

## **ADAI A. TEFERA, PH.D.**

University of Arizona  
College of Education  
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ORCID: 0000-0001-887-3137

### **EDUCATION**

**Ph.D.** Education (Urban Schooling Division, emphasis in education policy)  
University of California, Los Angeles

**M.P.P.** Public Policy (emphasis in education and international policy)  
University of California, Los Angeles

**B.S.** Political Science (minor in Ethnic Studies)  
Santa Clara University, Santa Clara

### **RESEARCH INTERESTS**

Education policy and equity; intersections of race, disability, and other sociocultural differences; urban and suburban schools; knowledge mobilization in education—connecting research, policy, and practice; student voice

### **ACADEMIC APPOINTMENTS AND OTHER WORK EXPERIENCE**

Assistant Professor, College of Education, University of Arizona, 2019–present

Assistant Professor, School of Education, Virginia Commonwealth University, 2015–2019

Postdoctoral Scholar & Fulton Research Scientist, Equity Alliance & edXchange (knowledge mobilization initiative), Arizona State University, 2012–2015

Postdoctoral Scholar & Senior Policy Analyst, Center for Education Policy Research, University of New Mexico, 2011–2012

Congressional Black Caucus Fellow, Congressional Black Caucus Foundation, U.S. House of Representatives, Congressman Chaka Fattah, Congressional Education Fellow, 2010–2011

Graduate Student Researcher, UCLA Civil Rights Project/Proyecto Derechos Civiles, University of California, Los Angeles, 2009–2010

Graduate Student Researcher, UCLA Gaining Early Awareness for Undergraduate Programs, University of California, Los Angeles, 2003–2007

Education Coordinator, AmeriCorps/San Jose Conservation Corps, San Jose, California, 2001–2002

## **PUBLICATIONS**

**Refereed:** (\*denotes equal contribution among authors, \*\*denotes student author)

- Zuiker, J. S., \*\*Piepgrass, N., Anderson, K., **Tefera, A. A.**, \*\*Winn, K., & Fischman, G. (2019). Advancing knowledge mobilization in colleges of education. *International Journal of Education Policy and Leadership*. <http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/808>
- Tefera, A. A.** (2019). Listening to and learning from Black and Latinx students with disabilities: Examining the challenges and contradictions of high-stakes testing policies. *The Urban Review*. (online first). <https://doi.org/10.1007/s11256-019-00496-4>
- Tefera, A. A.**, Hernández-Saca, D., & \*\*Lester, A. (2019). Troubling the master narrative of grit: Counterstories of Black and Latinx students with disabilities during an era of high-stakes testing. *Education Policy Analysis Archives*, 27(1). <http://dx.doi.org/10.14507/epaa.26.3380>
- Tefera, A. A.**, Powers, J., & Fischman, G. (2018). Intersectionality in education: A conceptual aspiration and research imperative. *Review of Research in Education*, 42, vii-xvii. <https://doi.org/10.3102/0091732X18768504>
- \*Fischman, G. E., & Anderson, K., & **Tefera, A. A.**, & Zuiker, S. (2018). If mobilizing educational research is the answer, who can afford to ask the question? Faculty perspectives on knowledge mobilization. *AERA Open*. <https://doi.org/10.1177/2332858417750133>
- Sandoval, D. C., Hernández-Saca, D., & **Tefera, A. A.** (2017). Intersectional rights of teachers and students in computer science and special education: Implications for urban schooling. *Urban Education*. (online first). <https://doi.org/10.1177/0042085917714512>
- Kramarczuk Voulgarides, C., & **Tefera, A. A.** (2017). Reframing the racialization of disabilities in policy and practice. *Theory Into Practice*, 56(3), 161-168. <https://doi.org/10.1080/00405841.2017.1336037>
- Tefera, A. A.**, & Kramarczuk Voulgarides, C. (2016). Is education policy alleviating or perpetuating the racialization of disabilities?: An analysis of “Big-P” and “little-p” policies. *Teachers College Record, NSSE Yearbook*, 118(14). ID Number 21541. <http://www.tcrecord.org/Content.asp?ContentId=21541>
- Fischman, G. E., & **Tefera, A. A.** (2014). Qualitative research in an age of educationalese. *Education Policy Analysis Archives*, 22(7). <https://dx.doi.org/10.14507/epaa.v22n7.2014>

