

Linn Posey-Maddox

Associate Professor of Educational Policy Studies
University of Wisconsin – Madison
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Education

Doctor of Philosophy in Social and Cultural Studies in Education, 2009
University of California, Berkeley

Title of Dissertation: *Integration Through Gentrification?: The Politics of Race, Class, and Demographic Change in a City Public School*

Master of Arts in Social and Cultural Studies in Education, 2005
University of California, Berkeley

CLAD Multiple-subject Teaching Credential, 2002
San Jose State University

Bachelor of Arts, Political Science, 2000
Minor in Women and Gender Studies
Macalester College

Positions Held

2017-present Associate Professor, University of Wisconsin-Madison
Department of Educational Policy Studies
-Director, Collaborative Graduate Training Program
on Race, Ethnicity, & Inequality in Education
-Affiliate, Department of Afro-American Studies
-Affiliate, Department of Sociology
-Affiliate, Institute for Research on Poverty

2010 – 2017 Assistant Professor, University of Wisconsin- Madison
Department of Educational Policy Studies
-Affiliate, Department of Afro-American Studies
-Affiliate, Institute for Research on Poverty

2009 – 2010 Anna Julia Cooper Postdoctoral Fellow
University of Wisconsin, Madison

Honors and Awards

- 2020 Impact 2030 Faculty Fellowship, University of Wisconsin-Madison
- 2019 Honored Instructor Award, University Housing, University of Wisconsin-Madison
- 2016 Outstanding Reviewer Award, American Educational Research Journal, American Educational Research Association
- 2016 Class of 1955 Teaching Excellence Award, University of Wisconsin-Madison
- 2016 Teaching Academy Fellow Induction, University of Wisconsin-Madison
- 2015 Outstanding Reviewer Award, American Educational Research Journal, American Educational Research Association
- 2015 Mentor Award, POSSE Program, University of Wisconsin-Madison
- 2014 Mentor Award, POSSE Program, University of Wisconsin-Madison
- 2014 Honored Instructor Award, Division of University Housing, University of Wisconsin- Madison
- 2010 Outstanding Dissertation Award, Graduate School of Education, University of California- Berkeley
- 2008 Dissertation Fellowship, Spencer Foundation
- 2008 Dissertation Fellowship, Ford Foundation/National Academy of Sciences
- 2007 University Fellowship, University of California- Berkeley
- 2004 David Dansky Academic Fellowship, University of California- Berkeley
- 2000 Phi Beta Kappa, Macalester College

Research and Publications

Books

Posey-Maddox, L. (2014). *When middle-class parents choose urban schools: Class, race, and the challenge of equity in public education*. Chicago: University of Chicago Press.

Articles

Posey-Maddox, L., McKinney de Royston, M., Holman, A., Rall, R., & Johnson, R. (In press). No choice is the 'right' choice: Black parents' educational decision-making in their search for a 'good' school. *Harvard Educational Review*.

Diamond, J., Posey-Maddox, L., & Velazquez, M. (In press). Reframing Suburbs: Race, place and opportunity in suburban educational spaces. *Educational Researcher*.

Diamond, J. B., & Posey-Maddox, L. E. (In Press). Guest editors' introduction: The changing terrain of the suburbs: Examining race, class, and place in suburban schools and communities. *Equity and Excellence in Education*.

Posey-Maddox, L. (2017). Race in place: Black parents, family-school relations, and multi-spatial microaggressions in a predominantly white suburb. *Teachers College Record*, 119 (11) 1-42.

Posey-Maddox, L. (2017). Schooling in suburbia: The intersections of race, class, gender, and place in Black fathers' engagement and family-school relationships. *Gender & Education*, 5, 577-593.

Posey-Maddox, L. & Haley-Lock, A. (2016). One size does not fit all: Understanding parental engagement in the contexts of work, family, and public education. *Urban Education*. <https://doi.org/10.1177/0042085916660348>

Posey-Maddox, L. Kimelberg, S., & Cucchiara, M. (2016). Seeking a 'critical mass': Middle-class parents' collective engagement in city public schooling. *British Journal of Sociology of Education*, 37, 905-927.

Posey-Maddox, L. (2016). Beyond the consumer: Parents, privatization, and fundraising in U.S. urban public schooling. *Journal of Education Policy*, 31, 178-197.

Posey-Maddox, L. (2016). Challenging the dichotomy between “urban” and “suburban” in education discourse and policy. *The Educational Forum*, 80, 225-241.

Haley-Lock, A. & Posey-Maddox, L. (2016). Fitting it all in: How mothers’ employment shapes their school engagement. *Journal of Community, Work, and Family*, 19, 302-321.

Posey-Maddox, L., Kimelberg, S., & Cucchiara, M. (2014). Middle-class parents and urban schools: Current research and future directions. *Sociology Compass*, 8, 446-456.

Posey-Maddox, L. (2013). Professionalizing the PTO: Race, class, and shifting norms of parent engagement in a city public school. *American Journal of Education*, 119, 235-260.

Posey, L. (2012). Middle- and upper middle-class parent action for urban public schools: Promise or paradox? *Teachers College Record*, 114, 1-43.

Book Reviews

Seelig, J. & Posey-Maddox, L. (2014, August 27). Reviewed Gorski, P. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press. In *Teachers College Record*. Available online at <http://www.tcrecord.org/content.asp?contentid=17661>.

Media Mentions

Rickert, C. (2020, June 22). “Amid COVID-19 pandemic, Dane County school districts waive requirements for graduation.” *Wisconsin State Journal*.

Cope, S. (2019, Nov. 5). “The power of a wealthy PTA.” *The Atlantic*

Winton, S. (2018, Sept. 26). “Fundraising and fairness.” *EdCan Network*

McClure, M. (2017, Dec. 10). “Parents, privilege, and public schools.” *Medium*.

Wall, P. (2017, Sept/Oct.). “What white parents can do to help desegregate schools.” *Mother Jones*.

Sparks, S. & Harwin, A. (2017, April 18). “How parents widen—or shrink--- academic gaps.” *Education Week*.

Manuscripts in Progress

Posey-Maddox, L. *Black in the 'Burbs: Black Families, Race Lessons, & Unequal Schooling in Suburbia.*

Research Support

- 2020 Impact 2030 Faculty Fellow Award, *University of Wisconsin-Madison*
- 2018 Vilas Mid-Career Investigator Award, *University of Wisconsin-Madison.*
- 2017 Vilas Associate Award, *University of Wisconsin-Madison.*
- 2017 Primary Investigator, "Black in the Burbs: Community, Family, and Schooling in Suburbia." *Spencer Foundation.*
- 2017 Primary Investigator, "Black in the Burbs: Community, Family, and Schooling in a Predominantly Black Suburb." Graduate School Research Committee, *University of Wisconsin- Madison.*
- 2014 Vilas Life Cycle Award, *University of Wisconsin-Madison.*
- 2014 Primary Investigator, "Lessons about Race: Examining the Role of Race Socialization in the Educational Engagement of Black Suburban Parents." Graduate School Research Committee, *University of Wisconsin- Madison.*
- 2013 Primary Investigator, "Examining African American Parents' Experiences and Engagement in Suburban Public Schooling." Graduate School Research Committee, *University of Wisconsin- Madison.*
- 2012 Co-Investigator (with Haley-Lock, A.), "Family Engagement in Children's Schooling: The Interplay of Employment and School Climate." Graduate School Research Committee, *University of Wisconsin- Madison.*
- 2011 Primary Investigator, "The Middle-Class in the City: Examining Demographic Change in Chicago Neighborhoods and their Public Schools." Graduate School Research Committee, *University of Wisconsin-Madison.*

Presentations

Conference Presentations

Posey-Maddox, L. (2019, August). Black in the 'Burbs: Black parent engagement and experiences in suburban schools. *Association of Black Sociologists*, New York, New York.

