed and submitted before the end of the summer fellowship period.

## **8. Criteria**

The ability to judge whether I have successfully completed this proposal will be the submission of two manuscripts to peer-reviewed journals, specifically to *Teachers and Teaching* and *Mobilization*. I will gladly provide the confirmation emails from these journals at the end of the project period.

## **9. Urgency**

As a scholar on the tenure track, it is urgent that I publish as many sole-authored articles as possible. I only have two peer-reviewed, solo-authored articles at this time and one was previously published online before I came to NKU, so I am not sure how much this will count in my tenure dossier. I need to publish more article while at NKU. Senior scholars in my program have made me aware of the importance of solo-authored articles in the consideration for tenure. Given that I hope to stay at NKU for a long time, obtaining tenure here is very important to me and, therefore, I want to make sure that I enter into tenure review with several solo-authored articles. I am in my fourth year at NKU and am approaching tenure review quickly. Provided that the review process is very slow, submitting these articles as soon as possible is vital.

Here at NKU, I teach a course on social movements and collective behavior. In this course, I frequently reference my research. I plan to teach my Collective Behavior and Social Movement course again in the fall and it is urgent that I have more in this line of research published before then to lend further credibility to the connections I make in my teaching.

Further, I teach a course on the sociology of gender regularly. My first chapter is highly relevant to discussions in this course because it describes how the relative deprivation of teachers displays larger structural inequities related to gender. My Sociology of Gender students will benefit from the publishing of this article and my ability to reference it in class.

I also have many, many ideas of papers to pursue from the interviews I conducted with teacher leaders that fall outside of the scope of relative deprivation. However, I have been wanting to publish these articles first before pursuing other projects with these data. Publishing this work will give me the freedom and confidence to pursue other projects from these rich data and I hope to involve students in this process (see below).

The plight of US teachers is something that effects our society on a massive scale, yet teachers are vastly devalued in our society and often treated as glorified babysitters. I know this intimately since I was a K-12 teacher for six years. These articles bring the voices of teachers to the forefront and provides a strong understanding of their strife. Teachers deserve to be understood and valued. This is something that should immediately be taken seriously. Disseminating my dissertation work will aid in this endeavor.

The unprecedented K-12 teacher strike wave of focus took place in the years just before

the pandemic. While the pandemic may have quelled teacher activism temporarily, it is possible that another strike wave is around the corner, especially given that teacher salaries are still not keeping up with inflation (Walker 2023). It is urgent that my research is disseminated in a timely manner not only so that this recent wave of strikes is well understood, but also for context to be provided for future activism. Interestingly, these papers have the potential to help teachers understand effective strategies for framing grievances centered on relative deprivation that can powerfully increase the impact of their future activism. However, my dissertation also has the timely potential to help schools, districts, and states understand how to prevent future activism which should be of interest to a wide array of stakeholders given the disruption that school strikes take on communities.

This unprecedented wave of K-12 teacher strikes already happened 5 years ago. However, I have yet to publish on it. It is vital that I publish my work as soon as possible to maximize my project's relevancy.

Further, the scholarly contributions I make in my dissertation are vast. Without the publication of my work, these contributions are not disseminated to the academic community. This not only precludes the theoretical and empirical advancements to the field that the dissemination of my work will provide, but also future work that can grow from my findings.

## VALUE

### **1. *Professional Growth and Status***

As I mentioned above, I am a tenure-track faculty member. I need to publish sole-authored articles prior to my tenure review period. Taking the time to make high-quality transformations of my dissertation chapters will set me up for success in this endeavor. Further, reaching my goal of having two sole-authored articles under review by the end of the summer will increase my chances of the successful publication of these articles. If I do not receive this grant, it is likely that I will have to seek paid employment during the summer which will reduce the amount of time that I have to work on my research.

I have two main lines of research, as mentioned above, however, my publication record is vastly skewed towards my line of research within which my dissertation work does not reside. I want to establish myself more within this line of research, as a social movement scholar, and publishing articles from my dissertation will help in this endeavor.