## **Book Chapters:**

- Tefera, A. A.**, Artiles, A. J., \*\*Lester, A., & \*\*Cuba, M. (2019). Grappling with the paradoxes of inclusive education in the US: Intersectional considerations in policy and practice. In Hartmann, M., Hummel, M., Lichtblau, M., Löser, J., & Thomas, S. (Eds.), *Facetten inklusiver bildung*. (pp. 117-125). Bad Heilbrunn: Klinkhardt.

- Cooper, R., Liou, D. D., & **Tefera, A. A.** (2019). Urban school leadership and positive expectations during the ninth grade transition through a critical third space. In McDermott, J. C., Cotic, M., & Kozuh, A. *Lodging the theory in educational practice*, (pp. 35-60). Los Angeles, CA: Education Department, Antioch University.
- Tefera, A. A.**, Aguilar-Rios, C., Artiles, A. J., Kramarczuk Voulgarides, C., & Vélez, V. (2017). Developing a critical space perspective in the examination of the racialization of disabilities. In Ares, N. & Buendia, E. *Deterritorializing/Reterritorializing: Critical geographies of educational reform*, (pp. 191-207). Rotterdam, ND: Sense Publishers.
- Tefera, A. A.**, González, T., & Artiles, A. J. (2017). Challenges to policy as a tool for educational equity: The case of language and ability difference intersections. In Salas, S., & Portes, P.R. (Eds.), *Latinization of K-12 communities: National perspectives on regional change*, (pp. 205-226). New York, NY: SUNY Press.
- González, T., **Tefera, A. A.**, & Artiles, A. J. (2014). The intersection of language and disability: A narrative in action. In M. Bigelow, & J. Enns-Kananen (Eds.), *Handbook of educational linguistics*, (pp.145-157). New York, NY: Routledge.
- Tefera, A. A.**, & King Thorius, K., & Artiles, A. J. (2013). Teacher influences in the racialization of disabilities. In R. Milner, & K. Lomotey (Eds.), *Handbook of urban education*, (pp. 256-270). New York, NY: Routledge.
- Other Scholarly Publications:**
- Siegel-Hawley, G., **Tefera, A. A.**, Naff, D., & \*\*Lester, A. (2019). Achieving racial equity in school disciplinary policies and practices. Phase II Final report. Metropolitan Education Research Consortium (MERC). Virginia Commonwealth University.
- Holton, A., **Tefera, A. A.**, \*\*Cuba, M., & \*\*Lester, A. (2018). A review of special education equity and parent engagement in Henrico County Public Schools.
- Tefera, A. A.**, Siegel-Hawley, G., & \*\*Levy, R. (2017). Why do racial disparities in school discipline persist? The role of people, places, processes, and policies. Research brief. Metropolitan Education Research Consortium (MERC). Virginia Commonwealth University.
- Fischman, G. E. & **Tefera, A.A.** (2014). If the research is not used, does it exist? *Teachers College Record*. [Commentary]. <http://www.tcrecord.org> ID Number: 17570
- Tefera, A. A.**, Winograd, P., Gonzales, A., \*\*Gias, S., Heredia Griego, M., & McCloud, A. (2012). *Mapping the landscape of African Americans in New Mexico*. University of New Mexico Center for Education Policy Research & New Mexico Office of African American Affairs.
- Tefera, A. A.**, & Heredia Griego, M. (2012). *Using community-based participatory research and spatial mapping to understand parent engagement and decision-making in early childhood education in southwest Albuquerque*. University of New Mexico Center for Education Policy Research.