Posey-Maddox, L., McKinney de Royston, M., Holman, A., Rall, R., & Johnson, R. (April 2019). No choice is the right choice: Understanding Black parents' school choices. *American Educational Research Association (AERA)*, Toronto, CANADA

Posey-Maddox, L. (April 2019). Black in the 'Burbs: Parents, community, and schooling in a predominantly Black suburb. *American Educational Research Association (AERA)*, Toronto, CANADA

Posey-Maddox, L. (April 2018). 'Bridging the gaps': Black parent advocacy for student academic success. *American Educational Research Association (AERA)*, New York, NY.

Posey-Maddox, L. (August 2017). Lessons about race: Influences on black parents' racial socialization in a predominantly white suburban context. *American Sociological Association (ASA)*, Toronto, CANADA.

Posey-Maddox, L. (April 2016). Lessons about race and place: Race socialization and the educational engagement of Black suburban parents. *American Educational Research Association (AERA)*, Chicago, IL.

Posey-Maddox, L. (August 2015). Living and learning in suburbia: Black parents, family school relationships, and lessons about race. *Association of Black Sociologists*, Chicago, IL.

Posey-Maddox, L. (April 2015). In search of opportunity: The intersections of race, class, and gender in suburban Black parents' family-school relationships. *American Educational Research Association (AERA)*, Chicago, IL.

Posey-Maddox, L. (August 2014). From city to suburb: Examining the experiences and educational engagement of Black parents in a suburban context. *Royal Geographical Society*, London, ENGLAND.

Posey-Maddox, L. & Haley-Lock, A. (August 2014). "Doing enough"? Examining parents' and educators' understandings of and experiences with family-school relations. *American Sociological Association (ASA)*, San Francisco, CA.

Haley-Lock, A. & Posey-Maddox, L. (August 2014). Fitting it all in: How mothers' employment shapes their school engagement. *American Sociological Association (ASA)*, San Francisco, CA.

Posey-Maddox, L. (April 2013). The politics of parent fundraising in support of urban schools. *American Educational Research Association (AERA)*, San Francisco, CA.

Posey-Maddox, L. (August 2012). Gentrification goes to school: A three-city examination of middle-class investment in urban public schools. *American Sociological Association (ASA)*, Denver, Colorado.

Posey, L. (August 2011). Towards a new framework for understanding “urban” educational issues. *Three Deans Conference*, Melbourne, AUSTRALIA.

Posey, L. (April 2011). (Re)constructing the “urban”: The politics of middle-class parental engagement in urban public school change. *American Educational Research Association (AERA)*, New Orleans, LA.

Posey, L. (August 2010). “A resume to participate?”: Race, class, and collective parent involvement in urban public schooling. *American Sociological Association (ASA)*, Atlanta, GA.

Posey, L. (August 2008). Integration through gentrification? The politics of race, class, and demographic change in a city public school. *American Sociological Association (ASA)*, Boston, MA.

Selected Invited Talks, Symposiums, and Panels

(2019, April 8). America To Me: Examining Race and Schooling in the Suburban United States. Invited Presidential Session, *American Educational Research Association (AERA)*. TORONTO, CANADA

(2019, April 7). Gentrification, Neighborhoods, and School (Re)Segregation. Invited Presidential Session, *American Educational Research Association (AERA)*. TORONTO, CANADA

(2019, March 2). The pursuit of racial equity in education. *Sequoia Public Library*, Madison, WI.

(2018, May 17). Parent & family engagement: Placing equity at the center of our programs, policies, and practices. Teaching, Learning, & Equity Council, *Sun Prairie Area School District*, Sun Prairie, WI.

(2018, February 9). Integration or gentrification?: Equity & inclusion in the context of school and community change. *Office of Family & Community Engagement, DC Public Schools and Parents Amplifying Voices in Education (PAVE)*, Washington D.C.

(2017, December 11). Parent & family engagement: Placing equity at the center of our programs, policies, and practices. Teaching, Learning, & Equity Council, *Sun Prairie Area School District*, Sun Prairie, WI.

(2017, October 20). ‘Black in the ‘Burbs: Understanding the intersections of race, class, gender, and place in black parents’ educational experiences and engagement. *Interdisciplinary Training Program in the Education Sciences, University of Wisconsin, Madison*.

- (2016, November 4). Parent and family engagement: Placing equity at the center. *Keynote Address, Partner School Network Principal's Breakfast, University of Wisconsin, Madison.*
- (2016, October 6). Middle-class parents and urban public schools. *African American Issues in Education: Black Neighborhoods, Gentrification, and Educational Opportunity in the US (EDUC 6804), University of Colorado, Boulder School of Education.*
- (2016, March 31). Private choices, public interests: A focus on families and communities. *Department of Educational Policy Studies Annual Conference.* Madison, WI.
- (2015, October 27). School integration or gentrification? The challenge of equity in urban school transformation. *Northwestern University.* Evanston, IL.
- (2015, January 22). In search of “A better life”: Low-income black parents’ migration motivations and experiences in suburban community and school contexts. *Institute for Research on Poverty, University of Wisconsin, Madison.* Madison, WI.
- (2014, April 22). The (Re)making of a “good” public school: Middle-class parents and city school transformation. *Loyola University.* Chicago, IL.
- (2013, March 22). The “good” school: Re-examining progress and reform in urban public schooling. *Department of Educational Policy Studies Annual Conference.* Madison, WI.
- (2012, Nov. 30). Doing the work of the state? Examining middle-class parent fundraising and volunteerism in support of urban public schooling. *Department of Educational Policy Studies Annual Conference, University of Wisconsin, Madison.* Madison, WI.
- (2011, July 18). Reconceptualizing “the urban” in public education. *College Access Program, University of Wisconsin, Madison.* Madison, WI.
- (2010, November 30). Changing cities, changing schools: (Re)conceptualizing urban public school reform. *Doctoral Research Program, University of Wisconsin, Madison.* Madison, WI.
- (2010, April 7). Changing cities, changing schools: Framing urban public school reform. *Loyola University.* Chicago, IL.
- (2010, March 9). (Re)making “good” schools: Parents, the State, and public education in the Obama era. *Department of Educational Policy Studies Annual Conference, University of Wisconsin, Madison.* Madison, WI.

