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ACADEMIC APPOINTMENTS

University of Wisconsin-Madison, Department Curriculum and Instruction, School of Education
Assistant Professor, Mathematics Education, 2016–

Faculty Affiliate, Department of Afro-American Studies

Member, The Holtz Center for Science and Technology Studies

National Academy of Education/The Spencer Foundation Postdoctoral Fellowship, 2017–2018

Nellie Y. McKay Postdoctoral Fellowship, 2019–2020

University of Memphis, Department of Instruction and Curriculum Leadership, College of Education

Assistant Professor of Mathematics Education, 2013–2016

PROFESSIONAL PREPARATION

University of Memphis, Memphis, Tennessee

Graduate Certificate—Geographic Information Systems, 2016

Georgia State University, Atlanta, Georgia

Doctor of Philosophy—Teaching and Learning—concentration in Mathematics Education, 2013
Dissertation: *An Archaeological/Genealogical Historical Analysis of the National Council of Teachers of Mathematics Standards Documents*

Graduate Certificate—Qualitative Research, 2013

Graduate Certificate—Women’s Studies, 2012

Master of Education—Mathematics Education, 2008

Spelman College, Atlanta, Georgia

Bachelor of Science—Computer Information Science, 2002

SCHOLARSHIP

A. Publications

1. Refereed Journal Articles

Bullock, E. C., & Meiners, E. R. (2019). Abolition by the numbers: Mathematics as a tool

for building and dismantling the carceral state (and building alternatives). *Theory into Practice*, 58(4), 338–346.

Bullock, E. C. (2018). Intersectional analysis in critical mathematics education research: A response to figure hiding. *Review of Research in Education*, 42, 122–145.

Bullock, E. C. (2017). Only STEM can save us? Examining race, place, and STEM education as property. *Educational Studies*, 53(6), 628–641. *Winner of 2017 Taylor & Francis and American Educational Studies Association Best Paper Award

Rousseau Anderson, C., Bullock, E. C., Cross, B., & Powell, A. (2017). Culturally relevant pedagogy and teacher professional development in an urban laboratory for school reform. *Teachers College Record*, 119(1), 1–34.

Larnell, G. V., Bullock, E. C., & Jett, C. C. (2016). Rethinking teaching and learning mathematics for social justice from a critical race perspective. *Journal of Education*, 196(1), 19–29.

Bullock, E. C. (2015). Risky research business: Mathematics education research on the margins. *The Mathematics Enthusiast*, 12(1–3), 95–102.

Stinson, D. W., & Bullock, E. C. (2015). Critical postmodern methodology in mathematics education research: Promoting another way of thinking and looking. *Philosophy of Mathematics Education Journal*, 29, 1–18.

Bullock, E. C. (2012). Conducting “good” equity research in mathematics education: A question of methodology. *Journal of Mathematics Education at Teachers College*, 3(2), 30–36.

Stinson, D. W., & Bullock, E. C. (2012). Critical postmodern theory in mathematics education research: A praxis of uncertainty. *Educational Studies in Mathematics*, 80(1), 41–55.

2. Refereed Book Chapters

Bullock, E. C. (in press). More than just potential: Troubling success counternarratives in mathematics education research. In C. A. Grant, M. J. Dumas, & A. N. Woodson (Eds.), *The future is Black: Afropessimism, fugitivity, and radical hope in education*. Routledge.

Bullock, E. C., Leonard, J., Spencer, J., & Walker, E. N. (in press). Closing faculty ranks: Black women mathematics education faculty navigating across career stages. Chapter submitted for consideration in B. Polnick, B. Irby, & J. Ballenger (Eds.) *Women of color in STEM: Navigating the double bind in higher education*. Charlotte, NC: Information Age.

Bullock, E. C. (2019). Mathematics curriculum reform as racial remediation: A historical counterstory. In J. Davis & C. C. Jett (Eds.), *Critical race theory in mathematics education* (pp. 75–97). New York, NY: Routledge.

Larnell, G. V., & Bullock, E. C. (2018). A socio-spatial framework for urban mathematics education: Considering equity, social justice, and the spatial turn. In T. G. Bartell (Ed.) *Toward equity and social justice in mathematics education* (pp. 43–57). Springer.

Bullock, E. C. (2016). The delicate balance of a three-legged stool—A commentary on Melgar and Battey’s case. In D. Y. White, S. Crespo, & M. Civil (Eds.), *Cases for teacher educators: Facilitative conversations about inequities in mathematics classrooms* (pp. 143–147). Charlotte, NC: Information Age.

3. Refereed Conference Proceedings

Bullock, E. C. (2017). Beyond “ism” groups and figure hiding: Intersectional analysis and critical mathematics education. In A. Chronaki (Ed.), *Proceedings of the 9th International Conference of Mathematics Education and Society* (pp. 29–44), Volos, Greece: University of Thessaly Press.

