

PROMOTION RECOMMENDATION  
The University of Michigan  
School of Education

Michelle J. Bellino, assistant professor of education, School of Education, is recommended for promotion to associate professor of education, with tenure, School of Education.

Academic Degrees

Ed.D.	2014	Harvard University
M.Ed.	2010	Harvard University
M.A.	2008	University at Buffalo
B.A.	2002	Cornell University

Professional Record

2014-Present	Assistant Professor, Educational Studies, School of Education, University of Michigan, Ann Arbor, MI
2019	Senior Fellow, Sweetland Center for Writing, University of Michigan, Ann Arbor, MI
2017-2019	Co-Director, Conflict and Peace Initiative, International Institute, University of Michigan, Ann Arbor, MI

Summary of Evaluation:

Teaching: Professor Bellino teaches courses focused on engaged, global-minded citizenship at the undergraduate, master's, and doctoral levels. Since her initial appointment, she has taught six different courses. She regularly teaches Comparative and International Education (EDUC 644) and Introduction to Qualitative Methods (EDUC 792) at the master's and doctoral level. With funds from a CRLT grant, she developed and has twice taught Education, Peace, and Conflict (EDUC 450), an undergraduate course that attracts students across disciplines. She has also taught Ethnographic Approaches to Educational Research (EDUC 737), Community-based Ethnography Research (EDUC 737), and co-taught Leadership and Advocacy Practices for Teachers of Culturally and Linguistically Diverse Learners (EDUC 595). Her course evaluations and student feedback indicate that her instruction is of the highest quality.

Professor Bellino has served as a member of five dissertation committees for doctoral students who graduated from the Educational Studies program, as well as one student from the School of Information. She advises four doctoral students and has served on two preliminary exam committees. She has mentored eight master's students and two undergraduate students through the University Research Opportunity Program (UROP). Students often seek her out for her expertise in qualitative methods, such as ethnography and portraiture, and in conducting field-work using ethical and empowering methods. In addition, she has supported two GSRAs, one research apprentice, and two teaching apprentices.

Research: Professor Bellino's research focuses on education and youth civic development in contexts impacted by armed conflict and displacement and spans disciplines including education, international comparative education, anthropology, psychology, and sociology. Across diverse settings and across multiple domains, she studies how experiences with conflict, asylum, and peace processes shape young people's access to education and their participation in schools and society. Her scholarship contains three interrelated strands: 1) social and political forces that give rise to

educational policy reforms aimed at acknowledging historical injustice, redistributing educational opportunities, and expanding national identity constructions to be more inclusive of historically marginalized groups; 2) educational experiences of youth as they learn about injustice and its historical and structural dimensions; and 3) how young people make meaning of these educational experiences in developing conceptions of their citizenship identity, agency, and obligations in society. She applies her research by working across domains within a space and integrating a sociocultural approach to education policy alongside distinctive and innovative ethnographic methodologies.

Professor Bellino has authored twenty-three peer-reviewed articles, ten book chapters, and one book; she is the sole author of twenty-one of these publications. Her journal articles regularly appear in top journals. She also co-edited another book and journal issue. In addition, she is a regular presence at significant conferences such as the American Anthropological Society, Comparative and International Education Society, American Educational Research Association, and the Global Education Forum. Eighteen public scholarship products communicate the significance of her work outside academia. She has been successful in garnering grant support for her research, including the prestigious National Academy of Education/Spencer Foundation post-doctoral fellowship, a Spencer Foundation grant, and eight grants from the University of Michigan.

Professor Bellino's research is notable both conceptually and theoretically in civic education and is using ground-breaking methodologies that center and empower historically marginalized youth in conflict areas. Her book, Youth in Postwar Guatemala, received the Council of Anthropology and Education Outstanding Book Award and the Comparative and International Education Society's Jackie Kirk Outstanding Book Award. As recognition of her expertise, she has been invited to consult on peace education in Colombia and to consult and write for the National Academy of Education Civic Reasoning and Discourse Series.

#### Recent and Significant Publications:

- Bellino, M.J. (2018). Youth aspirations in Kakuma Refugee Camp: Education as a means for social, spatial, and economic (im)mobility. *Globalisation, Education, and Societies* 16(4), 541-556.
- Bellino, M.J. (2018). Is development "the new peace?" Global citizenship as national obligation in postwar Guatemala. *Anthropology and Education Quarterly* 49(4), 371-393.
- Bellino, M.J. & Dryden-Peterson, S. (2018). Inclusion and Exclusion within a Policy of National Integration: Refugee Education in Kenya's Kakuma Refugee Camp. *British Journal of Sociology of Education*.
- Bellino, M.J., & Kakuma Youth Research Group. (2018). Closing information gaps in Kakuma Refugee Camp: A youth participatory action research study. *American Journal of Community Psychology* 62, pp. 492-507.
- Bellino, M.J. (2017). Youth in postwar Guatemala: Education and civic identity in transition. Rutgers, NJ: Rutgers University Press. Childhood Studies Series.
- Bellino, M.J., Paulson, J., & Anderson Worden, E. (2017). Editorial: Working through difficult pasts: Toward thick democracy and transitional justice in education. *Comparative Education*, 53(3), 313-332. Special issue: Education and transitional justice.