Selected Invited Workshop & Teaching Presentations

- (2019, October 28). Parents and Public Schooling: Placing Equity at the Center. *Hamilton Middle School and Van Hise Elementary School Parent-Teacher Organizations*. Madison, WI.
- (2018, October 11). Parents and the Pursuit of Racial Equity in Our Kids' Schools. *Midvale-Lincoln Elementary Parent-Teacher Organization*. Madison, WI.
- (2018, June 19). Reading and evaluating qualitative research. *Philosophy & Education Workshop*, The Center for Ethics & Education, Madison, WI.
- (2018, March 2). Parent & Family Engagement: Placing Equity at the Center of our Programs, Policies, and Practices. *Educational Leadership & Policy Analysis (ELPA 770) Presentation*.
- (2015, October 6). Stereotypes. *Social Justice Institute*, Cardinal Heights Upper Middle School, Sun Prairie, WI.
- (2015, March 17). Black Parents' Experiences & Family-School Relationships in A Suburban District. *Sun Prairie Area School District*, Sun Prairie, WI.
- (2014, February 27). Family-school relationships. *C&I 375: Contemporary Issues in Education. Office of Undergraduate Recruitment and Retention (OURR)*, University of Wisconsin-Madison. Madison, WI.
- (2013, October 23). Parent engagement and family-school relationships in public education. *C&I 375: Contemporary Issues in Education. Office of Undergraduate Recruitment and Retention (OURR)*, University of Wisconsin-Madison. Madison, WI.
- (2012, December 7). College 101. AVID/TOPS College Readiness Program, La Follette High School, Madison, WI.
- (2012, August 24). Dilemmas in supporting equity, diversity, and student learning. *Teaching Assistant and Project Assistant Welcome and Orientation*. University of Wisconsin, Madison. Madison, WI.
- (2012, October 17). Family-school relationships. *C&I 375: Contemporary Issues in Education. Office of Undergraduate Recruitment and Retention (OURR)*, University of Wisconsin-Madison. Madison, WI.
- (2011, July 17). College Access Program, University of Wisconsin-Madison, WI. 2011. Changing cities, changing schools: (Re)conceptualizing the "urban" in public education.

Consulting Experience

Certified Coach, Faculty Success Program,

National Center for Faculty Diversity & Development

2020-present

Facilitate small group weekly coaching sessions that support junior faculty members from varied disciplines across the world to develop and implement strategies that contribute to productivity and wellness.

Teaching

**EDPOL 200 - Race, Ethnicity, and Inequality in American Education*

**+EDPOL 505 - Issues in Urban Education*

EDPOL/SOC 648 - Sociology of Education

EDPOL 780- Race, Poverty, & Inequality in Suburban Schools & Communities

COUN PSY/CURRIC/ED POL/ED PSYCH/RP & SE 788-Qualitative Research Methods in Education: Field Methods I

EDPOL 911 - Seminar in Urban Education

**course fulfills University Ethnic Studies Requirement (ESR)*

+course fulfills University Community-based Learning (CBL) Requirement

Mentoring

UW-Madison Graduate Student Committee Chair

Mercy Agyepong (PhD, 2019); Ruby Bafu (co-advisor), Sociology (PhD expected 2023); Moisés Contreras (MA expected 2022); Virginia Downing (PhD expected 2025); Khrysta Evans (PhD expected 2025); James Gleckner (MA 2016); Wallace Grace (PhD expected 2024); Rachel Johnson (MA, 2017, PhD expected 2021); Emily Miller (PhD expected 2025); Carmen Montopoli (MA, 2012); Eujin Park (MA, 2013, PhD 2018); Erica Ramberg (MA 2016); Jennifer Seelig (PhD, 2017); Mary (Molly) Stewart (PhD, 2013); Maria Velazquez (MA 2016, PhD expected 2021); Julissa Ventura (MA, 2013, PhD, 2018); Emma Zeldin (MA, 2012)

Graduate Student Committee Membership-UW Madison

Shannon Anderson, ELPA (PhD 2019); Lena Batt, EPS (MA 2016, PhD expected 2021); Caitlin Brecklin, EPS (PhD expected 2021); Yeseul Choi, ELPA (PhD, 2019); Christopher Crowley, C&I (PhD 2015); Heather Dahl, RPSE (PhD 2013); Katie Elliot, EPS (PhD 2010); Mary Ferrier, EPS (MA 2019); Joseph Ferrare, C&I (PhD 2011); Jennifer Foubert, C&I (PhD 2017), Annalee Goode, EPS (PhD 2011); May Hara, EPS

(PhD 2011); Patti Jorgensen, ELPA (PhD 2013); Drew Joseph, C&I (PhD expected 2021); Sohyun Kang, EPS (PhD expected 2020), Doua Kha, C&I (MA, 2019); Matthew Knoester, C&I (PhD 2010); Minori Kobayashi, EPS (PhD 2012); Kerry Kretchmar, C&I (PhD 2011); Jamila Lee-Johnson, ELPA (PhD, 2019); Lily Liang, Sociology (PhD 2020); Leonel Lim, C&I (PhD 2013); Courtney Luedke, ELPA (PhD 2014); Jake Malloy, EPS (PhD 2019); Rosie Miesner, EPS (PhD expected 2021); Sookweon Min, ELPA (PhD 2016); Kate O'Connor, EPS (MA 2010); Yoonkyung Oh, EPS (PhD 2011); Shameka Powell, C&I (PhD 2015); Tangela Reavis, ELPA (PhD 2017), Jesus Renteria, EPS (PhD 2019); Laura Roeker, C&I (PhD expected 2023); Heather Roth, ELPA (PhD 2019); Melissa Sherfinski, C&I (PhD 2011); Ashley Smith, EPS (PhD 2020); Beth Sondel, C&I (PhD 2013); Susanne Sublette, EPS (PhD 2011); Donna Vukelich, C&I (PhD 2011); Angela Wellman, C&I (PhD expected 2020); Bethany Wilinski, EPS (PhD 2014); Stefanie Wong, EPS (PhD 2018); Cari Wrynski-Guiden, ELPA (PhD 2014); Yuan Yao, C&I (MS 2012); Jienien Zhang, Sociology (PhD expected 2020)

Graduate Student Committee Membership—Outside UW Madison

Bailey Brown, Department of Sociology, Columbia University (PhD 2020)
Max Cuddy, Department of Sociology, University of Illinois at Chicago (PhD expected 2020)
Da Hei Ku, Department of Curriculum & Instruction, University of Texas at Austin (PhD expected 2021)

Undergraduate Scholars (Mentor)

Aaron Kinard, Educational Studies, 2020, *Ronald E. McNair Scholars Program*
Calvin Gibson, Sociology of Education, 2018, *Summer Education Research Program (SERP)*
Michelle Koffa, Early Childhood Education & Political Science, 2017, *Ronald E. McNair Scholars Program*