- Frankenberg, E., Siegel-Hawley, G. & **Tefera, A.A.** (2011). School integration efforts after “Parents Involved”. American Bar Association, *Human Rights*, 37(4), 10-13.
- Tefera, A. A.**, Siegel-Hawley, G., & Frankenberg, E. (2011). *Integrating suburban schools: How to benefit from growing diversity and avoid segregation*. UCLA Civil Rights Project/UCLA Proyecto Derechos Civiles.
- Tefera, A. A.** (2007). Review: Segregated schools: Educational apartheid in post-civil rights America, by Paul Street. *InterActions: UCLA Journal of Education and Information Studies*, 3(1), 1-4.
- Chang, S., Kidder, E., Martinez, J., Schaub, J., & **Tefera, A.A.** (2004). *Building blocks for LA’s children: Strategies to provide universal access to preschool for the city of Los Angeles*. UCLA Luskin School of Public Affairs, Ralph and Goldy Lewis Center for Regional Policy Studies.

### **Publications for the Public:**

- Tefera, A. A.**, González, T., Sandoval, C. D., & \*\*Diaz, S. (2014). *Teaching and learning at the matrix of language, immigration, and disability junctures*. [web log post]. Equity Alliance at Arizona State University.
- Topper, A., **Tefera, A. A.**, & Fischman, G. (2014). *How do we know when educational research matters?* The official blog of the American Education Research Association, Division J.
- Tefera, A. A.** (2013). *In pursuit of our inalienable rights: Reflections on the presidential inauguration* [web log post]. Equity Alliance at Arizona State University.

### **REFEREED PROFESSIONAL PRESENTATIONS**

- Kramarczuk Voulgarides, C., Aylward, A., Tefera, A. A., & Artiles, A. J. (2019, August). Race, disability, and policy: Examining the boundaries of legal compliance when pursuing equity in education. American Sociological Association, New York, NY.
- Tefera, A. A.**, \*\*Lester, A., & \*\*Cuba, M. (2020, April). *The myth of inclusion in IDEA: How separate and unequal schools persist for students of color with disabilities*. Paper submitted to the American Educational Research Association, San Francisco, CA.
- Naff, D., **Tefera, A. A.**, & \*\*Lester, A. (2020, April). Educator perceptions of school discipline and racial disproportionality: A multiple case study. Paper submitted to the American Educational Research Association, San Francisco, CA.
- Kramarczuk Voulgarides, C., Aylward, **Tefera, A. A.**, A., Artiles, A. J., & \*\*Diaz, S. (2020, April). *Race, disability, and policy: Examining the boundaries of legal compliance when pursuing equity in education*. Paper submitted to the American Educational Research Association, San Francisco, CA.
- Aylward, A., Kramarczuk Voulgarides, C., **Tefera, A. A.**, Artiles, A. J., & \*\*Diaz, S. (2020, April). *Moving beyond controlling for local context to understand disproportionality in special education*. Paper submitted to the American Educational Research Association, San Francisco, CA.

