

**BOARD OF TRUSTEES  
UNIVERSITY OF THE DISTRICT OF COLUMBIA  
UDC RESOLUTION NO. 2025 - 30**

**SUBJECT: TENURE APPROVAL FOR AARON BRUEWER, PH.D., COLLEGE OF ARTS & SCIENCES**

**WHEREAS**, pursuant to D.C. Code §38-1202.06(3), the Board of Trustees is authorized to establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy making for the components of the University; and

**WHEREAS**, Dr. Aaron Bruewer, Assistant Professor of Education in the Division of Education, Health, and Social Work of the College of Arts and Sciences (CAS) of the University of the District of Columbia (UDC), has petitioned the University to be granted tenure in the department in which he is qualified; and

**WHEREAS**, Dr. Jeffery Fleming, Dean of CAS, in conjunction with the Division Chair and the Department and College Promotion and Tenure Committees, have conducted a thorough review of Dr. Bruewer's academic background and records of achievement in teaching, scholarship, and university and community service and have promoted Professor Bruewer to Associate Professor effective October 1, 2025 and recommended him for tenure; and

**WHEREAS**, they judged Dr. Bruewer to be an excellent professor in the Master of Arts in Teaching program with distinguished skills and expertise in his field who meets the criteria by which University of the District of Columbia faculty are evaluated, based on the 8<sup>th</sup> Master Agreement, noting his rankings as successful in teaching effectiveness; research and scholarly works; and substantial service to the profession and the community, including support of the Office of the State Superintendent for Education (OSSE) by co-authoring new standards for Social Studies curricula, all of which make him an asset to UDC; and

**WHEREAS**, the Chief Academic Officer and the President have affirmed the recommendation of tenure for Dr. Bruewer from Dean Fleming and the appropriate committees, and the President has forwarded the recommendation for tenure to the Board of Trustees.


**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of the University of the District of Columbia approves the award of tenure to Dr. Aaron Bruewer, College of Arts and Sciences, at the rank of Associate Professor effective October 1, 2025.

Approved by the Executive Committee:

June 17, 2025

Ratified by the Board of Trustees:

June 24, 2025

  
\_\_\_\_\_  
Warner H. Session  
Chairperson of the Board

UNIVERSITY OF THE  
DISTRICT OF COLUMBIA  
OFFICE OF THE CHIEF ACADEMIC OFFICER

APRIL MASSEY, PH.D.  
CHIEF ACADEMIC OFFICER

May 12, 2025

Dr. Aaron Bruewer  
College of Arts and Sciences  
University of the District of Columbia

Dear Dr. Bruewer,

This letter is to inform you that I have reviewed and am recommending approval of your application for promotion with tenure.

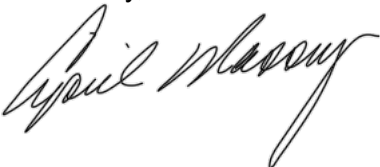
Having thoroughly evaluated your record of accomplishments in the domains of teaching, scholarship, and service, and having concurred with the recommendations of the Chair, Dean, and relevant promotion review committee(s), my recommendation will now go to President Edington for final approval of the promotion—and to both the president and the Board of Trustees for final decisions regarding tenure.

Regarding your application for tenure, after receiving presidential approval, your application will be reviewed and voted on at the next meeting of the Board's Academic and Student Affairs Committee, scheduled for June 17, 2025. Applicants approved in Committee will be voted on during the subsequent full Board meeting, scheduled for June 24, 2025. Board-approved tenures will be effective on October 1, 2025.

All approved promotions and associated salary increases will be effective on October 1, 2025, subject to final budget approval by the government of the District of Columbia.

Congratulations on reaching this stage of the review process and thank you for your sustained commitment to student success and professional excellence. You are to be commended for submitting a strong narrative and supporting evidence of your achievements as a faculty member at the University of the District of Columbia.