Student Awards

Eujin Park, AERA Minority Dissertation Fellowship; NAEd/Spencer Dissertation Fellowship Finalist; Department of Educational Policy Studies John R. Palmer Award

Jennifer Seelig, AERA Division L Outstanding Dissertation Award; AERA Rural Education SIG Outstanding Dissertation Award; Future Faculty Partner, UW-Madison Teaching Academy; Department of Educational Policy Studies Herb Kliebard Award

Julissa Ventura, Jean Anyon Award for Outstanding Graduate Paper, Grassroots Community and Youth Organizing SIG, American Educational Research Association; National Academies/Ford Foundation Dissertation Award Finalist

Service

National

- Council Member, Sociology of Education Section, *American Sociological Association*, 2017-2020
- Section Chair, Division L, *American Educational Research Association Annual Meeting*, 2017-2018
- Member of the Editorial Board, *American Educational Research Journal*, 2014-2015
- Member of the Award Selection Committee, Hallinan Graduate Student Paper Award, Sociology of Education Special Interest Group, American Educational Research Association, 2014
- Consultant, *Center for Cities & Schools*, University of California, Berkeley, 2005-2010
- Member of the Board, *Sociology of Education Association*, 2006-2008
- Research Manuscript Reviewer
 - o *American Educational Research Journal, Anthropology and Education Quarterly, City and Community, DuBois Review, Educational Policy, Educational Researcher, Journal of Equity & Excellence, Journal of Education Policy, Journal of Family Issues, Journal of School Choice, Journal of Urban Affairs, Sociology of Education, Teachers College Record, Urban Education, Urban Studies*

University of Wisconsin- Madison

- Ethnic Studies Subcommittee (2020-present)
- Board of Advisors, Morgridge Center for Public Service (2019-present)
- Institutional Review Board Member, Education and Social/Behavioral Science (2018-present)
- University/Provost's Working Group on Faculty Retention (2018-2019)
- Vilas Associates Grant Review Committee (2018)
- Undergraduate Studies Committee, Educational Policy Studies (2018-present)
- Fellow, UW-Madison Teaching Academy (2016-present)
- Faculty Senate, University of Wisconsin, Madison (2013-2017)
- Faculty-Student Committee, Educational Policy Studies (2016-2017)
- InfoTech Committee, School of Education (2015-2016)
- Chair of Planning Committee, Educational Policy Studies Annual Conference (2015)
- Admissions Committee, Educational Policy Studies, (2013-2014)
- Qualitative Research Methods Minor Committee (2013-2015)
- Coordinating Council of Professional Educators (2012-2013)
- Secondary Education Committee, School of Education (2012-2013)
- School of Education Representative, Institute for the Recruitment of Teachers Recruitment Fair (2012-2014)
- Equity and Diversity Committee, School of Education (2011-2012)
- Lecturers Committee, Educational Policy Studies (2011-2012)

- Programs Committee, School of Education (2010-2011)
- Awards Committee, Educational Policy Studies (2010-2011, 2014-2015)

Professional Association Membership and Service

Association of Black Sociologists (member, 2015-present)

American Educational Research Association (member, 2008-present)

- Member, Division G, Social Context of Education
- Member, Division L, Educational Policy & Politics
- Member, Research Focus on Black Education SIG
- Member, Sociology of Education SIG
- Session Organizer, Section 8, Division L Program Committee (2017)
- Discussant of Paper Session – Exploring the Promise and Peril of Urban and Suburban School “Choice” Within and Across Segregated Spaces, Division G, 2015
- Conference Session Chair – Social Contexts of Schooling in Transnational Perspective, Division G, 2011

American Sociological Association (member, 2010-present)

- Council Member, Sociology of Education Section (2017-2020)
 - o Co-organized 2019 Mentoring Panel & Workshop
 - o Co-organized 2018 Pre-Conference Workshop on Race & Racism in the Sociology of Education
- Member, Section on Racial & Ethnic Minorities (SREM)

National Center for Faculty Development and Diversity (member, 2012-present)

- Participant, Post-tenure Pathfinders Program, 2019
- Participant, Faculty Success Program, 2012

Phi Beta Kappa (member, 2000)

Society for the Study of Social Problems (2016-2018)

MAXINE MCKINNEY DE ROYSTON

Assistant Professor, Curriculum & Instruction, University of Wisconsin–Madison

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University of Wisconsin–Madison
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FORMAL EDUCATION

- 2011 Ph.D. University of California, Berkeley Education
Dissertation: *Teaching to the Spirit: The
“Hidden” Curriculum of African American
Education*

Certificate: *Research and Cognition in
Math Education*
- 2007 M.A. University of California, Berkeley Education: Cognition & Development
Thesis: *What’s up with Keisha? An
analysis of a sixth grader’s encounter with
fractions*
- 1999 B. A. Smith College Government, African American Studies
(minor)

POSITIONS HELD

- 08/16 — present **Assistant Professor**, Secondary Mathematics Education & Multicultural
Education, Department of Curriculum & Instruction, University of Wisconsin-
Madison
- Affiliate, Department of Afro-
American Studies
- 08/15 — 08/16 **Postdoctoral Fellow**, Center for Urban Education, University of Pittsburgh
- 08/14 — 08/15 **Visiting Scholar**, Education Department, Massachusetts College of Liberal Arts
- 01/12 — 08/14 **Postdoctoral Fellow**, Graduate School of Education & Haas Institute for a Fair &
Inclusive Society, University of California, Berkeley

HONORS & AWARDS

- 2019 – 2021 Vilas Associate, Vice Chancellor for Research and Graduate Education, UW –
Madison
- 2018 – 2019 Association of Mathematics Teacher Educator’s Service, Teaching, & Research
(STaR) Fellow
- 2017 – 2018 Faculty Fellow, Madison Teaching and Learning Excellence, UW– Madison
- 2015 – 2016 Ford Foundation Postdoctoral Fellowship

10/23/20

- 2012 – 2014 National Academy of Education/Spencer Postdoctoral Fellow, UC – Berkeley
 2010 – 2011 UC/ACCORD Dissertation Fellowship
 2010 – 2011 Research in Cognition & Mathematics Education Fellowship, UC– Berkeley
 (Institute of Educational Studies funded), PIs: Geoffrey Saxe, Na'ilah Suad Nasir
 2008 – 2009 Mentored Research Grant (advisor: Randi Engle), UC – Berkeley
 2007 – 2008 Spencer Research Training Grant, UC- Berkeley
 2007 – 2008 Graduate Division Summer Research Grant, UC – Berkeley
 2006 – 2007 Graduate Instructor of the Year, Afr. Amer. Student Development Office, UC –
 Berkeley
 2006 – 2008 Marilyn Raby Fellowship for Mathematics Research, UC – Berkeley
 2004 – 2007 Dean's Graduate Division Fellowship, UC – Berkeley
 2004 – 2005 Sweitzer Scholarship, UC – Berkeley

REFERRED PUBLICATIONS

McKinney de Royston, M¹., Sengupta-Irving, T. ¹, and Cosby, D. (in press). Radical Reimagining: Problematizing Studies of Mathematical Identit(ies) Among Racially Minoritized Youth. *Journal for Research in Mathematics Education Monograph Series*. ¹Authors contributed equally.