As mentioned above, I also have many, many ideas of papers to pursue from the 35 interviews I conducted with teacher leaders that fall outside of the scope of relative deprivation. However, I have been wanting to publish my work from my dissertation chapters first before pursuing other projects with these data. Publishing this work will give me the freedom and confidence to pursue other projects from these rich data and I hope to involve students in this process (see below).

### **2. *Teaching and Students***

These publications will assist in several of my classes, but, primarily, within my Collective Behavior and Social Movement class. In this class, I use teacher protests as a case study throughout the semester that I relate to theories. Publishing work within this area will lend credibility to my teaching in this class.

These publications will also aid in my teaching of the Sociology of Gender, Social

Psychology, Introduction to Sociology, Solving Social Problems in the Community, and Global Inequalities. Gender is highly important in my findings from this project wherein which teachers recognize that they are relatively deprived and devalued due to the outdated notions that teaching is a feminized occupation that is not a main “breadwinning” role. I mention the plight of teachers in several instances in my Sociology of Gender class. Given that relative deprivation is a social psychological theory, publishing this work will also lend credibility to my teaching of Social Psychology. Additionally, we discuss work, education, social psychology, gender inequality and social movements in my Introduction of Sociology class as we also will in my planned honors course, Solving Social Problems in the Community. Publishing this work will lend credibility to my teaching on these topics. Finally, teachers are treated very differently from country to country, and this is something we discuss in my Global Inequalities class. Having published research on teachers will lend credibility to my teaching on this topic.

I have also been mentoring students on honor’s capstone projects. Having research published in this area will widen the breadth of topics of which I am a published expert. This will allow me to mentor students with more expertise.

Further, I have hired three students to work with me on some of my research projects of interest to them and am in the process of hiring a third student. I have not yet started working with students on my teacher research because I have been wanting to publish articles from these three chapters as a sole author first. Having these articles published will allow me to generate more projects from my dissertation interviews with students involved in the process from conceptualization to completion.

### **3. *Scholarship and the Scholarly Community***

Overall, this project is a valuable step forward in research on relative deprivation which should be of interest to social movement, education, work, and social psychology scholars as well as anyone interested in how the unprecedented wave of recent teacher activism came to fruition. Here are some main scholarly contributions:

- 1) Qualitative social movement research has not yet examined the connection between framing and relative deprivation leading to mobilization. The narratives of my participants provide insight into the ways in which relative-deprivation focused framing was utilized in the contemporary wave of teacher strikes.
- 2) Another novel contribution of these papers is identifying variation with regard to the effects of relative deprivation based on the nearness of the reference group in generating protest strikes. My papers are especially useful in understanding this variation because teachers described the effects of relative deprivation in comparison to teachers near and far. My papers to the power of nearby reference groups and to their own experiences in the past in generating grievances leading to collective action.
- 3) Social movement relative deprivation studies have generally taken two primary forms: historical case study analyses (e.g., Aberle 1966; Davis 1959) or multivariate analyses of societal or individual data (e.g., Crawford and Naditch 1970; Gurr 1970,). Shockingly, a complete dearth of qualitative social movement research centering on the narratives of individuals is apparent in relative deprivation literature, but this is absolutely necessary to fully understand this social-psychological phenomenon. My study fills this gap.
- 4) Perhaps due to the shortcomings of extant research in the above point, relative

deprivation has not been taken seriously and, thus, is absent in recent social movement research that attempts to understand the importance of grievances and threat in collective action. I find that relative deprivation is a key factor in this recent wave of teacher protest strikes. Thus, my paper advances social movement theory by showing how relative deprivation is, indeed, still useful in contemporary movement emergence, albeit in novel ways.

- 5) Finally, my research makes an important connection between lived-experience grievances centered on relative deprivation and quotidian disruption to protest strikes. My findings show that these types of grievances were particularly important for the emergence of contemporary teacher protest strikes.

#### **4. *The University***

Upon publication of these articles, research associated with NKU will appear in at least two additional academic journals. Further, the time set aside for this project will enable me to produce the highest quality work to be associated with the university. Additionally, my expertise and credibility as a scholar will grow which, in turn, will increase the expertise and credibility of the university. This will also increase my confidence as a scholar and morale. Increasing the morale and confidence of early-career scholars should be a goal of the university.