Sincerely,



Approved:

  
\_\_\_\_\_  
President Maurice D. Edington

Date: 6/13/25

**DEAN'S REVIEW OF APPLICATION FOR PROMOTION AND TENURE**

Applicant's Name: Aaron Bruewer For the Rank of Associate Professor with Tenure

Category	Observations
II. Performance Evaluations	Dr. Aaron Bruewer satisfies the minimum eligibility requirements for applying for promotion in rank for assistant to associate professor. He has completed the requisite years at the lower rank, and he has earned the required performance evaluation scores — at least one Distinguished-4 and none less than Outstanding-3 — across the previous three consecutive years.
III. A. Continuing Education	Dr. Bruewer has participated in various continuing education activities, including workshops and courses on technology integration, artificial intelligence, and quality matters. Additionally, Dr. Bruewer has presented at numerous conferences, sharing insights on topics such as augmented reality in education, the long civil rights movement, and the experiences of critical multicultural educators.
B. Authorships	Dr. Bruewer has authored and co-authored several significant works, including "Teaching the Long Civil Rights Movement" and "Going Below and Beyond the Surface of a Floodwall Mural," which explore educational themes through innovative approaches. Additionally, Dr. Bruewer has contributed to journals and conferences with papers on topics such as peer mentoring experiences, the use of cultural autobiographies in education, and the NCSS Ethics Statement, demonstrating a commitment to advancing educational research and practice.
C. Research	Dr. Bruewer's research in progress includes exploring the impact of student-created podcasts on educational technology dispositions and classroom integration, as well as examining the infusion of digital tools in relation to the Ten Essential School principles. Additionally, Dr. Bruewer is focusing on developing teachers' dispositions towards integrating digital tools through project-based learning and rethinking WebQuests using the C3 Framework from the NCSS.
D. Works, Shows, Exhibits, Patents	NA
E. Other Professional Activities	Dr. Bruewer is actively engaged in educational leadership, ethics, and research, serving on the NCSS Ethics Statement Committee to develop a practical ethics document and chairing the Social Studies SIG for SITE (2023-2025), where they moderate conference submissions and lead research initiatives. Additionally, Dr. Bruewer contributes as a reviewer for academic journals and conferences, support curriculum development for DCPS Social Studies Standards, and have served on dissertation and award review committees, demonstrating a strong commitment to academic excellence and teacher recognition.

F. University Service	Dr. Bruewer has significantly contributed to university service through roles such as writing accreditation reports for CAEP and SPA-NCSS, advising on curriculum changes, and supporting technology integration as an advisor to the Dean. Additionally, he has served in various leadership positions, including Senate ASPPC Chair, Union Vice President, and Faculty Advisor for Social Studies students.
G. Community Service	Dr. Bruewer has actively contributed to his community by delivering and packaging food for Food For All DC since 2023 and by participating in the OSSE Social Studies State Standards Revision from 2020 to 2022.

Strongly Recommended

Recommended

Not Recommended

Ranked Number   1   OF   6  

I am writing to offer my strongest recommendation for Dr. Aaron Bruewer’s promotion to the rank of Associate Professor of Social Studies Education with tenure. Dr. Bruewer has been an exemplary member of our faculty since joining the University of the District of Columbia (UDC). His unwavering dedication to advancing social studies education and his significant contributions to the field make him an outstanding candidate for this promotion.

Dr. Bruewer’s commitment to teaching excellence is evident through his innovative course design and impactful teaching methods. He has successfully realigned the social studies courses with the National Council for the Social Studies (NCSS) standards, ensuring that our teacher candidates are engaging with modern research and pedagogical practices. His courses, such as Social Studies Methods and Social Studies Curriculum, incorporate authentic projects like Podcast Based Learning (PodBL), simulations, primary source analysis, and Socratic seminars, all of which prepare students for real-world teaching scenarios.

Dr. Bruewer’s impact on students is profound, as evidenced by recent communications from former students who have expressed gratitude for his guidance and support. One student, currently in Alaska as part of a teacher exchange program, thanked Dr. Bruewer for helping them develop their vision and purpose as a social studies teacher. Another student requested a letter of recommendation for a master’s program in social studies education, highlighting Dr. Bruewer’s influence on their academic and professional journey.

Dr. Bruewer’s commitment to professional development and research is also noteworthy. He has recently completed a course on Artificial Intelligence in the classroom, informing his work in both social studies education and educational technology. Additionally, he has served on two ETS Praxis panels, providing his expertise in K-12 social studies teacher preparation and influencing the content and pedagogy exams for our education students.

Dr. Bruewer's research contributions are significant. He is currently co-authoring a paper on technology infusion in teacher education programs, which is under review. He has also had a full paper accepted to the Society for Information Technology and Teacher Education (SITE) conference, co-authored with his graduate student Rachel Venator. Furthermore, he has been accepted to present at the inaugural meeting of the Social Studies SIG at the Association of Teacher Educators conference, where he will discuss technology, inquiry, and the NCSS inquiry model.