Posey-Maddox, L., McKinney de Royston, M., Rall, R., Holman, A., & Johnson, R. (accepted). No Choice is the “Right” Choice: Black Parents’ Educational Decision-making in their Search for a “Good” School. *Harvard Educational Review*.

McKinney de Royston, M. (2020). Improvisation within Structure: Black Womanist Teacher’s Political Clarity. *Theory Into Practice* (online version).

McKinney de Royston, M., Givens, J., Madkins, T., & Nasir, N. (2020). “I’m a teacher, I’m gonna always protect you”: Understanding Black Teachers’ Protection of Black Children. *American Education Research Journal*.

McKinney de Royston, M., Pea, R., Nasir, N. & Lee, C. (2020). Reconceptualizing Learning: A Critical Task for Knowledge-Building and Teaching. Proceedings of the International Conference of the Learning Sciences 2020. Nashville, Tennessee.

Lyons, L., McKinney de Royston, M., & Berland, M. (2020) Reframing Playful Participation in Museums: Identity, Collaboration, Inclusion, & Joy. Proceedings of the International Conference of the Learning Sciences 2020. Nashville, Tennessee.

McKinney de Royston, M. & Sengupta-Irving, T. (2019). Another Step Forward: Engaging the Political in Learning. *Cognition & Instruction*, 37:3, 277-284.

McKinney de Royston, M. & Madkins, T. (2019). A question of necessity or of equity?: Full Service Community Schools and the (Mis)education of Black Youth. *Journal of Education for Students at Placed at Risk*.

Madkins, T. & McKinney de Royston, M. (2019). Illuminating Sociopolitical Clarity in Culturally Relevant Science Instruction. *Science Education*, 1-28.

Vakil, S. & McKinney de Royston, M. (2019). You’re so far out, and you’re trying to look in”: Exploring Politicized Trust in a Racially Diverse Computer Science Classroom. *Race, Ethnicity, & Education*.

- McKinney de Royston, M., Vakil, S., Nasir, N., ross, k., Givens, J. & Holman, A. (2017) "He's More Like a 'Brother' than a Teacher": Politicized Caring in a Program for African American Males. *Teachers College Record*, 119(4), 1-40.
- Nasir, N., McKinney de Royston, M., O'Connor, K., & Wischnia, S.* (2017). Knowing about Racial Stereotypes versus Believing Them. *Urban Education*. doi: 10.1177/0042085916672290.
- Pinkard, N., Erete, S., Martin, C. K., & McKinney de Royston, M. (2017). *Digital Youth Divas: Exploring Narrative-driven Curriculum to Develop Middle School Girls' Sustained Interest in Computational Activities*. *Journal of the Learning Sciences*, 26(3), 477-516.
- Vakil, S., McKinney de Royston, M., Kirshner, B., and Nasir, N. (2016). Rethinking Race, Power, and Definitions of Learning in Design-Based Research: Reflections from the Field. *Cognition & Instruction*, 34 (3), 194-209.
- ross, k., Nasir, N., Givens, J., McKinney de Royston, M., Vakil, S., Madkins, T., and Philoxene, D. (2016). "I Do This for All of the Reasons America Doesn't Want Me To": The Organic Pedagogies of Black Male Instructors. *Equity & Excellence in Education*, 49(1), 85-99.
- Givens, J., Nasir, N., ross, k., & McKinney de Royston, M. (2016). Modeling Manhood: Reimagining Black Male Identities in School. *Anthropology & Education Quarterly*, 47(2), 167-185.
- Engle, R. A., Langer-Osuna, J., & McKinney de Royston, M. (2014). Toward an Interactional Model of Influence in Pervasive Discussions: Negotiating Quality, Authority, and Access Within Student-Led Arguments. *Journal of the Learning Sciences*, 23(2), 265-268.
- Nasir, N., ross, k., McKinney de Royston, M., Givens, J., & Bryant, J. (2013). "Dirt on My Record:" African American Male Students' Perceptions of Discipline and Pedagogies of Resistance. *Harvard Educational Review*, 83(3), 490-512.
- Nasir, N. & McKinney de Royston, M. (2013). Power, Identity, and Mathematical Practices Outside and Inside of Schools. *Journal for Research in Mathematics Education*, 44(1), 264-287.
- Engle, R.A., Langer-Osuna, J., & McKinney de Royston, M. (2008). Toward a Model of Differential Influence in Discussions: Negotiating Quality, Authority, and Access Within a Heated Student Argument. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 2010-2015). Washington, DC: Cognitive Science Society.

CHAPTERS IN SCHOLARLY VOLUMES

- Dixon-Roman, E., Jackson, J., & McKinney de Royston, M. (2020). Deconstructing Nature/Culture Toward A New Process of Critical Inquiry. *The Handbook of Culture & Learning*. Routledge: New York.
- Nasir, N., McKinney de Royston, M., Barron, B., Pea, R., Goldman, S., Stevens, R., & Bell, P. (2020). Learning Pathways: A Conceptual Tool for Understanding Culture and Learning (pp. 195-211). *The Handbook of Culture & Learning*. Routledge: New York.
- Nasir, Lee, C., Pea, R., & McKinney de Royston, M. (2020). Reconceptualizing Learning in the 21st Century. *The Handbook of the Culture Foundations of Learning*. Routledge: New York.

McKinney de Royston, M. & Vakil, S. (2019). What it Means to do this Work: “Politicized Care” and the Voices of Manhood Development Program Instructors. In N. Nasir, C. Chatmon, & J. Givens, *We Dare Say Love: Supporting African American Male Achievement*.

McKinney de Royston, M. & Farinde, A. A. (2018). Race and poverty in science education: Questions and tensions in the field. In L. Bryan and K. Tobin (Eds.) *13 Questions: Reframing Education's Conversation: Science*. New York: Peter Lang.

Vakil, S. & McKinney de Royston, M. (2018). Towards Conceptualizing Sociopolitical Designs for Learning and Practice: How “Social Justice” Became Unjust in a Youth Hackathon. E. Mendoza, B. Kirschner, and K. Gutiérrez (Eds.), *Designing for Equity: Bridging Learning and Critical Theories in Learning Ecologies for Youth*. Charlotte, NC: Information Age Press.

Nasir, N., Holman, A., McKinney de Royston, M., & ross, k. (2013). Pedagogies of race: Teaching Black male youth to navigate racism in schools. In K. Jocson (Ed.) *Cultural transformations: Youth and pedagogies of possibility*. Cambridge: Harvard University.

BOOKS

Sengupta-Irving, T. & McKinney de Royston, M. (under contract). *STEM and the Social Good: Forwarding Political and Ethical Perspectives in the Learning Sciences*. Routledge: New York.