Bullock, E. C. (2015). Maintaining standards: A Foucauldian historical analysis of the NCTM standards movement. In S. Mukhopadhyay & B. Greer (Eds.), *Proceedings of the 8th International Conference of Mathematics Education and Society* (pp. 369–382), Portland, OR: Ooligan Press.

Bullock, E. C., & Larnell, G. V. (2015). Reframing urban mathematics education: The spatial politics of opportunity. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1285–1290). East Lansing, MI: Michigan State University.

Larnell, G. V., & Bullock, E. C. (2015). Toward a socio-spatial framework for urban mathematics education scholarship. In S. Mukhopadhyay & B. Greer (Eds.), *Proceedings of the 8th International Mathematics Education and Society Conference* (pp. 712–722), Portland, OR: Ooligan Press.

Leonard, J., Spencer, J. A., Bullock, E. C., & Walker, E. N. (2014). Er’body talkin’ ‘bout diversity: Black women faculty’s perspectives on their experiences in the academy. In C. W. Lewis (Ed.), *Proceedings of the International Conference on Urban Education* (pp. 149–152). Montego Bay, Jamaica: The Urban Education Collaborative, University of North Carolina at Charlotte.

Stinson, D. W., & Bullock, E. C. (2013). Diversity in methodology: Different possibilities for data collection, analysis, and representation. In M. Martinez & A. Castro Superfine (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1256–1259). Chicago, IL: University of Illinois at Chicago.

Stinson, D. W., & Bullock, E. C. (2012). Transitioning into contemporary theory: Critical postmodern theory in mathematics education research. In L. R. van Zoest, J. –J. Lo, & J. L. Kratky (Eds.), *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1163–1169). Kalamazoo, MI: Western Michigan University.

4. Editorials and Commentaries (Invited; Non-Refereed)

Bullock, E. C. (2019). A response to Kelly’s (2019) “Toward a Moratorium on Publishing in the Field of Educational Studies: Where is This Train Going?” [Invited Response Essay]. *Educational Studies*, 55(6), 707-711.

Bullock, E. C. (2014). Public stories of mathematics educators: An invitation to tell [Editorial]. *Journal of Urban Mathematics Education*, 7(2), 6–8.

Bullock, E. C. (2014). Danger: Ghetto ahead? [Editorial]. *Journal of Urban Mathematics Education*, 7(1), 1–6.

Gholson, M. L., Bullock, E. C., & Alexander, N. N. (2012). On the brilliance of Black children in mathematics education: A response to a clarion call [Editorial]. *Journal of Urban Mathematics Education* [Special issue], 5(1), 1–7.

5. Reviews of Books and Materials (Invited)

Bullock, E. C. (2016). [Review of *The New Math: A Political History* by C. J. Phillips]. *Mathematics Teacher*, 109(7), 557–558.

Bullock, E. C. (2014). [Review of *E-Z Algebra II* by M. Clemens & G. Clemens]. *Mathematics Teacher*, 108(1), 78.

Bullock, E. C. (2011). [Review of the motion picture *Bill Nye’s Solving for X: Algebra I, Volume 1; Variables, Balancing Equations, Dimensional Analysis and Linear Equations*]. *Mathematics Teacher*, 104(9), 725.

B. Invited Lectures and Keynotes

Bullock, E. C. (2018, October). *STEM education infrastructure and the future city*, Making Race and Culture Work in the STEM Era: Bringing all People to the Forefront, Institute for the Study and Promotion of Race and Culture, Boston College, Boston, MA.

Bullock, E. C. (2018, October). *The powers of a fist: Interrogating strategies for “equity” in mathematics education*, Mathematics Proficiency for All Students Conference, Wisconsin Mathematics Council, Wisconsin Dells, WI.

Bullock, E. C. (2018, April). *The powers of a fist: Interrogating strategies for systemic equity* [Keynote], Minority Student Achievement Network Annual Institute, Madison, WI.

Bullock, E. C., & Larnell, G. V. (2018, April). *Unpacking the “urban” in urban mathematics education* [Keynote], National Council of Teachers of Mathematics, Washington, DC.

Bullock, E. C. (2017, June). *Disrupting the commonplace as a process of restoration* [Keynote], Penn State University-York Social Justice and Equity in Education Summer Institute, York, PA.

Bullock, E. C. (2017, April). *Beyond “ISM” groups and figure hiding: Intersectional analysis and critical mathematics education* [Keynote], 9th International Conference of Mathematics Education and Society, University of Thessaly, Greece.

Bullock, E. C. (2016, December). *Stakes is high: #BlackLivesMatter and equity discourses in (mathematics) education*, School of Education Race & Social Justice in Education Symposium Series, University of Michigan, Ann Arbor, MI.