In summary, Dr. Bruewer's achievements in teaching, research, and service make him an outstanding candidate for promotion to Associate Professor of Social Studies Education with tenure. His unwavering dedication to advancing UDC's academic and professional standing is commendable, and I am confident that he will continue to make significant contributions to our institution and the broader academic community.

I wholeheartedly endorse Dr. Aaron Bruewer for promotion to Associate Professor with tenure. Thank you for your consideration.

Date: 02/27/2025

Signed: \_\_\_\_\_

  
Dean, College of Arts and Sciences

## Dr. Aaron Charles Bruewer

University of the District of Columbia  
Division of Education, Health, and Social Work

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Hyattsville, MD 20784  
513-309-4767  
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[aaronbruewer.us](http://aaronbruewer.us)

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### ACADEMIC DEGREES

- Ph.D. 2015 Ball State University, Muncie, Indiana  
Educational Studies Emphasis: Curriculum  
Cognates: Educational Technology and Social Foundations of Education  
Dissertation: *Understanding the Perceptions of Social Studies First Year Teachers' Interaction with an Existing Departmental Culture: A Phenomenological Study*  
Focus: First Year Social Studies Teachers
- M.A.T. 2009 Miami University, Oxford, Ohio  
The Art of Teaching Political Science  
Thesis: *Privatizing Education: The Impact on Teachers Views, Planning and Methods in Public And Private Classrooms*  
Focus: Government Teachers Pedagogical Approaches at the County Level
- B.A. 2002 Miami University, Oxford, Ohio  
Major: Integrated Secondary Social Studies Education  
Minors: History and Political Science

### UNIVERSITY EXPERIENCE

- 2019 - Present Assistant Professor of Education  
Department of Education, University of the District of Columbia  
EDFN 220: Foundations of Education  
ELED 305: Method and Materials of Teaching Social Studies in Elementary  
EDPY 215: Technology for Teachers  
EDCI 522: Teaching Elementary Science and Social studies Through Inquiry  
EDCI 561: Social Studies Methods  
EDCI 562: Social Studies Curriculum  
EDCI 590: Educational Technology
- 2015 – 2019 Assistant Professor of Education  
Department of Teacher Education, Shawnee State University  
EDMC 4475 Teaching Social Studies Middle School  
SOCI 4435 Teaching Social Studies High School  
EDEC 4426 Integrated Language Arts Social Studies Early Childhood  
EDCI 5505 Critical Studies/Multicultural Education  
EDUC 2245 Understanding Cultural Diversity  
EDUC 2230 Educational Technology  
EDUC 5503 Educational Philosophy and Ethics  
EDUC 5508 Graduate Capstone  
EDUAE 4385 Teacher Capstone (Action Research)
- 2014 – 2016 Instructor, Introduction to Multicultural Education  
Department of Educational Studies, Ball State University  
EDMUL 205 – Introduction to Multicultural Education
- 2013 – 2014 Doctoral Assistant, Curriculum  
Department of Educational Studies, Ball State University
- 2010 – 2013 Doctoral Teaching Fellow, Multicultural Education and Educational Foundations  
Department of Educational Studies, Ball State University  
EDMUL 205 - Introduction to Multicultural Education

2009 – 2010

Doctoral Assistant, Educational Technology  
Department of Educational Studies, Ball State University

### **TEACHING EXPERIENCE IN PUBLIC SCHOOLS**

2006 – 2008

Secondary Social Studies Teacher  
Edgewood City Schools, Trenton, OH  
AP American Government, Government, World History, Psychology

2004 – 2006

Secondary Social Studies Teacher  
West Carrollton Schools, West Carrollton, OH  
US 1900 – Present American History, Psychology, Honors American Government

2002 – 2004

Secondary Social Studies Teacher  
Northwest Local Schools, Cincinnati, OH  
US and World History I and II, Contemporary World Issues

### **TEACHING LICENSURE**

2002 – Present

Integrated Social Studies Education, 7-12, Ohio

### **REFEREED PUBLICATIONS**

[Bruewer, A. C., \(2021\). Manifesting change through a creative and adventurous mind. \*Journal for Research and Practice in College Teaching\*, 6\(2\).](#)

[Bruewer, A. C., Park, G., Beilke, J., \(2021\). Problematizing the use of the cultural autobiography in pre-service multicultural education courses. \*Taboo: The Journal of Culture and Education\*, Summer.](#)

Rowell, L. L., Polush, E. Y., Riel, M. M., Bruewer, A. C., (2015) Perspectives about the Distinguishing Characteristics of Action Research: A Delphi Study Emerging Design. Accepted by *Educational Action Research*.