#### **5. *The Non-Academic Community***

These articles will be of interest to a wide variety of stakeholders. For teachers, my findings have practical importance because they show a successful strategy for building social movement coalitions through highly-resonant frames centered on relative deprivation. This information could help make future activism more effective. I have promised to share published articles from my dissertation with the wonderful teacher leaders I interviewed and, therefore, have a direct line of dissemination of this information with them.

Additionally, my articles should be of interest to those interested in preventing teacher strikes because they provide a better understanding of why these strikes occurred. Schools, states, districts, legislators, and communities are some stakeholders who may find my research interesting.

Further, anyone who cares about the plight of teachers should be interested in this work. My studies bring the voices of teachers to the forefront and allow their narratives to describe their struggles firsthand. Given the importance that teachers play in society, everyone should care to listen to and learn from their words.

### **DILIGENCE**

#### **1. *Applicant Background***

##### *Research*

As mentioned previously, I just published one article from my dissertation (Brockman 2024a) I have also published two co-authored, peer-reviewed articles about feminist activism (McCammon and Brockman 2019; McCammon et al.2022). I also was solicited by *Contemporary Sociology* for a book review on Liza Taylor's *Feminism in Coalition* and published this as well this year (Brockman 2024b). However, I have only one published article on K-12 teachers (Brockman 2024a). In my other line of research on STEM inequity, I have



published eight peer-reviewed articles (Brockman 2021; Brockman, Naphan-Kingery and Pitt. 2022; White et al. 2023; Clements et al. 2022; Pitt, Brockman, and Zhu 2021; McGee et al. 2021; Miles, Brockman, and Naphan-Kingery 2021; Naphan-Kingery et al. 2019) one of which is sole authored (Brockman 2021) and another that I led (Brockman, Naphan-Kingery and Pitt. 2022). All of these publication experiences have prepared me well for the publication process and I know the steps that I need to take for successful article preparation and submission. Please see Appendix 1b for my publication record that demonstrates my ability to publish.

### *Education*

I completed a traditional education certification program at Indiana University, Bloomington alongside of my Spanish major and sociology minor, eventually becoming certified in three subjects. Being a traditionally educated and certified teacher helped me gain rapport with the teachers that I spoke with who often feel a devaluation of their education alongside of the influx of Teach for America and emergency-certified teachers. I also obtained a master's degree and Ph.D. from Vanderbilt University in 2017 and 2021 respectively where I studied under one of the best social movement scholars in the country, Dr. Holly McCammon, who advised this dissertation project. At Vanderbilt, I also earned a certificate/major in gender studies as well as certifications in college teaching and online teaching.

### *Teaching*

My prior six-year career as a K-12 public school teacher has given me a unique perspective on teacher protest strikes. I participated in activism as a union member in my school districts and know from first-hand experience the complexity of grievances faced by teachers. However, perhaps more importantly, this background helped me build rapport with my interviewees. Some participants stated that they appreciated a former teacher was doing this work and most talked much longer than anticipated.

Here at NKU, I have taught Global Inequalities, Introduction to Sociology, Sociology of Gender, Collective Behavior and Social Movements, and an honors course called Community Problems, Real Solutions. In the near future, I will be teaching Social Psychology and Social Theory. At Vanderbilt, I taught a social problems course entitled Power, Inequality, and Activism for Social Change. All of these courses are relevant to this project.

## **2. *Other Support, Funding and Commitments***

I am not receiving any other support or compensation over the summer. However, I am a Co- PI on an NSF grant with some colleagues here at NKU and I did some work on this last summer. I expect that I may have to do some work on this this summer as well, but I will not be receiving compensation for this work and will make sure that I prioritize publishing these articles if I am fortunate enough to receive this fellowship. I am not considering any other sources of funding.

## Part III Appendix

### 1. SUPPORTING DOCUMENTATION

#### *a. References*

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\*All contributions equal for final three authors; alphabetized by first name.