Bullock, E. C. (2015, November). *Do all lives matter in mathematics education?*, Michigan State University Program in Mathematics Education (PRIME) Colloquium, Michigan State University, Lansing, MI.

C. Refereed Conference Presentations

1. Refereed conference paper presentations

Bullock, E. C. (2018, November). *School mathematics and third-party STEM programming: The mammy as metaphor*, paper presented at the annual meeting of the American Educational Studies Association, Greenville, SC.

Bullock, E. C. (2018, April). *Considering the STEM infrastructure in Memphis*, paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Bullock, E. C., & Salem, W. (2018, April). *Considering barriers to district-university partnerships in developing STEM infrastructure*, paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Rousseau Anderson, C. K., & Bullock, E. C. (2018, April). *Pipelines through the city: STEM as an equity strategy for urban schools*, paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Bullock, E. C. (2017, November). *Benevolent pedagogies in mathematics education*, paper presented at the International Network of Education Institutes, University of Cape Town, South Africa.

Bullock, E. C. (2017, November). *Equity discourses in mathematics education as white benevolence*, paper presented at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.

Bullock, E. C. (2017, April). *Equity discourse in mathematics education as an exercise in white benevolence*, paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Bullock, E. C., Jett, C. C., & Larnell, G. V. (2016, April). *Mathematics, social justice, and race: A CRT analysis of teaching mathematics for social justice*, paper presented to the annual meeting of the American Educational Research Association, Washington, DC.

Bullock, E. C., Jett, C. C., & Larnell, G. V. (2016, February). *Addressing race-based assumptions in teaching and learning mathematics for social justice tasks*, paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Bullock, E. C., Larnell, G. V. (2015, November). *Reframing urban mathematics education: The spatial politics of opportunity*, paper presented at the North American Chapter of the International Group for the Psychology of Mathematics Education, Lansing, MI.

Happel-Parkins, A., & Bullock, E. C. (2015, November). *The critical educator's paradox: Performing hope in the midst of despair*, paper presented at the American Educational Studies Association, San Antonio, TX.

Bullock, E. C. (2015, June). *Maintaining standards: A Foucauldian historical analysis of the NCTM standards movement*, paper presented at the 8th Mathematics Education and Society Conference, Portland, OR.

Larnell, G. V., & Bullock, E. C. (2015, June). *Toward a socio-spatial framework for urban mathematics education scholarship*, paper presented at the 8th Mathematics Education and Society Conference, Portland, OR.

Bullock, E. C., Jett, C. C., & Larnell, G. V. (2015, May). *(Social Justice - Race - Civil Rights) * Mathematics = Democracy?*, paper presented at the annual meeting of the Critical Race Studies in Education Association, Nashville, TN.

Bullock, E. C., & Larnell, G. V. (2015, April). *Toward a conceptual framework for urban mathematics education*, paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rousseau Anderson, C., Powell, A., Cross, B. E., & Bullock, E. C. (2015, April). *Culturally relevant pedagogy and teacher professional development in a laboratory for school reform*, paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Larnell, G. V., & Bullock, E. C. (2015, April). *Toward a socio-spatial framework for urban mathematics education scholarship*, paper presented at the annual meeting of the National Council of Teachers of Mathematics, Boston, MA.

Bullock, E. C., & Larnell, G. V. (2015, April). *Toward a socio-spatial framework for urban mathematics education*, paper presented at the annual meeting of the Urban Affairs Association, Miami, FL.

Bullock, E. C. (2015, February). *Historicizing equity in mathematics education curriculum and policy*, paper presented at the Critical Questions in Education Conference, San Diego, CA.

Bullock, E. C., & Larnell, G. V. (2015, February). *Toward a socio-spatial framework for urban mathematics education*, paper presented at the 67th annual meeting of the Southeastern Philosophy of Education Society, Memphis, TN.

Bullock, E. C., Rousseau Anderson, C., & Powell, A. (2015, February). *Secondary mathematics teacher preparation in/for urban environments*, paper presented for the Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.

Bullock, E. C. (2014, February). *A Foucauldian Historical Analysis of the National Council of Teachers of Mathematics Standards Documents*, paper presented at the Southeastern Philosophy of Education Society, Decatur, GA.

Leonard, J., Spencer, J. A., Bullock, E. C., & Walker, E. N. (2014, November). *Er'body talkin' 'bout diversity: Black women faculty's perspectives on their experiences in the academy*, paper presented at the International Conference on Urban Education, Montego Bay, Jamaica.

Stinson, D. W., & Bullock, E. C. (2013, November). *Diversity in methodology: Different possibilities for data collection, analysis, and representation*, paper presented at the North American Chapter of the International Group for the Psychology of Mathematics Education, Chicago, IL.