### **BOOK CHAPTERS**

[Bruewer, A. C., \(2024\). Rebuilding education through principled conversations among friends: TheodoreSizer. In \*The Palgrave's Handbook of Educational Thinkers\*. Palgrave.](#)

[Bruewer, A. C., Beilke, J. R. \(2018\). Teaching the Long Civil Rights Movement. In \*Teaching Critical Issues in History: Teaching the Struggle for Civil Rights, 1948 – 1976\*. Peter Lang.](#)

### **INVITED PUBLICATIONS**

Bruewer, A. C., Schafer, K. (2011). "Video Game Design Principles in Logo Impact Teacher Candidates' Technology Integration" In Maddux, C.D. 2011. *Research Highlights in Technology and Teacher Education 2011*. SITE.

### **CONFERENCE PROCEEDINGS (peer reviewed)**

Bruewer, A. C., Venator, R., (2025). Developing Social Studies Technology Dispositions and Knowledge Through Infusion: Evaluating Digital Timeline Tools through a Project Based Learning Experience. In J. Cohen & G. Solano (Eds). *Proceedings of Society for Information Technology & Teacher Education International Conference*. Orlando, Florida, United States: Association for the Advancement of Computing in Education (AACE).

[Bruewer, A. C. & Clausen, J. \(2024\). Infusion Has to Begin Somewhere: A Philosophical Reconceptation for an Introductory Educational Technology Course. In J. Cohen & G. Solano \(Eds.\), \*Proceedings of Society for Information Technology & Teacher Education International Conference\*. Las Vegas, Nevada, United States: Association for the Advancement of Computing in Education \(AACE\).](#)