- Tefera, A. A.**, Kramarczuk Voulgarides, C., Artiles, A. J., Aylward, A., & \*\*Diaz, S. (2019, April). *Examining the twists, turns, and textures of education policy: How and why context matters in the racialization of disabilities*. Paper presented at the American Educational Research Association, Toronto, CA.
- Tefera, A. A.**, Hernández-Saca, D., & \*\*Lester, A. (2019, April). *Troubling grit and high-stakes testing: Counterstories of Black and Latinx students with dis/abilities*. Paper to be presented at the American Educational Research Association, Toronto, CA.
- Broda, M., **Tefera, A. A.**, & \*\*Ekholm, E. (2019, April). *Missing the trees for the forest: The importance of context and limits of generalizability in the racialization of dis/abilities*. Paper to be presented at the American Educational Research Association, Toronto, CA.
- Kramarczuk Voulgarides, C., **Tefera, A. A.**, Aylward, A., & Artiles, A. J. (2019, February). *The boundaries of legal compliance and the dualism of disability: Race, policy, and inequities in special education*. Paper presented at the Sociology of Education Association, Monterey, CA.
- Tefera, A. A.** (2018, April). Beyond the doctorate: Transition from graduate student into and outside academia. Presentation at the American Educational Research Association, New York, NY.
- Tefera, A. A.**, Kramarczuk Voulgarides, C., Artiles, A. J., \*\*Diaz, S. (2017, November). *Special education policy enactments and entanglements: Considering complex suburban school contexts in the racialization of disabilities*. Paper presented to the American Anthropological Association, Washington, D.C.
- Tefera, A. A.**, Kramarczuk Voulgarides, C., Artiles, A. J., \*\*Diaz, S., \*\*Jackson, L., & Aylward, A. (2017, April). *Between and between: Students of color with disabilities and the paradox of equity in educational policy*. Paper presented to the American Educational Research Association, San Antonio, TX.
- Kramarczuk Voulgarides, C., **Tefera, A. A.**, \*\*Diaz, S., Artiles, A. J., \*\*Jackson, L., & Aylward, A. (2017, April). *Assuring equal opportunity and access through policy: Is the promise enough? Examining persistent racial inequities in special education*. Paper presented to the American Educational Research Associate, San Antonio, TX.
- Kramarczuk Voulgarides, C., **Tefera, A. A.**, Aylward, A., & Artiles, A. J. (2016, April). *Can equity be mandated and achieved? Examining the relationship between policy, local context, and the production of racial inequities in special education*. Paper presented to the American Educational Research Association, Washington, DC.
- Zuiker, S., **Tefera, A. A.**, \*\*Piepgrass, N., & \*\*Winn, K. (2015, December). *Building two-way roads: Knowledge mobilization in and beyond Arizona's systems of education*. Presented at Arizona Educational Research Organization, Tempe, AZ.
- Kramarczuk Voulgarides, C., Aylward, A., **Tefera, A. A.**, & Artiles, A. J. (2015, August). *Paradoxes and inequities in special education policy and the law*. Paper presented to the American Sociological Association, Chicago, IL.

- Tefera, A. A.,** & Fischman, G. E. (2014, November). *Linking educational scholarship with policy and practice through knowledge mobilization*. Paper proposal presented to the Association for the Study of Higher Education, Washington, D.C.
- Tefera, A. A.,** Heredia Griego, M., & Pedroza, A. (2014, April). *Using community-based participatory action research to build partnerships and improve equity in educational policy*. Paper presented to American Educational Research Association, Philadelphia, PA.
- Desai, S. & **Tefera, A. A.** (2014, April). *I am more than my voice: The journey of a woman of color toward spoken word and exploring her dis/ability*. Paper presented to American Educational Research Association, Philadelphia, PA.
- Tefera, A. A.** (2013, April). *Understanding the intersection of race and dis/ability in educational policy*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Winograd, P., Heredia-Griego, M., & **Tefera, A. A.** (2012, November). *Principal evaluation: Lessons learned, lessons yet to come*. Paper presented to University Council for Education Administration, Denver, CO.
- Tefera, A. A.** (2012, April). *Achievement gap or opportunity gap? Implications of high stakes testing policies for African American and Latina/o students with dis/abilities*. Paper presented at the American Educational Research Association, Vancouver, CA.
- Tefera, A. A.** (2011, May). *Critical race theory and students of color: Internalized racism and ableism across the educational pipeline*. Paper presented at the Critical Race Studies in Education Conference, San Antonio, TX.
- Tefera, A. A.** (2009, March). *Students with disabilities & cognitive and emotional engagement: An examination of the implications of current accountability policies*. Paper presented at the American Educational Research Association, San Diego, CA.
- Tefera, A. A.** (2008, August). *No child left behind? Implications for African American and Latina/o students in special education*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Tefera, A. A.** (2008, August). *GEAR UPs flipping deficit thinking by redefining who is considered college bound*. Poster presented at the Hawaii International Conference on Education, Honolulu, HI.
- Tefera, A. A.** (2007, April). *Exploring implications of the California High School Exit Exam for students of color with dis/abilities*. Paper presented at the American Educational Research Association, Chicago, IL.
- Tefera, A. A.** (2007, January). *Politics, policy & NCLB: Addressing inequities facing students of color in special education*. Paper presented at the UC Conference for Research in Special Education, Disabilities, and Developmental Risk, Santa Barbara, CA.