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**b. My Publication Record**

**Published Articles (Most Recent First):**

**Brockman, Amanda J.** 2024. “Revitalizing the Role of Relative Deprivation: An Analysis of Contemporary Teacher Protest Strike Emergence.” *Education, Citizenship, and Social Justice* (Online First). Special Issue: Educational Activism. doi: [10.1177/17461979241242979](https://doi.org/10.1177/17461979241242979)

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\*Final three authors alphabetized—all contributions equal.

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McGee, Ebony O., Portia Botchway, Dara Naphan-Kingery, **Amanda J. Brockman**, Stacey Houston, and Devin White. 2021. “Navigating Being Positioned as an Imposter: Black Doctoral Students in Engineering and Computing. *Race, Ethnicity, and Education* 25(4). doi: [10.1080/13613324.2021.1924137](https://doi.org/10.1080/13613324.2021.1924137)

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McGee, Ebony O., **Amanda J. Brockman**, and Chang Soo Park. 2020. "Beyond Stagnate! Systematic Underrepresentation of Black Scholars in Engineering and Computing."

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McCammon, Holly J. and **Amanda J. Brockman**. 2019. "Feminist Institutional Activists: Venue Shifting, Strategic Adaptation, and Winning the Pregnancy Discrimination Act." *Sociological Forum* 34(1). doi: [10.1111/socf.12478](https://doi.org/10.1111/socf.12478)

Naphan-Kingery, Dara E., Monica L. Miles, **Amanda J. Brockman**, Rachel G. McKane, Portia K. Botchway, and Ebony O. McGee. 2019. "Investigation of an Equity Ethic in Engineering and Computing Doctoral Students." *Journal of Engineering Education* 108(3): 337-354 doi: [10.1002/jee.20284](https://doi.org/10.1002/jee.20284)

Naphan-Kingery, Dara E., Monica L. Ridgeway, **Amanda J. Brockman**, Rachel G. McKane, Portia K. Botchway, and Ebony O. McGee. 2019. "Engineering Empathy." *ASEE Prism* 29(1): 43. <http://www.asee-prism.org/jee-selects-sep-4/>

## 2. ABBREVIATED VITA (MINUS PUBLICATIONS—SEE ABOVE FOR PUBLICATIONS)

**Amanda Brockman, Assistant Professor of Sociology (2021-Present)**

### **EDUCATION**

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2021 Ph.D. Sociology, Vanderbilt University  
Women and Gender Studies (WGS) Certification and Major  
Dissertation: *Revitalizing the Role of Relative Deprivation in Social Movement Emergence: An Analysis of Contemporary Teacher Protest Strikes*  
Chair: Holly McCammon  
2017 M.A., Sociology, Vanderbilt University  
Thesis: "Literary Inequality: Indications and Implications of Gender Disparities in High School Literature"  
2009 B.A., Spanish (highest distinction), Indiana University, Bloomington  
Teacher Certification Program (B.S. in Education equivalent)  
2005 Salutatorian, Jasper High School

### **GRANTS AND FELLOWSHIPS**

2022-27 National Science Foundation EPSCoR RII-BEC [Established Program to Stimulate Competitive Research, Research Infrastructure Improvement Program: Bridging EPSCoR Communities], "TRansfer & Underrepresented minority Experiences for Autonomy, Competence, Connection, and Career: Enhancing Systemic change in STEM" ("TRUE ACCESS"), 60 months, starting January 2023), \$994,852, PI, Dr. Madhura Kulkarni, Director of NKU CINSAM; Role: Project Co-PI.  
2024 SAGE Publishing Keith Roberts Teaching Innovations Award  
2023-24 Northern Kentucky University Open Educational Resources (OER) Grants (received 3 times)  
2023-24 CINSAM Faculty Fellowship  
2022 Northern Kentucky University Open Educational Resources (OER) Grant  
2020 Russell G. Hamilton Graduate Leadership Institute Dissertation Enhancement Grant  
2020 POD Network Career Development Grant  
2020 Vanderbilt Center for Teaching Graduate Fellowship  
2020 Vanderbilt Department of Sociology Small Research Grant  
2020 Vanderbilt Department of Sociology Research Enhancement Award  
2017-19 Vanderbilt University Graduate School Travel Grant (received 4 times)  
2017-19 Vanderbilt Department of Sociology Travel Grant (received 3 times)  
2015-19 Vanderbilt University Graduate Fellowship