Stinson, D. W., & Bullock, E. C. (2013, June). *Critical postmodern methodology in mathematics education research: Opening up previously unseen vistas for data collection, analysis, and representation*, paper presented at the Mathematics Education and Contemporary Theory 2 Conference, Manchester, United Kingdom.

Bullock, E. C., & Van Cleave, J. (2013, May). *What about what I can't say? Considering ethics in elite interviewing*, paper presented at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Davis, D. J., McPherson, E., Coffee, T., Murphy, J., Woods, J., Gardner, J., & Bullock, E. (2012, October). *Journaling our experiences: An auto-ethnographic approach to*

understanding educational foundations and ourselves, paper presented at the Tennessee Board of Regents Qualitative Research Conference, Clarksville, TN.

Bullock, E. C. (2012, May). *Foucault's genealogy and presentism: Examining the intersections of theory and postmodern historiography*, paper presented at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Stinson, D. W., & Bullock, E. C. (2012, May). *Critical postmodern methodology in mathematics education research: Opening previously unseen vistas for data collection, analysis, and representation*, paper presented at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Junor Clarke, P., & Bullock, E. C. (2012, April). *"TIP"-ing through mathematics teacher education: A triadic approach to teacher preparation*, paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Stinson, D. W., & Bullock, E. C. (2012, April). *A praxis of uncertainty in mathematics education research*, paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Junor Clarke, P., Bullock, E. C., & Feinberg, J. (2012, March). *Relationship building from the front line: Supporting pre-service mathematics teachers in urban professional development schools*, paper presented at the Professional Development Schools National Conference, Las Vegas, NV.

Bullock, E. C. (2011, October). *How can I become a better teacher? Assessing instructional quality on your own terms*, session facilitated at the annual meeting of the Georgia Council of Teachers of Mathematics, Eatonton, GA.

Bullock, E. C., & Hennings, J. (2011, October). *The public stories of mathematics educators*, session facilitated at the annual meeting of the Georgia Council of Teachers of Mathematics, Eatonton, GA.

Stinson, D. W., & Bullock, E. C. (2011, July). *Critical postmodern theory in mathematics education research: A praxis of uncertainty*, paper presented at the Mathematics Education and Contemporary Theory Conference, Manchester, United Kingdom.

Archer, R., & Bullock, E. (2009, October). *Teaching mathematics within the postmodern*, session facilitated at the annual meeting of the Georgia Council of Teacher of Mathematics, Eatonton, GA.

2. Refereed Conference Poster Presentations

Gardner, J., & Bullock, E. C. (2012, June). *Writing our experiences: An auto-ethnographic approach to understanding academic writing*, poster presented at the Ethnographic and Qualitative Research Conference, Cedarville, OH.

Puvirajah, A., Martin-Hansen, L., Bullock, E., Gilbert, Y., & Russell, N. (2010, October) *Impact of the Academy for Future Teachers: Attracting urban high school students into science and mathematics education*, poster presented at the Southeastern Regional Conference of the Association of Science Teacher Educators, Decatur, GA.

D. Invited Conference Presentations

1. Symposium Panelist Roles

Bridges-Rhoads, S. (Chair). (2018, April). *Methodological quandaries in qualitative and*

post-qualitative research (Invitation-only mentoring session), symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Bullock, E. C., Gholson, M. L., McKinney de Royston, M. R., & Meiners, E. R. (2018, April). *Transformative justice in mathematics education*. In D. B. Martin (Chair), *Refusal of reform: Toward a black liberatory mathematics education*, symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Muhammed, G. E., & King, C. C. (Chair). (2018, April). “*On Spiritual Strivings*”: *Black women teacher educators honoring the work of Dr. Cynthia Dillard* [Invited Panelist], symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Everett, S., & Odutola, A. (Chairs). (2015, April). *Justice for whom?: Building research and praxis capacities committed to educational justice in our schools, neighborhoods, communities and in the academy* [Invited Panelist], Division G graduate student session at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Brant, C. A. R. (Chair). (2014, April). *Navigating the academic job search* [Invited Panelist], graduate student session at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

2. Symposium Chair Roles

Bullock, E. C. (Chair). (2018, April). *Re-making kinds of selves rationality, bureaucracy, morality* [Chair], Division B: Curriculum Studies roundtable session at the annual meeting of the American Educational Research Association, New York, NY.

Bullock, E. C. (Chair). (2016, April). *Contested curricula: Race, democracy, and the limits of conscientization* [Chair], Division B: Curriculum Studies roundtable session at the annual meeting of the American Educational Research Association, Washington, DC.

Bullock, E. C. (Chair). (2016, April). *Experiencing difference: Constructing identities in educational spaces* [Chair], Division B: Curriculum Studies roundtable session at the annual meeting of the American Educational Research Association, Washington, DC.