## **SELECTED NON-REFEREED PRESENTATIONS**

- Tefera, A. A.** (2018, September). *Reclaiming our civil rights: Combatting the Trump administration's assault on public education*. Education Braintrust. Panelist. Congressional Black Caucus Foundation Annual Leadership Conference. Washington, D. C.
- Tefera, A. A.** (2018, September). *Willfully defying: Let our children learn*. Panelist. Congressional Black Caucus Foundation Annual Leadership Conference. Washington, D. C.
- Berry, R., **Tefera, A. A.**, Walker, L. (2017, October). *Understanding and impacting poverty: A discussion about race, power, and privilege*. Panelist. Virginia Commonwealth University, Richmond, VA.
- Tefera, A. A.** (2016, February). *For whom and to what end? An analysis of knowledge mobilization strategies developed by schools of education*. Visiting Scholars Series. Arizona State University, Tempe, AZ.
- Tefera, A. A.** (2016, February). *Connecting research with policy and practice for educational equity*. Arizona State University, Tempe, AZ.
- Tefera, A. A.** (2016, February). *Knowledge mobilization efforts in colleges of education*. School of Education Brown Bag Presentation, Virginia Commonwealth University.
- Speece, D. & **Tefera, A. A.** (2016, January). *What, when, how?: Making strategic decisions about grants in your research career*. Set, Grant Workshop. Virginia Commonwealth University, Richmond, VA.
- Tefera, A. A.** (2015, April). *Publishing and presenting social justice work*. Mentoring Pre-conference Program. Division G. American Educational Research Association, Chicago, IL.
- Tefera, A. A.** (2015, April). *Beyond the good intentions of policy: Research for equity and impact*. edXchange Saturday Scholars, Arizona State University, Tempe, AZ.
- Fischman, G. E. & **Tefera, A. A.** (2014, September). *A modest proposal for research use: Building opportunities for dialogue, solutions and generating trust between researchers, practitioners, and policy makers*. Excellence in Education Conference, Arizona State University, Tempe, AZ.
- Tefera, A. A.** & Heredia-Griego. (2014, August). *Closing the achievement gap in K-12 education*. GradNation Community Summit: Cultivating a Land of Opportunity. Volcano Vista High School, Albuquerque, NM.
- Winograd, P., Gonzales, A., Stevenson, K., **Tefera, A.A.**, & Heredia-Griego, M. (2012, April). *Lessons learned from accelerated learning programs in New Mexico*. Testimony to U.S. Senate Health, Education, Labor, and Pensions (HELP) Committee.
- Thorstensen, B. & **Tefera, A. A.** (2012, June). *Creating an effective teacher evaluation system in New Mexico*. New Mexico Legislative Education Study Committee, New Mexico State Legislature, Santa Fe, NM.
- Tefera, A. A.** (2011, March). *Educational policy & Capitol Hill: What is it like?* Education Policy Studies, Washington Seminar. Professor Erica Frankenberg. Pennsylvania State University, Washington, DC.