### **CONFERENCE PRESENTATIONS**

2024 "Revitalizing the Role of Relative Deprivation: An Analysis of Contemporary Teacher Protest Strike Emergence," Annual Meeting of the Society for the Study of Social Problems.  
2023 "TRUE ACCESS: A collaborative effort to embed co-mentoring into the STEM experience for under-represented and transfer students" FIRST2 Network Conference (with C. Curran).  
2023 "The TRUE ACCESS Story: Designing A Structure and Programming to Increase Direct Participation of Underrepresented Minority (URM) and Transfer Students in STEM Research and Professionalization" Kentucky Academy of Sciences Conference (with M. Kulkarni and C. Daniels).  
2023 "Revealing the Role of Relative Deprivation in Activism Through the Narratives of Teacher Strike Leaders" American Education Research Association Annual Meeting  
2022 "How Do Black Engineering and Computing Doctoral Students Appraise, Analyze, and Address Their (Depleted) STEM Diversity Programming?" Annual Meeting of the Society for the Study of Social Problems (with E.O. McGee and M. Miles).  
2021 "Framing Relative Deprivation: An Analysis of the Role of Social Comparison in Contemporary Teacher Protest Strikes" Annual Meeting of the Society for the Study of Social Problems.  
\* Honorable Mention in the Labor Studies Division's Student Paper Competition  
2020 "College and Capital: Conceptualizing and Testing Key Educational Concepts in the College Admissions Context" Annual Meeting of the American Sociological Association  
2020 "Understanding an Unprecedented Uprising: Theorizing Causal Factors of Contemporary Teacher Protest Strikes" Annual Meeting of the Society for the Study of Social Problems.  
2020 "Gender and STEM Identity Negotiation Among Double-Majoring Women" (with R. Pitt and L. Zhu). Annual Meeting of the American Educational Research Association.  
2019 "Only One Woman on Stage at a Time: Tokennormativity & Gender Inequality in Music." Annual Meeting of the American Sociological Association.

- 2019 “Better to be a Man, Best to be an Asian or White Man? How Social Comparison Processes in STEM Identify Those Who Belong.” Annual Meeting of the Society for the Study of Social Problems.
- 2019 “Gender Equality and Nonmarital Fertility: A Global Examination.” Population Association of America Annual Meeting.
- 2019 “When Talent Goes Unrecognized: Gender and Racial Discrimination, Community Recognition, and STEM Postdocs’ Science Identities” (with D. Naphan-Kingery and R. Pitt). American Education Research Association Annual Meeting.
- 2019 “Stress and Help-Seeking Among Engineering and Computing Doctoral Students: Differences by Race and Citizenship Status” (with D. Lee, J. Lynch, D. Naphan-Kingery, and E. McGee). American Education Research Association Annual Meeting.
- 2019 “Wage Disparities in the Academy: Women of Color Faculty in Engineering Departments” (with M. Ridgeway, M. Hailu, R. Boyajian, E. McGee, M. Cox, and J. Main). American Education Research Association Annual Meeting.
- 2019 “Black Male Doctoral Students’ Perceptions of Black Women’s Marginalization in Engineering and Computing Programs.” (with D. White, M. Ridgeway, G. Bennet, and E. McGee). American Education Research Association Annual Meeting.
- 2019 “Springing the Education Spring: The Contemporary Context of the Classical Model of Social Movement Emergence.” American Association of Behavioral and Social Sciences Conference.
- 2019 “On Hostile Grounds: Black Engineering and Computing Doctoral Students Experiences with Racial Microaggressions that Disconfirm their Science Identities” (with M. Ridgeway). Sociology of Education Annual Meeting.
- 2018 “Teachers Associations and Frame Alignment: A Comparison Between the NEA and the AFT” Annual Meeting of the American Sociological Association
- 2018 “Literary Inequality: Indications and Implications of Gender Disparities in High School Literature” Annual Meeting of the Society for the Study of Social Problems
- 2018 “Black Engineering and Computing Doctoral Students’ Social Comparison and Identity” (with M. Ridgeway). The Learning Sciences Graduate Student Conference
- 2018 “Black Engineering and Computing Doctoral Students’ Peer Interactions that Foster Racial Isolation” (with M. Ridgeway and E. McGee). ACM Richard Tapia Celebration of Diversity in Computing
- 2018 “Racial Microaggressions, Science Identity, and Impostor Feelings: An Analysis of Black Engineering and Computing Doctoral Students” (with M. Ridgeway, D. Naphan-Kingery, and E. McGee). The Collaborative Network for Engineering and Computing Diversity Conference
- 2018 “Narratives of Inequity in Doctoral Engineering and Career Trajectories Shaped by an Equity Ethic” (with D. Naphan-Kingery, M. Ridgeway, R. McKane, P. Botchway, and E. McGee). Annual Meeting of the American Educational Research Association
- 2017 “The Role of the State in Education: Classical Interpretations and Contemporary Implications.” Annual Meeting of the American Sociological Association