Stinson, D. W., & Bullock, E. C. (Chairs). (2015, June). *Exploring different theoretical frontiers* [Co-Chair], symposium at the 8th Mathematics Education and Society Conference, Portland, OR.

Bullock, E. C. (Chair). (2015, April). *African Americans at Risk* [Chair], Research Focus on Black Education Special Interest Group roundtable session at the annual meeting of the American Educational Research Association, Chicago, IL.

Bullock, E. C. (Chair). (2015, April). *Explorations in mathematics in the early grades* [Chair], Division C: Learning and Instruction, Mathematics paper session at the annual meeting of the American Educational Research Association, Chicago, IL.

Stinson, D. W., & Bullock, E. C. (Chairs). (2015, April). *Exploring different theoretical frontiers in mathematics education research: Toward an empowering mathematical experience for all* [Co-Chair/Co-Discussant], symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Stinson, D. W., & Bullock, E. C. (Chairs). (2015, April). *Exploring different theoretical frontiers in mathematics education research: Implications for classroom practice* [Co-

Chair/Co-Discussant], symposium presented at the National Council of Teachers of Mathematics Research Conference, Boston, MA.

Bullock, E. C., & Donaldson, K. (Chairs). (2013, April). *Networking: Using conferences to your advantage—Crafting the research spiel* [Co-Chair], Division G graduate student session at the annual meeting of the American Educational Research Association, San Francisco, CA.

Bullock, E. C., & Donaldson, K. (Chairs). (2013, April). *The mechanics of mentoring and the academic life* [Co-Chair], Division G graduate student session at the annual meeting of the American Educational Research Association, San Francisco, CA.

Bullock, E. C. (Chair). (2012, April). *Focus on methods* [Chair], Qualitative Research Special Interest Group roundtable session at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

King, L. J., & Bullock, E. C. (Chairs). (2012, April). *Public or private intellectualism? Perspectives on scholarly responsibility and social change* [Co-Chair], Division G graduate student Fireside Chat at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

3. Symposium Discussant Roles

Gholson, M. L. (Chair). (2018, April). *Deconstructing critical-radical teaching practice: A workshop for exploring the teaching of social justice pedagogues through video artifacts* [Discussant], symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Valero, P. (Chair). (2018, April). *Paradoxes of inclusion in STEM education: Making up cultural others through “natural” and “neutral” spaces* [Discussant], symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Bullock, E. C. (Chair). (2017, April). *What should be the “mathematics” in mathematics education?* [Discussant], symposium presented to the annual meeting of the American Educational Research Association, San Antonio, TX.

Happel-Parkins, A., & Lupinacci, J. (Chairs). (2015, November). *Eco-critical de(re)constructions and re(con)figurations of STEM* [Discussant], symposium presented to the American Educational Studies Association, San Antonio, TX.

4. Other Invited Panel Roles

2018 Book Discussion Panelist, *K-12 Education as a Hermeneutic Adventurous Endeavor: Toward an Educational Way of Thinking* by Doron Yosef-Hassidim; University of Wisconsin-Madison School of Education

2018 Book Discussion Panelist, *The Making of Indigeneity, Curriculum History, and the Limits of Diversity* by Ligia (Licho) López López; University of Wisconsin-Madison School of Education

GRANTS AND AWARDS

A. Extramural Grants and Awards, funded

2017–2018 “Tracing Equity Discourses in Mathematics Education,” National Academy of Education/The Spencer Foundation Postdoctoral Fellowship; \$70,000

B. Extramural Grants and Awards, awaiting decision

2019 “Algebra I and Black Youth Incarceration in Wisconsin”, Principal Investigator: Erika Bullock; National Science Foundation

C. Internal Grants and Awards, funded

2018–2020 “Mobilizing Youth Voices for Racial Justice,” University of Wisconsin-Madison School of Education Grand Challenges Transform Grant, with Drs. Kendra Alexander, Bianca Baldrige, and John Diamond; \$255,000

CONSULTING

D. Workshops

2018 University of Southern California Center for Urban Education Change Lab, “Race and Mathematics Socialization,” with Drs. Maisie Gholson and Danny Martin

E. Program Evaluation

2016 Evaluation of ArtsMemphis’ Memphis Music Initiative, with Dr. Alison Happel-Parkins

TEACHING

A. Courses Taught

a. University of Wisconsin–Madison (2016–present)

C&I 349 *Advanced Methods for Teaching Secondary Mathematics* (Graduate)

C&I 635 *Epistemology of Mathematics for Teachers* (Graduate)

C&I 810 *Aims, Goals, and Curriculum in Mathematics Education* (Graduate)

C&I 942 *Seminar in Research on Mathematics Education* (Graduate)