## **GRANTS**

### **External Grants & Fellowships**

**Tefera, A. A.**, Artiles, A. J., Kramarczuk Voulgarides, C., & Noguera, P. (2014-2016). *Paradoxes and inequalities in special education and the law*. Officers' Research Grant. William T. Grant Foundation: Researcher Officers' Grant. (\$23,639)

Fischman, G., Zuiker, S., **Tefera, A. A.**, & Anderson, K. (2014-2015). *Education research: For whom and to what end? An analysis of knowledge mobilization strategies developed by schools of education*. Spencer Foundation: Small Research Grant. (\$46,856)

### **University Grants & Awards:**

**Tefera, A. A.**, & Broda, M. (2017). *Missing the trees for the forest: The importance of context and limits of generalizability in the racialization of dis/abilities*. VCU Presidential Research Quest Fund. University Competitive Award. (\$50,000)

**Tefera, A. A.** (2017). *Geospatial and text analysis: Utilizing interdisciplinary research tools to reduce inequities in education*. Faculty Excellence Fund. VCU School of Education Competitive Internal Award. (\$5,000)

### **Contracts:**

Holton, A., & **Tefera, A. A.** (2018). A review of special education equity and parent engagement in Henrico County Public Schools. (\$70,000)

## **TEACHING**

### **Virginia Commonwealth University**

EDUS 707: Sociocultural Perspectives on Schooling, Society, and Change (re-designed course), Spring 2019

EDUS 651: Qualitative Data Analysis (designed course), Spring 2018

EDUS 702: Foundations of Educational Research and Doctoral Scholarship, Spring & Fall 2017

EDUS 673: Seminar on Democracy, Diversity, and Ethics (re-designed course), Spring 2016–Fall 2018

### **Arizona State University**

Pro-Seminar in Education Policy Studies (Co-instructor), Arizona State University, Fall 2014

Gender Equity and Inclusion in Education Module for India Support for Teacher Education Program (In-STEP) [Lead Facilitator], Arizona State University. Fall 2013

American Education System, Arizona State University, Spring 2013



## **University of California, Los Angeles**

African American Politics (Teaching Assistant), Fall 2003 & Spring 2004

## **K-12 Teaching Experience**

California High School Exit Exam Preparation Course (English learners and students with disabilities), Inglewood High School, 2006-07

Politics of Race, Class and Culture in Higher Education, Inglewood High School, Summer 2006

## **Doctoral Student Advising & Mentoring**

### Virginia Commonwealth University

Melissa Cuba: Curriculum, Culture, and Change PhD Program, 2017–present

Kiara Lee: Curriculum, Culture, and Change PhD Program, 2015–2019

## **Dissertation Chair or Co-Chair**

Melissa Cuba: Curriculum, Culture, and Change PhD Program. Dissertation Chair. 2018–present

Kiara Lee: Curriculum, Culture, and Change PhD Program. Dissertation Co-Chair. 2017–2019

## **Dissertation Committees**

### Virginia Commonwealth University

Laura Gariepy: School of Education PhD Program, 2018–present

Jodi Larson: School of Education PhD Program, 2019–present

Christine Moore: School of Education PhD Program, 2019–present

Sandra Ting: School of Education PhD Program, 2019–present

Stephanie Lau: Wilder School of Public Policy PhD Program, 2017–present

Kristy Budny: School of Education PhD Program, 2017–2019

Michael Massey: School of Social Work PhD Program, 2016–2019

Amanda Hall: School of Education PhD Program, 2017–2018

### Arizona State University

Breanna Villena: Arizona State University, Educational Leadership EDD Program, 2015–2016

Carmen Daniel: Arizona State University, Educational Leadership EDD Program, 2019–present

## **SERVICE**

### National

Program Chair: Division L: Section 2–Legal and Judicial Issues for Equity and Access, 2019-2020

Moderator: *In our own voices: Welcoming people with disabilities in all schools*. The Leadership Conference Education Fund, Washington, DC, May 2018

Panelist: *Beyond the doctorate: Transition from graduate student into and outside academia*. American Education Research Association, New York, NY, April 2018

Chair: *Advancing educational opportunities through inclusive education: Community based research in special education*, American Education Research Association, San Antonio, TX, April 2017

Moderator: *Creating safe and caring schools: Improving school discipline through equitable and responsive practices*. Metropolitan Center for Research on Equity and the Transformation of Schools, New York University, May 2015