- [Bruewer, A., Smith, K. & McKnight, C. \(2018\). Going Below and Beyond the Surface of a Floodwall Mural: Learning Technology and Inquiry Through an Augmented Reality Project Based Lesson. In E. Langran & J. Borup \(Eds.\), Proceedings of Society for Information Technology & Teacher Education International Conference \(pp. 1970-1974\). Washington, D.C., United States: Association for the Advancement of Computing in Education \(AACE\).](#)
- Bruewer, A. C. (2015). Making Waves, Treading Water or Sitting in the Sand: Understanding the Experience of First Year Social Studies Teachers Educational Technology Development and Implementation. In D. Rutledge & D. Slykhuis (Eds.), Proceedings of SITE 2015--Society for Information Technology & Teacher Education International Conference (pp. 2901-2906). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved January 30, 2023 from <https://www.learntechlib.org/primary/p/150624/>.
- Bruewer, A. C. (2013). Perceptions of first year social studies teachers: Understanding their technology knowledge and use in the classroom. In R. McBride & M. Seanson (Eds.), Proceedings of SITE 2013--Society for Information Technology & Teacher Education International Conference (pp. 2032-2035). New Orleans, Louisiana, United States: Association for the Advancement of Computing in Education (AACE). Retrieved January 30, 2023 from <https://www.learntechlib.org/primary/p/48401/>.
- Bruewer, A. C. (2012). Living an educational life: The characteristics of Dewey In the International Society for the Social Studies Annual Conference Proceedings, Volume 2012, Editor William Benedict Russell III Issue 1 p. 49 – 53, March 1-2 2012 Orlando, FL.
- Bruewer, A. (2012). Netizen Glogs: Re-Thinking Federalist Papers for 21st Century Citizens. In P. Resta (Ed.), Proceedings of SITE 2012--Society for Information Technology & Teacher Education International Conference (pp. 4574-4579). Austin, Texas, USA: Association for the Advancement of Computing in Education (AACE). Retrieved January 30, 2023 from <https://www.learntechlib.org/primary/p/40332/>.
- Bruewer, A. & Shafer, K. (2011). Video Game Design Principles in Logo Impact Teacher Candidates' Technology Integration. In M. Koehler & P. Mishra (Eds.), Proceedings of SITE 2011--Society for Information Technology & Teacher Education International Conference (pp. 4285-4290). Nashville, Tennessee, USA: Association for the Advancement of Computing in Education (AACE). Retrieved January 30, 2023 from <https://www.learntechlib.org/primary/p/37004/>.
- Clausen, J., Bruewer, A. & Britten, J. (2010). Integration of Emerging Technologies: Use of the Amazon Kindle DX Wireless Electronic Reading Device to Examine Student Engagement with Course-Based Texts. In D. Gibson & B. Dodge (Eds.), Proceedings of SITE 2010--Society for Information Technology & Teacher Education International Conference (pp. 2199-2201). San Diego, CA, USA: Association for the Advancement of Computing in Education (AACE). Retrieved January 30, 2023 from <https://www.learntechlib.org/primary/p/33689/>.
- NATIONAL / INTERNATIONAL REFEREED CONFERENCE PRESENTATIONS AND PAPERS***
- Bruewer, A. C., (2025). Reconceptualizing Social Studies Teaching, Learning and Assessment through a Dewey Lens of Technology Infusion. Presented at *The Association of Teacher Educators Conference, 2025*, New Orleans, LA.
- Bruewer, A. C., (2025). Returning to WebQuests through a PBL Lens: Internet, Inquiry, and Authenticity in the Social Studies Classroom. Presented at *The Association of Teacher Educators Conference, 2025*, New Orleans, LA.
- Bruewer, A. C., Venator, R., (2025). Developing Social Studies Technology Dispositions and Knowledge Through Infusion: Evaluating Digital Timeline Tools through a Project Based Learning Experience. Presented at *The Society for Information Technology & Teacher Education International Conference, Orlando, Florida, United States: Association for the Advancement of Computing in Education (AACE)*.
- Bruewer, A. C., Burtin, A, Graves, Kelley, A., K, Perkins, A, & McNair-Lee, D., (2024). Stories and Reflections on Preparing Urban Educators for the DMV. Presented at the Critical Questions in Education Conference, New Orleans, LA.
- Bruewer, A. C., Park, G., Bielke, J., (2023). Lived Experiences of Critical Multicultural Educators in a Climate of Anti CRT. Presented at American Education Research Associations Annual Conference, 2023.
- Godwin, A., Bruewer, A.C., King-McKenzie, E., Bordwell, D., Welch, L., Blanchard, R., O'Neil, K., (2022). Presented at the *National Council for the Social Studies National Conference 2022*, Philadelphia, Pennsylvania.
- Bruewer, A. C., Godwin, A., King-McKenzie, E., (2022). Framing ethical social studies education: Revising the NCSS ethics position statement. Presented at *The Curriculum and Pedagogy Conference, State College, Pennsylvania*.