C&I 975 *Politics of STEM Education* (Graduate)

C&I 975 *Black Feminist Thought in Education* (Graduate)

b. University of Memphis (2013–2016)

ICL3001 *Knowing and Learning in Mathematics and Science* (Undergraduate)

ICL7030 *Assessment and Evaluation* (Graduate)

ICL7502 *Teaching Mathematics in the Secondary School* (Graduate)

ICL7059 *Models of Instruction* (Graduate)

ICL8005 *Nature of Knowledge* (Graduate)

ICL8200 *Professional Seminar for Doctoral Students* (Graduate)

c. Georgia State University (2009–2011)

- EDUC4660 *Field Based Research in Urban Education* (Undergraduate); Dr. Janice Fournillier, professor of record
- EPRS7910 *Action Research* (Graduate); Dr. Janice Fournillier, professor of record
- EDUC2120 *Exploring Sociocultural Perspectives on Diversity* (Undergraduate); Dr. David Stinson, professor of record

d. Georgia Perimeter College (2010–2012)

- MATH0098 *Developmental Mathematics* (Undergraduate)
- MATH1001 *Mathematical Modeling* (Undergraduate)
- MATH1111 *College Algebra* (Undergraduate)

B. Teacher Professional Development

- 2017 Madison Metropolitan School District K-12 Math Summer Institute, “Culturally Relevant Pedagogy in Mathematics,” with Dr. Maxine McKinney de Royston
- 2017 Wisconsin Mathematics Leadership Council, “Thinking about ‘Equity’ and Opportunity to Learn in Wisconsin”
- 2016 STEM Teacher Leadership Certificate (Shelby County Schools)

C. Invited Guest Course Lectures

- 2018 *Only STEM Can Save Us?: Questions of Opportunity in STEM Education*; Dr. Luis Leyva, Vanderbilt University
- 2018 *Poststructural Perspectives on Identity and Power in Mathematics and Science Education Research: Identity and Agency in Mathematics and Science Education: Understanding the Role of Race, Gender, Class, Status, and Power in STEM Contexts*; Dr. Maisie Gholson, University of Michigan
- 2018 *Only STEM Can Save Us?: Sociopolitical Issues in Mathematics and Science education*; Dr. Eric Gutstein, University of Illinois at Chicago
- 2017 *Thinking about Theories of Race and Qualitative Research*; Introduction to Scholarly Inquiry; Dr. Sarah Bridges-Rhoads, Georgia State University
- 2016 *Critical Social Theory and Identity in Mathematics Education: Seminar in Equity and Mathematics Education*; Dr. Robert Berry, University of Virginia
- 2016 *Doing Qualitative Research with Critical Social Theories: Introduction to Qualitative Research Methods in Education*; Dr. Higinio Dominguez, Michigan State University
- 2016 *Journal Publishing from an Editor’s Perspective: Seminar in Mathematics Education*; Dr. Rochelle Gutiérrez, University of Illinois at Urbana-Champaign
- 2015 *Teaching Mathematics for Social Justice and Critical Race Theory: Research on Mathematics Teaching and Mathematics Teachers*; Dr. Gregory Larnell, University of Illinois at Chicago
- 2014 *Lessons Learned in Qualitative Dissertation Research; Qualitative/Interpretive Research in Education III*; Dr. Janice Fournillier, Georgia State University

- 2014 *Reflecting on the Qualitative Dissertation Process*; Introduction to Qualitative Research; Dr. Beverly Cross, University of Memphis
- 2012 *Diversity in Research Methodology and Data Collection*; Action Research (Graduate); Dr. Tene Harris, Georgia State University

SERVICE

A. Service to the University of Wisconsin–Madison

1. Service to the University

- 2019–2020 Reviewer; Mercille J. Lee Scholars Program
- 2016 Panelist; Interviewing for Faculty Positions; University of Wisconsin-Madison Graduate School Office of Professional Development

2. Service to the School of Education

- 2017, 2018 Mentor, Summer Educational Research Program
- 2017 Speaker; Wisconsin Center for Education Research Lunch-and-Learn Series
- 2016 Panelist; College Readiness in Mathematics Symposium; University of Wisconsin-Madison School of Education Office of Education Outreach and Partnerships

3. Service to the Department of Curriculum and Instruction

- 2018–2019 Member, Personnel Committee
- 2017–2018 Member, Curriculum Committee
- 2016–2017 Member, Graduate Program Committee