## **TEACHING**

### **SELECTED TEACHING ROLES**

- 2021-present Instructor of Record: Collective Behavior and Social Movements; Community Problems, Real Solutions; Sociology of Gender; Global Inequalities (in person and online, full session and 7-weeks); and Introduction to Sociology, Northern Kentucky University
- 2021 Instructor and Facilitator, Practicum in College Teaching, Vanderbilt University Center for Teaching
- 2020-2021 Instructor and Facilitator, Online Teaching Specialization (fall 2020 and spring 2021), Vanderbilt University Center for Teaching
- 2020 Instructor of Record, Contemporary Social Issues: Power Inequality and Activism for Social Change, Vanderbilt University Department of Sociology
- 2020 Graduate Teaching Fellow, Vanderbilt University Center for Teaching
- 2019-2020 Teaching Affiliate, Vanderbilt University Center for Teaching
- 2014-15 School Librarian and Integrated Reading Teacher, Padua Academy/St. Anthony Catholic School (Indianapolis, IN)
- 2011,13-14 Spanish I and II Teacher, Mt. Vernon High School (Fortville, IN)
- 2011-13 Spanish I-IV Teacher, Wood Memorial High School (Oakland City, IN)
- 2009 & 10 Summer Spanish IOR, IUPUI Upward Bound Program (Bloomington, IN)
- 2009-10 Spanish I-X Teacher, Owen Valley High School (Spencer, IN)



2009 English as a New Language (ENL) Student Teacher, Jackson Creek & Tri-North Middle Schools (Bloomington, IN)  
2008 Spanish Student Teacher, Owen Valley High School (Spencer, IN)  
\* Finalist (top 10 out of over 800 student teachers) for the Distinguished Student Teaching Award for innovation and excellence in student teaching

#### **TEACHING CERTIFICATES AND LICENSES**

2020 Online Teaching, Vanderbilt University  
2019 College Teaching, Vanderbilt University  
2014 K-12 Library Media Specialist (Praxis II Exam Addition), Indiana University  
2009 Secondary Education (Spanish), Indiana University (B.S. equivalent)  
2009 English as a Second Language Education, Indiana University