- Bruewer, A. C., (2022). Revising social studies standards in a hostile political climate: “Standardizing” social action, inquiry, justice and engaged citizenry. Presented at *The Curriculum and Pedagogy Conference*, State College, Pennsylvania.
- Bruewer, A. C., Park, G., Beilke, J., (2021). Problematizing the use of the cultural autobiography in pre-service multicultural education courses. Presented (virtually) at *American Education Research Associations Annual Conference 2022*. San Francisco, California.
- Bruewer, A. C., (2022). Manifesting change through a creative and adventurous mind. *Presented at Critical Questions in Education Conference*, Charleston, SC.
- Bruewer, A. C., Gilliland, S. M., (2021). Developing English Language Learners Citizenship Voices: A Content Based ESL Case Study. *Presented virtually at The Curriculum and Pedagogy Conference*, McCallum, Texas.
- Wendt, J., Jones, V., & Bruewer, A. C., (2021). Understanding the peer mentoring experiences of STEM mentees at two HBCUs. Presented at The 14<sup>th</sup> Annual Mentoring Conference, Albuquerque, NM.
- Wendt, J., Jones, V., & Bruewer, A. C., (2021). BIPOC Males’ Experiences in a Structured Virtual Peer Mentee Training Program. Presented at The 14<sup>th</sup> Annual Mentoring Conference, Albuquerque, NM.
- Bruewer, A. C., Beilke, J. R., & Park, G., (2021). Indiana Quaker Women Teaching the Freedpeople during Reconstruction. Presented virtually at the Conference of Quaker Historians and Archivists, Richmond, Indiana.
- Beilke, J. R., Bruewer, A. C., Park, G., (2021). Brilliant Disguise: Mask creation as arts-based qualitative research in multicultural education. Presented virtually at Conference on Academic Research in Education, Las Vegas, Nevada.
- Bruewer, A., (2020) Stories from the pandemic in Appalachian schools: Covid-19 and social studies student teaching. Presented virtually at Curriculum and Pedagogy Conference, McAllen, TX.
- Bruewer, A., (2020). Black lives matter, curriculum gatekeeping and inquiry: Perceptions from Appalachian social studies classrooms. Presented virtually at Curriculum and Pedagogy Conference, McAllen, TX.
- Beilke, J. R., Park, G. C. & Bruewer, A. C. (2020, Apr 17 - 21) Life/Family History as an Instructional Tool for Preservice Teachers [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tcdltug> (Conference Canceled)
- Bruewer, A. C., Brown, T., H., (2019). Creating a Classroom that Cares Through Currere: Eight Steps Towards Effective Pedagogical Practice. Presented at Curriculum and Pedagogy Conference, McAllen, TX.
- Bruewer, A. C., Brown, T., (2019). Podcast as authentic meaningful learning in the educational technology classroom: Reconceptualizing the course literature review for student TPACK development. Presented at *Society for Information Technology & Teacher Education International Conference 2019*. Las Vegas, NV.
- Bruewer, A. C., Lehman, M. (2018). Back to the Drawing Board: Lessons from a Pilot Experience Co-Teaching a Social Studies Language Arts Integrated Methods course for PreK – 3 Teacher Candidates, presented at *Curriculum and Pedagogy Conference 2018*, New Orleans, LA.
- Bruewer, A. C., McKnight, C., Smith, K., (2018). Going Below and Beyond the Surface of a Floodwall Mural: Learning Technology and Inquiry Through an Augmented Reality Project Based Lesson. Presented at *Society for Information Technology & Teacher Education International Conference 2018*. Washington, DC.
- Bruewer, A. C. (2018). Blended Learning in a Midwestern Secondary Setting: Reporting on Success and Failure for a Critical Framework Moving Forward. Presented at International Society for the Social Studies, Orlando, FL.
- Bruewer, A. C. (2018). Teaching the Long Civil Rights Movement: Curriculum and Teacher Education Program Considerations. Presented at International Society for the Social Studies, Orlando, FL.
- Bruewer, A. C. (2017). Multicultural Education: A Complicated Conversation. Presented at *Curriculum and Pedagogy Conference 2017*, New Orleans, LA.
- Bruewer, A. C. (2017). Student Perspectives of Multicultural Experience in the Context of Laboratory Hours: Continuing the

Conversation, presented at *Curriculum and Pedagogy Conference 2017*, New Orleans, LA.

- Bruewer, A. C. (2017). A Complicated Multicultural Conversation: Cultural Autobiography's as Teacher Educator Currere. *The Currere Exchange 2017*, Oxford, OH.
- Bruewer, A. C. (2017). More than correspondence: Requiring student interaction at a distance in an online multicultural course. Presented at *Society for Information Technology & Teacher Education International Conference 2017*. Austin, TX.
- Bruewer, A. C., Beilke, J. R. (2016). Indiana female freedmen teachers: Investigating the myth of the yankee schoolmarm. Presented at the *Ethnographic and Qualitative Research Conference, 2016*, Las Vegas, NV.
- Bruewer, A. C., Roof, D. J., Smith, K. (2016). Multicultural experience in context: Assessing the influence of required lab hours in a multicultural course on students, presented at *Curriculum and Pedagogy Conference 2016*, Cleveland, OH.
- Bruewer, A. C. (2015). Making waves, treading water or sitting in the sand: Understanding the experience of first year social studies teachers educational technology development and implementation. Presentation at *Society for information Technology & Teacher Education Conference 2015*, Las Vegas, NV.
- Bruewer, A. C., Brooks, N. J., (2014). Training, demonstration or experimentation: What is possible for a university lab school? Presented at *Curriculum and Pedagogy Annual Conference 2014*, New Orleans, LA.
- Polush, E.Y., Bruewer, A. C., (2014). Thorny issues of integration: Working within emergent simultaneous mixed methods design presented at *Mixed Methods International Research Association Conference 2014*, Boston, MA.
- Rowell, L. L., Polush, E. Y., Riel, M. M., Bruewer, A. C., (2013). Perspectives about the distinguishing characteristics of action research: A delphi study emerging design presented at *American Education Research Association Annual Conference 2013*. San Francisco, CA.
- Bruewer, A. (2013). Perceptions of first year social studies teachers: Understanding their technology knowledge and use in the classroom. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 2032-2035). Chesapeake, VA: AACE.
- Fraser-Burgess, S. A., Mitchell, M., Picard, K., Bruewer, A. C. Varner, L., Roebuck, D., (2012) Teacher candidates and contextualization: Shaping attitudes toward math and science education and equity through inquiry. Presented at *American Education Research Associations Annual Conference 2012*. Vancouver, B.C.
- Bruewer, A. (2012). Netizen glogs: Re-thinking federalist papers for 21st century citizens. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 4574-4579). Chesapeake, VA: AACE.
- Bruewer, A. C. (2012). Living an educational life: The characteristics of Dewey In the *International Society for the Social Studies Annual Conference Proceedings*, Volume 2012, Editor William Benedict Russell III Issue 1 p. 49 – 53, March 1-2 2012 Orlando, FL.
- Bruewer, A. C., Schafer, K. (2011). Learning-by-design impacts pre-service teachers' technological pedagogical content knowledge. Presented at the *Annual Meeting of the Society for Information Technology & Teacher Education*, Nashville, TN March, 2011.
- Clausen, J., Bruewer, A. & Britten, J. (2010). Integration of emerging technologies: Use of the amazon Kindle DX wireless electronic reading device to examine student engagement with course-based texts. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 2199-2201). Chesapeake, VA: AACE.