B. Service to the Profession

1. Leadership Roles

- 2019–2020 Section Program Co-Chair, Division G (Social Contexts of Education), Section 2: Differences and Intersectionalities for the 2020 annual meeting of the American Educational Research Association, San Francisco, CA
- 2018–2019 Co-Chair, Division G (Social Contexts of Education) Early Career Mentoring Seminar for the 2019 annual meeting of the American Educational Research Association
- 2016–2017 Chair, Association of Mathematics Teacher Educators Communications Committee
- 2016 Nominating Committee Chair, Division G (Social Contexts of Education) of the American Educational Research Association
- 2014–2015 Section Program Co-Chair, Division G (Social Contexts of Education), Section 5 for the 2015 annual meeting of the American Educational Research Association, Chicago, IL.
- 2013–2014 Section Program Co-Chair, Division G (Social Contexts of Education), Section 3 for the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

2012–2013 Senior Graduate Student Representative, Division G (Social Contexts of Education) of the American Educational Research Association

2011–2012 Junior Graduate Student Representative, Division G (Social Contexts of Education) of the American Educational Research Association

2. Grant Advisory Boards

2018– Advisory Board; The Responsive Mathematics Teaching Project: Sustainable Networked Instructional Leadership in Elementary Mathematics; PI: Janine Remillard (University of Pennsylvania); Co-PIs: Kathleen Krier, Caroline Watts (University of Pennsylvania)

2017–2018 Advisory Board; Access, Agency, and Allies in Mathematical Systems (A3IMS); PI: Beth Herbel-Eisenmann (Michigan State University); Co-PIs: Mary Foote (Queens College-CUNY), Victoria Hand (University of Colorado-Boulder), Anita Wager (Vanderbilt University)

3. National/International Committee Service

2018–2020 Member, Topic Study Group 57: Diversity of Theories in Mathematics Education, International Congress on Mathematical Education, Shanghai, China

2019 Member, Kneller Lecture Selection Committee, American Educational Studies Association 2019 annual meeting

2018-2019 Member, Outstanding Book Award Committee, Division B (Curriculum Studies) of the American Educational Research Association for 2019

2018 Member, Taylor and Francis Best Paper Award Selection Committee, American Educational Studies Association

2017–2018 Member, Association of Mathematics Teacher Educators Equity and Access Committee

2015–2016 Member, Association of Mathematics Teacher Educators Planning Task Force for 25th organizational anniversary and 20th conference anniversary

2015–2016 Member, Association of Mathematics Teacher Educators Communications Committee

2012, 2013 Member, American Educational Research Association Graduate Student Council Elections Committee

2010–2011 Member, Graduate Student Executive Committee, Division G (Social Contexts of Education) of the American Educational Research Association

2011, 2012 Volunteer Mentor, American Educational Research Association Division G Graduate Student Mentoring Initiative

2009–2015 Professional Development Committee Member, Sisters of the Academy

4. Editorial Service

2010–2018 Associate to the Editor-in-Chief and Public Stories of Mathematics Educators section editor, the *Journal of Urban Mathematics Education (JUME)*

2012 Lead Co-Guest Editor, Spring/Summer 2012 Special Issue of the *Journal of Urban Mathematics Education (JUME)*, the proceedings from the 2009 and 2011 Benjamin Banneker Association Conferences

5. Reviewing

i. Editorial Review Panels

- 2017–2020 Editorial Panel Member, *Educational Studies*
- 2016–2018 Editorial Panel Member, 2018 edition of *Annual Perspectives in Mathematics Education: Rehumanizing Mathematics Teaching and Learning for Students who are Latin@, Black, and Indigenous*; National Council of Teachers of Mathematics
- 2016–2017 Editorial Board Member, *Review of Research in Education*, volume 41: *Disrupting Inequality through Education Research*
- 2016 Editorial Panel Member, *Journal of Urban Learning, Teaching, and Research (JULTR)*

ii. Reviewer for Refereed Journals

Ad hoc reviewer for the following journals:

- *Action in Teacher Education*
- *AERA Open*
- *American Educational Research Journal*
- *Critical Education*
- *Educational Researcher*
- *Educational Studies*
- *Educational Studies in Mathematics*
- *Equity and Excellence in Education*
- *The High School Journal*
- *Journal for Research in Mathematics Education*
- *Journal of Curriculum Theorizing*
- *Journal of Mathematics Education at Teachers College*
- *Journal of Mathematics Teacher Education*
- *Journal of Teacher Education*
- *Latin American Journal of Ethnomathematics: Sociocultural Perspective of Mathematics Education*
- *Multicultural Perspectives*
- *Mathematics Teacher*
- *Teacher Education Quarterly*
- *The Mathematics Educator*
- *Urban Education*

iii. Reviewer for Refereed Books

- 2020 Reviewer for *Race Frames in Education: Structuring Inequality and Opportunity in a Changing Society*, by Sophia Rodriguez and Gilberto Q. Conchas (Teachers College Press)