Nasir, N., Lee, C., Pea, R., & McKinney de Royston, M. (2020). *The Handbook of Culture & Learning*. Routledge: New York.

NON-REFEREED PUBLICATIONS

McKinney de Royston, M., Lee, C., Nasir, N., and Pea, R. (forthcoming November 2020). Rethinking Schooling, Rethinking Learning. *Phi Delta Kappan*.

McKinney de Royston, M. & Turner, E. O. (2020, September). Acting Collectively and Systemically for Equity in Pandemic Schooling. *The Capital Times*.

PEER REVIEWED CONFERENCE PRESENTATIONS (Selected list)

McKinney de Royston, M. (2020). Gwen and Sally: A Tale of Two Theories of Teaching and the World. Poster accepted the American Educational Research Association Conference. (Conference canceled)

McKinney de Royston, M., Sengupta-Irving, T., Cosby, D. (2019). Reimagining Mathematical Identities: Toward Political Clarity in Knowledge Generated about Minoritized Youth. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

McKinney de Royston, M. & Vakil, S. (2019). Exploring Politicized Trust in a Racially Diverse Computer Science Classroom. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Posey-Maddox, L., McKinney de Royston, M., Rall, R., Holman, A. & Johnson, R. (2019). No Choice is the Right Choice: Understanding Black Parents’ School “Choices” & Engagement. Paper

- presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Ma, J., Gutierrez, R., Gholson, M., Kelton, M. & McKinney de Royston, M. (2019). Ontological Possibilities of Mathematics in Mathematics Education: An Activity-Based Exploration and Discussion. Paper presented at the bi-annual meeting of the Mathematics Education and Society, Hyderabad, India.
- McKinney de Royston, M., Bryant, J., Anderson, K., Baxa, M., & Long, C. (2018). Gwen Marshall: Contemporary Black Teacher as Race Woman. *American Educational Studies Association*. Greenville, SC.
- Langer-Osuna, J. & McKinney de Royston, M. (2017). Understanding relations of power in the mathematics classroom: Explorations in positioning theory. Paper presented at the bi-annual meeting of the Mathematics Education and Society, Volos, Greece.
- McKinney de Royston, M. & Vakil, S. (2016). Rethinking Race & Power in Design-Based Research: Reflections from the “field.” Paper presented at the American Anthropological Association, Minneapolis, MN.
- McKinney de Royston, M. & Nasir, N. (2016). Race as a Fundamental Aspect of Social Ecology in Schools. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Nasir, N., & McKinney de Royston (2015). Teaching and learning of African American students as cultural activity: Designing robust ecologies of learning in Oakland. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- McKinney de Royston, M. (2014). Quantifying Liberation in Mathematics Education. In *Theorizing Racism: Unpacking Supremacy, Privilege, and Justice*, National Council of Teachers of Mathematics, New Orleans, LA.
- Nasir, N. & McKinney de Royston, M. (2014). Creating Productive Ecologies of Learning for African American Students. Paper presented at the International Conference of the Learning Sciences, Boulder, CO.
- McKinney de Royston, M. & Vakil, S. (2014). A Microethnographic Study of “Politicized Caring” In An All Black, All-Male Alternative Classroom Setting. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- McKinney de Royston, M. (2014). Improvisation within Structure: Making Visible the Polyrhythms of Black Educational Practice. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- Nasir, N., McKinney de Royston, M., ross, k.m., Givens, J., Vakil, S. & Philoxene, D. (2014). “I do this for every reason American doesn’t want me to”: African American Male Instructors’ Organic Pedagogies of Love and Resistance. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- Nasir, N., McKinney de Royston, M., ross, k. m., & Givens, J. (2014). The Intersections of Ideology, Identity, and Learning in an Alternative Space for African American Male Students. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.

McKinney de Royston, M. (2013). "Learning to Live": The Promise of Politically Relevant Teaching towards the Holistic Development of "Our" Children. Poster presented at the American Educational Research Association Conference, Vancouver, Canada.

McKinney de Royston, M., Nasir, N., ross, k., & Givens, J. (2012). "He's More Like a Brother than a Teacher": Adult-youth Relationships in a Program for African American Males.

Nasir, N., McKinney de Royston, M., ross, k., Givens, J., & Bryant, J. (2012, April). *Dirt on my record: Black males' perceptions of disciplinary practices in schools*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Solis, J. L. & McKinney de Royston, M. (2011). Situating Responsive Science Pedagogy with Pre-Service Teachers. Paper presented at the American Educational Research Association Annual Conference, New Orleans, LA.

Solis, J. L, Bravo, M. A., Stoddart, T., McKinney de Royston, M., & Tolbert, S. E. (2009). Dialogic Activity in Science Instruction (DAISI): Integrating CREDE Pedagogy into Observations of Pre-service Science Teaching. Paper presented at the American Educational Research Association Annual Conference, San Diego, CA.

McKinney de Royston, M. (2008). Working with Others Who Look Like Me: An Examination of a Teacher's Positionality as Affects Equity. Paper presented at the American Educational Research Association Conference, New York, NY.

Engle, R.A., Langer-Osuna, J., & McKinney de Royston, M. (2008). Toward a Model of Differential Influence in Discussions: Negotiating Quality, Authority, and Access Within a Heated Student Argument. Poster presented at the 30th Annual Conference of the Cognitive Science Society. Washington, DC.

McKinney de Royston, M (2007). Working with others who look like me: An examination of a teacher's positionality as affects equitable group-work in a mathematics classroom. Paper accepted for presentation at the 2nd Annual Socio-cultural Theory in Education Conference: Theory, Identity and Learning, Manchester, UK.

Engle, R. A., McKinney de Royston, M., Langer-Osuna, J., & Bergan, J. (2007). From Positioning to Differential Influence in a Classroom Argument. Poster presented at the American Educational Research Association Conference, Chicago, IL.

McKinney, M. (2007). Identity and Learning: Issues of equitable participation in small group-work in mathematics classrooms. Poster presented at the 3rd Annual Graduate School of Education Research Day, University of California, Berkeley.

Saxe, G., Shaughnessy, M., Platas, L., Migliarese, N., McKinney, M., Lewis, K., Earnest, D., & Cremer, S. (2006). Travel of Mathematical Ideas in Classroom Communities: Studies of Teaching and Learning about Integers and Fractions. Poster presented at the 2nd Annual Graduate School of Education Research Day, University of California, Berkeley.

INVITED TALKS (Selected list)

McKinney de Royston, M. (2020). *Political and Ethical Approaches to Teaching and Learning*. Presentation to the Regenerating Cultural Historical Activity Theory group, Berkeley, CA.