#### **PROFESSIONAL ACTIVITY AND SERVICE**

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2024-present Advisor, Northern Kentucky University Color Guard  
2024-present Honors College Curriculum Committee  
2024-present Friends of the Public Library of Cincinnati and Hamilton County Used Bookstore at the Warehouse Volunteer (2+ hours per week)  
2024-present STAR Faculty  
2024 Mayerson Student Philanthropy Project Faculty (Community Problems, Real Solutions course -- \$2,000 awarded to the Ion Center for Violence Prevention in the spring of 2024)  
2024 Session Organizer, Activism for Social Change, Society for the Study of Social Problems  
2024 Presider, Labor, Education, and Inequality, Society for the Study of Social Problems  
2023-present NKU Staff and Faculty for Equity (SAFE)  
2023-present Sociology, Anthropology, and Philosophy Chair's Planning and Advisory Committee  
2023-present Sociology, Anthropology, and Philosophy New Major Committee  
2022-present Northern Kentucky University Center for Teaching and Learning Advisory Board and Strategic Planning Committee  
2022-present Friends of the Public Library of Cincinnati and Hamilton County Member  
2017-present Reviewer, *Emerging Voices in Education*, *National Science Foundation*, *Social Currents*, *Social Psychology Quarterly*, *Sociological Focus*, *Sociological Forum*, *Sociological Inquiry*, *The Sociological Quarterly*, *Sociology of Race and Ethnicity*, *Studies in Graduate and Postdoctoral Education*, *Work and Occupations*  
2021 Deputy Editor, *Work and Occupations*  
2018-2021 Associate Editor, *Work and Occupations*  
2019-2021 Presider, Annual Meeting of the American Sociological Association  
2021 Panel Organizer, Equity and Accessibility in Online Teaching, Vanderbilt University  
2020 Session Organizer, Representation and Intersectionality in the College Classroom, Society for the Study of Social Problems  
2019 Presider, Annual Meeting of American Association of Behavioral and Social Sciences.  
2016-2017 Vanderbilt Sociology Prospective Student Weekend Coordinator

**Professional Association Memberships:** American Educational Research Association (Media Culture and Learning, Science Teaching and Learning, Sociology of Education, Teachers' Work/Teachers' Unions, Teaching and Teacher Education sections), American Sociological Association (Sex and Gender, Law, Collective Behavior and Social Movements, Education, Teaching and Learning, Labor and Labor Movements, Organizations, Occupations, and Work, and Social Psychology sections), Anthropologists and Sociologists of Kentucky, Kentucky Academy of Science, Society for the Study of Social Problems (Educational Problems, Labor Studies, and Sociology and Social Welfare Divisions), Phi Beta Kappa

#### **FLUENT LANGUAGES**

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English (native language)  
Spanish (second language, B.A. earned)

#### **SOFTWARE EXPERTISE**

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ATLAS.TI (qualitative data analysis)  
NVivo (qualitative data analysis)  
LIWC (sentiment analysis)  
R (quantitative data analysis and social network analysis)

### 3. PREVIOUS FBC AWARDS

I have never received an FBC award before. I applied last year and was rejected. Since then I have obtained feedback from several people on my proposal. This feedback was fully incorporated into the development of this year's proposal.

## FDA Summer Fellowship Evaluation Form for Chairs

**Instructions:** Please print or type in the following form. Comment length is limited to this page.  
Forward a copy to Faculty Senate Benefits Committee c/o Grace Hiles [hilesg1@nku.edu](mailto:hilesg1@nku.edu)

Faculty applicant name: Amanda Brockman

Evaluations are based on criteria as defined in the Faculty Handbook **11. FACULTY DEVELOPMENT PROGRAMS** sections 11.1 through 11.4.

This individual qualifies for the proposed fellowship: (full-time/part-time, tenured/tenure track, 3<sup>rd</sup> summer since prior award, not on a terminal contract):

Yes X No       

Indicate your assessment of the following items from very low to very high:

|   | Very low | Low | Neutral | High | Very high |
|---|----------|-----|---------|------|-----------|
| Overall quality of proposal               |          |     |         |      | X         |
| Ability of applicant to carry out project |          |     |         |      | X         |
| Overall value of project                  |          |     |         |      | X         |
| Value to the department                   |          |     |         |      | X         |
| Value to student learning                 |          |     |         |      | X         |
| Value to the field of study               |          |     |         | X    |           |

### General Comments:

Dr. Brockman is in the third year of her tenure-track position, and she is progressing very well towards tenure. An opportunity for Summer Fellowship in the Summer 2025 would enable her to dedicate her time to produce a much-needed sole-authored publication to enhance her successful progress towards tenure. I am absolutely confident in her ability to accomplish this task, as evidenced by her being selected for the College of Arts and Sciences' 2023-2024 Outstanding Junior Faculty Award.

Specific comments on categorical rankings including any category ranked neutral, low, or very low:

Augustine Yaw Frimpong-Mansoh 10/3/2024  
Name (typed or signed) Date

Department: Sociology, Anthropology, Philosophy