## INVITED LECTURES

2014 Grounded Theory Approach to Coding, for Dr. Elena Polush EDSTU 650

## GRANTS AND AWARDS

2010 - 2013 Lyell Bussell Research Travel Award, Ball State University.

2015 Delaware Community Foundation for The Friends of Conley, Inc. \$2,957 (from the Faye Wingate Fund) for the purchase of Chromebooks to enhance tutoring and mentoring programs.

**CURRENT MEMBERSHIPS**

American Education Research Association (AERA)

National Council for the Social Studies (NCSS)

Society for Information Technology and Teacher Education (SITE) – Conference Presentation Reviewer

International Society for the Social Studies (ISSS)

Curriculum and Pedagogy Group (C&P) – Conference Presentation Reviewer

College University Faculty Assembly

## Memorandum

To: The Board of Trustees

From: Managing Director of Finance *David A. Franklin*

Date: June 17, 2025

Subject: Tenure Approval – Dr. Aaron Bruewer, Division of Academic Affairs, College of Arts and Sciences

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## Conclusion

It is concluded that there is no fiscal impact associated with the granting of tenure to Dr. Aaron Bruewer, Associate Professor of Education, College of Arts and Sciences of the University of the District of Columbia (UDC). The proposed resolution is for the approval of tenure for Dr. Bruewer.

It has been recommended in the Board Resolution that Dr. Aaron Bruewer, who joined the University as an Assistant Professor of Education, be approved for tenure. The College Promotion and Tenure Committee, Division Chair for Education, Health, and Social Work, Departmental Evaluation and Promotion Committee (DEPC), and College Promotion and Tenure Committee (CPTC) conducted thorough, independent reviews and prepared independent reports to the dean regarding tenure for Dr. Bruewer.

## Background

The DEPC conducted a review of Dr. Bruewer's tenure application in concert with his application for promotion to associate professor. Examinations of Dr. Bruewer's performance in the areas teaching, scholarship, and service were completed for the period 2019–2024. Vetting of all dossier content was completed at the levels of the program, Division, and College. All reviews endorse the strengths of Dr. Bruewer's tenure and promotion dossier and conclude that he is a strong teacher-scholar and competitive tenure candidate. With expertise in social studies, education, curriculum, and instruction, Dr. Bruewer's documented faculty performance exceeds University and broader higher education expectations for excellence with particular focus on infusion of digital tools in the teaching of Social Studies. Dr.

Bruewer's contributions are validated by his student outcomes, publications, invitations, recognitions, and sustained contributions to developing new pedagogies in teacher preparation.

The recommendation of tenure for Dr. Bruewer has been affirmed by the Dean, CAO, and President. The President has forwarded the recommendation for tenure to the Board of Trustees.

## Financial Impact

There are no anticipated risks at this time.