Chair: *Disability and accountability in schools*, American Education Research Association, Vancouver, BC, April 2012

Member: Dissertation Award Committee, American Education Research Association Critical Educators for Social Justice, 2015

Member: Scholar Activist Award Committee, American Education Research Association Critical Educators for Social Justice, 2012

#### Editorial Service

Consulting Editor, *Multiple Voices for Ethnically Diverse Exceptional Learners*, Council for Exceptional Children

Co-Editor with Jeanne Powers and Gustavo E. Fischman

- *Review of Research in Education*, Special Issue on Promises and Challenges of Intersectionality in Education Research, 2018

Editorial Board Member:

- *Education Policy Analysis Archives*, 2015–
- *Education Review/Reseñas Educativas*, 2015–

Ad-hoc Journal Reviewer:

- *AERA Open*
- *American Educational Research Journal, Social and Institutional Analysis*
- *Democracy & Education*
- *Education Policy Analysis Archives*
- *Educational Researcher*
- *Educational Studies*
- *Remedial and Special Education*
- *Urban Education*
- *Taboo: The Journal of Culture and Education*

Guest Reviewer

- Equity/NIUSILeadscape Education Blog

### Conference Proposal Reviewer

- Division L, Educational Policy and Politics, AERA; 2011; 2016; 2018
- Division G, Social Context in Education, AERA, 2011; 2012; 2016
- Division K, Teaching and Teacher Education, AERA, 2019
- Disability Studies SIG, AERA, 2011; 2017; 2018; 2019

### University Service

Member: iCubed Core focused on Black and Latinx Learners, Virginia Commonwealth University, spring 2019

Member: University Council, Virginia Commonwealth University, fall 2018

### School Service

#### *Virginia Commonwealth University*

Successfully co-led development of iCubed proposal to fund three faculty members whose research focuses on Black and Latinx learners in the Richmond metropolitan area, School of Education, 2018

Search Committee Member: Associate Director for the Partnership for People with Disabilities, School of Education, 2018–2019

Committee Member: Alternative Career Pathways in Education, School of Education, 2018

Co-Chair: Diversity, Equity, & Inclusion Committee, School of Education, 2017–2018

Search Committee Member: Associate Dean for Research and Faculty Development Search Committee, School of Education, 2017-2018

Search Committee Member: iCubed Faculty Position, School of Education, 2018

Committee Member: Teacher Pipeline Initiative, School of Education, 2017–2018

Chair: Diversity, Equity, & Inclusion Committee, School of Education, 2016–2017

Committee Member: Diversity, Equity, & Inclusion Committee, School of Education, 2015–16

### **OTHER SIGNIFICANT PROFESSIONAL EXPERIENCE**

Geospatial Analysis in Cultural Anthropology, University of Florida Distance Learning, Summer 2017

Text Analysis in Cultural Anthropology, University of Florida Distance Learning, Summer 2017

## **MEMBERSHIPS IN ORGANIZATIONS**

- American Educational Research Association, 2005–
  - Division G: Social Context of Education
  - Division L: Educational Policy and Politics
  - Critical Educators for Social Justice Special Interest Group
  - Disability Studies Special Interest Group
- American Anthropological Association, 2015–
  - Council on Anthropology and Education
- American Sociological Association, 2019–
- Sociology of Education Association, 2018–

## **SPECIAL AWARDS, FELLOWSHIPS, AND OTHER HONORS**

National Academy of Education/Spencer Postdoctoral Fellowship. (2017). Semifinalist.

Congressional Education Fellow. (2010–2011). Congressional Black Caucus Foundation, Congressman Chaka Fattah.

Project Advance Dissertation Fellowship. (2008–2009). University of California, Los Angeles.

Dissertation Research Grant. (2008–2009). University of California, Los Angeles, Institute of American Cultures.

University Fellowship. (2006 & 2007). University of California, Los Angeles, Graduate School of Education and Information Studies.