- 2017 Reviewer for *Culturally Specific Pedagogy in the Mathematics Classroom: Strategies for Teachers and Students*, 2nd Edition by Jacqueline Leonard (Routledge)
- 2016 Reviewer for *Introducing Critical Math Education: Theory and Method* by Mark Wolfmeyer (Routledge)

iv. Reviewer for Professional Organizations

Ad hoc reviewer for the following conferences:

- American Educational Research Association (AERA)
- Association of Mathematics Teacher Educators (AMTE)
- International Conference of Mathematics Education and Society
- International Group for the Psychology of Mathematics Education–North American Chapter (PME-NA)

v. Reviewer for Funding Agencies

- 2019 Review Panelist, National Science Foundation Discovery Research K-12
- 2014 Review Panelist, National Science Foundation Research on Education and Learning (REAL)—Broadening Participation
- 2014 Reviewer, New Jersey State Department of Education Office of Charter Schools grant program

vi. Other Reviewing Service

- 2016 External reviewer, American Educational Research Association Special Interest Group: Caribbean and African Studies in Education Outstanding Research Award
- 2011 Content Reviewer, Pearson Education Teacher Performance Assessment (TPA) for Secondary Mathematics

STUDENT MENTORING AND ADVISEMENT

A. Doctoral Committees (chair) —University of Wisconsin-Madison

Tracy Carolan; Ph.D., Curriculum and Instruction, Mathematics Education; in progress

Ashley Gaskew; Ph.D., Curriculum and Instruction, Multicultural Education; in progress (co-chair with Dr. Rachelle Winkle-Wagner, Educational Leadership Policy Analysis)

Kevin Hicks; Ph.D., Curriculum and Instruction, Multicultural Education; in progress

Jeffrey Maddock; Ph.D., Curriculum and Instruction, Science Education; in progress

Kirk Parslow; Ph.D., Curriculum and Instruction, Multicultural Education; in progress

Sam Prough; Ph.D., Curriculum and Instruction, Mathematics Education; in progress

Cynthia (Mapenzi) Simekha; Ph.D., Curriculum and Instruction, Curriculum Studies; in progress

Yewon Sung; Ph.D., Curriculum and Instruction, Mathematics Education; in progress

Ryan Ziols; Ph.D., Curriculum and Instruction, Mathematics Education; completed Fall 2019

B. Doctoral Committees (member)—University of Wisconsin-Madison

Jacqueline Forbes; Ph.D., Educational Leadership and Policy Analysis; in progress

Tarsha Herelle; Ph.D., Educational Policy Studies; in progress

Cassidy Kist; Ph.D., Educational Leadership and Policy Analysis; in progress

Charnell Long; Ph.D., Curriculum and Instruction, Multicultural Education; in progress

Eleni Schirmer; Ph.D., Curriculum and Instruction and Educational Policy Studies; in progress

Mariam Sedighi; Curriculum and Instruction and Educational Policy Studies; in progress

Lei Zheng; Ph.D., Curriculum and Instruction, Curriculum Studies; in progress

Stefan Brueck; Ph.D., Curriculum and Instruction; completed Summer 2017

Sun Young Lee; Ph.D., Curriculum and Instruction, Curriculum Studies; completed Summer 2019

Yichen Lee; Ph.D., Curriculum and Instruction; completed Fall 2018

Jake Malloy; Ph.D., Educational Policy Studies; completed Fall 2019

Ayse Yolcu; Ph.D., Curriculum and Instruction; completed Spring 2017

C. Masters Committees (chair)—University of Wisconsin-Madison

Ethan Biehl; MS, Curriculum and Instruction, Mathematics Education; in progress

D. Doctoral Committees (member)—External

Molade Osibodu; Ph.D., Michigan State University; in progress

E. Doctoral Committees (member)—University of Memphis

Shelly Burr; Ed.D., Instruction and Curriculum Leadership; completed Spring 2016

Marshetta Brazley; Ed.D., Instruction and Curriculum Leadership; completed Fall 2014

HONORS AND AWARDS

2017	Taylor & Francis and The American Educational Studies Association Best Paper Award, “Only STEM Can Save Us? Race, Place, and STEM Education as Property”
2014	2014–2015 cohort (Cohort 5) of the Association of Mathematics Teacher Educators (AMTE) Service, Teaching, and Research (STaR) Fellows Program
2012–2013	Southern Regional Education Board (SREB) Dissertation Fellowship
2012	Georgia State University College of Education Dean’s Doctoral Dissertation Award
2012	Georgia State University, College of Education Beverly J. Armento Doctoral Award
2011	Promising Rising Scholar, Benjamin Banneker Association

PROFESSIONAL AND CIVIC MEMBERSHIPS

- Alpha Kappa Alpha Sorority, Inc.
- American Educational Research Association (AERA)
- American Educational Studies Association (AESA)
- Benjamin Banneker Association (BBA)
- National Alumnae Association of Spelman College (NAASC)
- National Urban League