- McKinney de Royston, M. (2019). *Politically Relevant Teaching and Anti-racist Assessment*. Presentation to Forward Madison New Teacher Induction program, Madison, WI
- McKinney de Royston, M. (2019). "I wish I was white." *Political and Ethical Considerations for (Re)Conceptualizing Mathematical Knowing and Doing*. Keynote presentation at The Future of Embodied Design for Mathematical Imagination and Cognition (NSF-#1824662). University of Wisconsin–Madison.
- McKinney de Royston, (2018). *Politically Relevant Teaching: Teaching to the Spirit*. Presentation to Forward Madison New Teacher Induction program, Madison, WI.
- McKinney de Royston, (2018). *Motivation, Identity, and Learning*. University of Pittsburgh, Center for Urban Education, Pittsburgh, PA.
- McKinney de Royston, M. (2018). *Teaching Other People's Children or Teaching Our Children: "Real" Talk about the Work of Teaching*. Presentation to Forward Madison New Teacher Induction program, Madison, WI.
- McKinney de Royston, M. (2018). *Math Teaching as Cultural & Political Work*. Presentation to O'Keefe Middle School's Department of Mathematics, Madison, WI.
- Bullock, E. & McKinney de Royston, M. (2017). *Culturally Relevant Pedagogy in Mathematics*. Presentation at the Madison Metropolitan School District's K-12 Math Summer Institute, Madison, WI.
- McKinney de Royston, M. (2017). *Full Service Community Schools: The Case of Oakland, CA*. Wisconsin Evaluation Collaborative, Wisconsin Center for Education Research.
- McKinney de Royston, M. (2017). *Learning While Black: Re-thinking schools in a neoliberal era*. DePauw University, Greencastle, IN.
- McKinney de Royston, M. (2017). *Mathematics Classrooms as Racialized Learning Environments*. Wisconsin Mathematics Leadership Council. Stevens Point, WI.
- McKinney de Royston, M. (2016). *Racialized Learning Ecologies*. Center for Urban Education. University of Pittsburgh. Pittsburgh, PA.
- Carey, R. & McKinney de Royston, M. (2016). *"Pipelines, Pathways, and Possibilities: Addressing Critical Issues in Urban Education"*. Applied Developmental Psychology and Learning Sciences & Policy Departments, University of Pittsburgh. Pittsburgh, PA.
- McKinney de Royston, M. (2015). *Teaching and Learning in Context: Understanding the "Urban."* *School of Education*, University of Pittsburgh. Pittsburgh, PA.
- McKinney de Royston, M. (2015). *Rethinking Education & Learning: Characteristics of Productive Learning Ecologies for Black Students*. Ford Foundation Annual Conference. Washington, DC.
- McKinney de Royston, M. (2014). *Multidimensional Considerations for Creating Productive Learning Ecologies: Successes & Challenges in Oakland*. University of Massachusetts, Amherst. Amherst, MA.
- McKinney de Royston, M. (2014). *A Case Study Review: Research Design and Data Collection Considerations*. The Social Sciences Data Laboratory, University of California, Berkeley.

- McKinney de Royston, M. (2014). *Multidimensional Perspectives for the Teaching & Learning of African American Students*. Spring Colloquia, Graduate School of Education, University of California, Berkeley.
- McKinney de Royston, M. (2013). *Examining Alternative Pedagogies, Learning Environments, and Curriculum*. Research in Cognition and Mathematics Education Pre-doctoral Fellows, Graduate School of Education/Graduate Group in Science and Mathematics Education, University of California, Berkeley.
- McKinney de Royston, M. (2012). *Rethinking Education: From the Sociocultural to Sociopolitical in Teaching and Learning*. CalTeach Science & Mathematics Initiative, University of California, Berkeley.
- McKinney de Royston, M. (2012). *Teaching as Cultural, Political Work: Involving Parents, Communities, and Everyday Practices*. Developmental Teacher Education Program, University of California, Berkeley.
- McKinney de Royston, M. (2011). *“E”ducation v. “e”ducation: Redefining the Learning & Schooling Experiences of Non-dominant Youth*. CalTeach Initiative, University of California, Berkeley.
- Engle, R.A. & McKinney de Royston, M. (2007). *A Situative Approach to Progressive Refinement of Hypotheses in Video-Supported Research: Examining Differential Influence in an Unmoderated Student Argument*. Vidéo de Situations d’enseignement-Apprentissage, Lyon, France.

GRANTS & SPONSORED RESEARCH

- 07/19 – 08/21 **Principal Investigator**, Preparing Culturally Relevant Secondary Teachers, Vice Chancellor for Research and Graduate Education, University of Wisconsin–Madison (\$36,846)
- 08/19— 07/20 **Principal Investigator**, Culturally Relevant Secondary Teaching: Teacher Development and the Reduction of Racial and Economic Inequality, Vilas Associate, Vice Chancellor for Research and Graduate Education, University of Wisconsin–Madison (\$73,692)
- 07/18 — 07/20 **Principal Investigator, Political Knowledge & Practice for Teachers of Mathematics**, Conference Grant, Spencer Foundation, Chicago, IL. Co-PIs, Julia Aguirre and Rochelle Gutierrez. (\$50,000).
- 07/18 — 07/20 **Principal Investigator**, Preparing Culturally Relevant Secondary Teachers, Vice Chancellor for Research and Graduate Education, University of Wisconsin–Madison (\$40,401)
- 09/17 — 09/19 **Co-Investigator**, Applying Game Design Principles for Supporting Computational Literacy Experiences in Museum Exhibits (NSF #1713439), University of Wisconsin, WI. PI: Matthew Berland, Leilah Lyons, Matthew Cannady (\$951,474).
- 10/14 — 05/17 **Researcher**, Digital Divas project (NSF #1433838), DePaul University. PI: Nichole Pinkard, Sheena Erete. (\$1,365,379.00)

- 08/15 — 08/16 **Principal Investigator**, Creating Productive Learning Ecologies for Black Students in STEM, Ford Foundation (\$55,000)
- 08/12 — 08/14 **Principal Investigator**, The Promise of Politically Relevant Teaching, National Academy of Education/Spencer Foundation (\$44,000)
- 01/12 — 08/12 **Postdoctoral Researcher**, Learning in Informal and Formal Environments Learning Center (NSF# 0835854), University of Washington. Co-PIs: Patricia K. Kuhl, Andrew Meltzoff, Roy Pea, Philip Bell, Na'ilah Suad Nasir, John Bransford, & Daniel Schwartz (\$19,600,000.00)

PROFESSIONAL SERVICE

Advisory Board, Urban STEM Stewards: Expanding Career Interests through Citizen-Science with Community Partners. (NSF # 1759291), University of Wisconsin, WI. PI: Constance Flannagan.

Editorial Board, Key Issues in Social Justice Voices from the Frontline Series, Policy Press, Bristol University, UK

Faculty co-lead, Political & Ethical Perspectives on Learning Virtual Lab. A cross-campus collaboration between Northwestern University, UC-San Diego, UC- Los Angeles, UC-Berkeley, Univ. of Colorado- Boulder, Vanderbilt University, and the Univ. of Wisconsin- Madison.