Service: Professor Bellino's service is exemplary, particularly for an early career faculty member. She serves on the Educational Studies Executive Committee, and consistently contributes to curriculum redesign efforts. She co-founded the interdisciplinary Global Education Discussion Group, which she co-led in 2015-2017 and is co-leading again in 2020-2021, co-organized the Educational Studies colloquium in 2018-2019, represented the School of Education in the

University's Turn Up Turnout electoral engagement campaign, and participated in the Presidential Debate Academic Advisory Committee. She is an active faculty affiliate with the Weiser Center for Emerging Democracies, the Donia Human Rights Center, and the African Studies Center, and served as the co-director of the Conflict and Peace Initiative (CPI) of the International Institute from 2017-2019.

Professor Bellino has taken on leadership roles in three national professional communities central to her scholarship: the Council on Anthropology and Education (CAE), the Comparative and International Educational Society (CIES), where she served as elected chair of the Civic and Democratic Education Special Interest Group (2016-2018); and the Dialogues on Historical Justice and Memory Research and Advocacy Network, based in Columbia University's Institute for the Study of Human Rights. She co-edited a special issue of *Comparative Education* on the relationship between transitional justice and education. She has reviewed manuscripts for a range of journals, including *Anthropology and Education Quarterly* and the *International Journal of History Teaching, Learning and Research*, and for book presses such as Sage Publications and Routledge Press.

#### External Reviewers:

Reviewer A: "Dr. Bellino far exceeds the expectations of productivity for scholars at her level... [her] work is methodologically and theoretically sophisticated, empirically sound, compelling, and ambitious. I expect she will generate notable scholarship for years to come."

Reviewer B: "I found her writing to be sophisticated, nuanced, theoretically rich, and pedagogical. I learned a lot by engaging her scholarship, and I intend to cite some of her work in my future writings. For me, this is a testament to the quality and impact of her work...It is also notable that she is publishing in journals that cover the disciplines of anthropology, psychology, and sociology, as well as the fields of international comparative education and education. The breadth and depth of her publishing venues makes her stand out amongst others in her cohort."

Reviewer C: "Dr. Michelle Bellino represents the next generation of public intellectuals, asking hard questions, in contentious contexts, sitting alongside youth who have been massively betrayed, generating knowledge that allows us to re-review the familiar and the strange. This is the mark of someone who deserves both tenure and promotion. I recommend Dr. Bellino for tenure and promotion with great enthusiasm and respect."

Reviewer D: "My conclusion is that Dr. Michelle Bellino's program of research makes an original and vital contribution to educational research, with particular impact in education, international comparative education, and youth cultural studies... I find her work original, conceptually rich, empirically grounded, and making important contributions to three inter-related fields: civic learning and identity, international comparative education, and youth cultural studies."

Reviewer E: "Michelle Bellino has established a leading position as an authority on these matters through a combination of intrepid fieldwork, rigorous analysis, conceptual clarity, and good writing. I don't know of anyone else who is producing as valuable work on these topics. As a result of reading her file, I am convinced we need to invite her to [my university] to speak in a prominent venue...Overall, I consider Michelle Bellino to be one of the most talented and productive scholars now working on civic education, in any context."

Reviewer F: "Dr. Bellino is a highly productive, first-rate scholar whose work has already made significant impacts in the fields of comparative and international education and the anthropology of

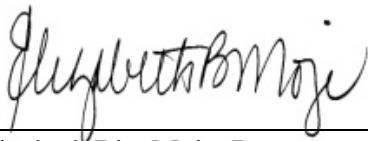
education, with crossover impacts in the interdisciplinary fields of citizenship education and ‘post-conflict’ or ‘emergency’ education (including refugee education). I have no doubt that her influence will grow significantly in the coming years.”

Reviewer G: “After careful study of her scholarship, it is clear that Professor Bellino has gone beyond a standard of excellence to reflect her standing as one of the most promising and leading scholars in the field of comparative and international education and the anthropology of education. Her research quantity and quality are exceptional... Her research innovatively brings together literature that are usually not in conversation with each other to investigate concepts of citizenship, democracy, and education in local, national, and international contexts.”

Reviewer H: “[Professor Bellino’s] work concentrates on education in conflict settings, and she particularly focuses on youths, an important constituency in contexts of violent conflict. Most of the works in this field portrays youth as victims or perpetrators of violence but [she] goes beyond these narratives and empirically demonstrates youth’s civic participation for peace and social development in various conflict-affected contexts... [She] is undoubtedly an emerging scholar with huge potential who has already made a remarkable impact in the field of education in conflict and protracted crisis.”

Summary of Recommendation:

Professor Bellino’s scholarship is recognized as highly influential and seminal to international and civic education. She teaches skillfully and powerfully at all levels and participates in innovative teaching and curricular developments. She also provides service to the school, to the university, and to her profession in levels exceptional even for tenured faculty. In sum, Professor Bellino’s scholarship, teaching, and service are worthy of recognition. It is with the support of the School of Education’s Executive Committee and the Promotion and Tenure Committee that I recommend Michelle J. Bellino for promotion to associate professor of education, with tenure, School of Education.



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Elizabeth Birr Moje, Dean  
George Herbert Mead Collegiate Professor of  
Education, and Arthur F. Thurnau Professor  
School of Education

May 2021