Reviewer, Conferences

- American Educational Research Association
- Critical Race Studies in Education Association
- International Society of the Learning Sciences, Senior Reviewer

Reviewer, Funding Agencies

- National Science Foundation, ECR-EHR Core Research

Reviewer, Referred Journals

- American Educational Research Journal
- Cognition & Instruction
- Computer Science Education
- Developmental Psychology
- Educational Researcher
- Equity & Excellence in Education
- International Journal of Qualitative Studies in Education
- Journal of Urban Mathematics Education
- Journal of the Learning Sciences
- Journal of Research in Mathematics Education
- Race, Ethnicity, and Education
- Review of Educational Research
- Review of Research in Education
- Science Education
- Teacher's College Record
- Urban Education

Professional Associations

Member, American Educational Research Association
Member, Association of Mathematics Teacher Educators
Member, International Society of the Learning Sciences
Member, National Association for Multicultural Education
Member, National Council of Black Studies
Member, National Council of Teachers of Mathematics
Member, North American Chapter of the International Group for the Psychology of Mathematics Education
Member, Returned Peace Corps Volunteers (Paraguay 2000-2002; East Timor 2002-2003)

Service to the Community

University (UW—Madison)

2019—present Faculty Fellow, Teacher Education Center, School of Education
2017—present Co-organizer, Faculty of Color, School of Education, University of Wisconsin—Madison
2017—present Co-organizer, Junior Faculty of Color, University of Wisconsin—Madison

Departmental (Curriculum & Instruction, UW—Madison)

2019—present Recruitment & Retention Subcommittee, Curriculum & Instruction, UW- Madison
2018—2019 Graduate Program Committee, Curriculum & Instruction, UW- Madison
2017—present Secondary Education Advisory Council, Curriculum & Instruction, UW- Madison
2017—2018 Cohort lead, Secondary Mathematics Education, UW- Madison
2017—2018 Personnel Committee, Curriculum & Instruction, UW- Madison
2016—2017 Graduate Program Committee, Curriculum & Instruction, UW- Madison
2014—2015 Campus Coordinator, Teacher Diversity Pipeline Program, Massachusetts College of Liberal Arts
2007—2011 American Educational Research Association, Campus Liaison, UC- Berkeley
2006—2007 Search Committee, Vice Chancellor for Equity and Inclusion, UC- Berkeley
2006—2007 Graduate Affirmative Action Advisory Committee, UC- Berkeley
2005—2008 Graduate School of Education Equity Committee, UC- Berkeley
2004—2005 Academic Review Committee, Graduate School of Education, UC- Berkeley

Local (Madison Area and beyond)

Black Excellence Think Tank, Madison Metropolitan School District, Madison, WI
Equity in Action Committee, Lapham/Marquette Elementary Schools, Madison, WI
Open Data Set Project, Madison, WI

TEACHING

University of Wisconsin—Madison

- Capstone for Secondary Mathematics Teachers
- Critical Sociocultural & Sociopolitical Theories of Learning
- Culturally Relevant Pedagogy
- Demystifying Academic Writing & Publishing
- Problem of the Color Line: Theorizing the Black experience in Schools
- Sociocultural Theories
- Teaching of Secondary School Mathematics I

Massachusetts College of Liberal Arts

- Education & Society

University of California, Berkeley

- Classroom Interactions in Mathematics and Science Education
- Culture & Learning in K-12 Schools
- Discourse & Learning in Mathematics and Science Classrooms
- Scientific Writing: Demystifying the Publications Process
- Race, Gender and Class in Education

A L E A R . H O L M A N

4 0 4 . 5 1 8 . 0 5 3 3

alearhys@gmail.com

EDUCATION

Ph.D. in School Psychology. APA accredited, University of California, Berkeley, 2012

M.A. in Education. University of California, Berkeley, 2008.

M.P.H. in Sociomedical Sciences. Columbia University, 2006.

B.A. in Human Biology. Minor in African and African American Studies. Stanford University, 2004.

LICENSURE & CREDENTIALING

New York State Licensed Psychologist—Number 021707

New York State School Psychologist—Permanent Certificate

California Licensed Psychologist—PSY 27787

California School Psychologist—PPS Credential

ACADEMIC SERVICE & TEACHING EXPERIENCE

2018-Present Assistant Professor. School Psychology Program, Division of Psychological and

Educational Services, Graduate School Education, Fordham University.

Courses: (1) Personality assessment & Lab, (2) Clinical practicum.

2017-2018 Adjunct Faculty. School Psychology Program, Fordham University.

Courses: (1) Role & function of the school psychologist, & (2) Emotional disorders of childhood & adolescence.

2017 Adjunct Faculty. Psychology Department, John Jay College of Criminal Justice.

Course: Abnormal psychology.

2017 Adjunct Faculty. School Psychology Program, Saint Mary's College.

Course: School psychology internship supervision & seminar.

2014-2017 Adjunct Faculty. Clinical Psychology Doctoral Program, John F. Kennedy University. *Courses:* (1) Psychometrics, (2) Lifespan development, & (3) Racial socialization and identity development: The role of therapists working with Black and cross-racial families.

2011-2013 Co-Director. Oakland Science and Math Outreach, Oakland Boys and Girls Club. *Awarded 2012 Innovations Grant from the Division of Equity & Inclusion, UC Berkeley.*

2012 Graduate Student Instructor. Psychology Department, University of California, Berkeley. *Courses include:* (1) Stigma and prejudice, and (2) Development during infancy.

CLINICAL & CONSULTING EXPERIENCE

- 2017-2019 Clinical Psychologist. Rennie & Associates: Therapy for Children and Adults in New York City. Individual and family therapy in a private practice setting; specialization in supporting adoptive families.
- 2017-2019 Neuropsychological Assessment Supervisor. City College of New York, Clinical Psychology Doctoral Program.
- 2016-2017 Assessment Supervisor. Wright Institute Assessment Services Program, Berkeley, CA.
- 2014-2017 School Psychologist. California School for the Blind, Fremont, CA. Individual and group therapy, psycho-educational assessment, teacher and parent consultation, and crisis intervention for students with visual impairments and multiple disabilities.
- 2014-Present Invited Lecturer/Consultant. WestCoast Children's Clinic, Oakland, CA; One Family, Community Works West, San Francisco, CA.; The Wright Institute, Berkeley, CA. Trainings on family socialization, racial identity development, psychological assessment, and special education for therapists working in community mental health.
- 2013-2014 Outpatient Psychotherapist & Postdoctoral Resident. WestCoast Children's Clinic, Oakland, CA. Trauma- and attachment-focused therapy and psychological assessment to children, adolescents, and families in the child welfare system.

PUBLICATIONS

- Posey-Maddox, L., McKinney de Royston, M., Holman, A. R., Rall, R. M., & Johnson, R. (forthcoming). No Choice is the Right Choice: Understanding Black Parents' School "Choices" & Engagement. *Harvard Educational Review*.
- Park-Taylor, J., Holman, A., & Carter, S. (forthcoming). Clinical practice with multiracial individuals and families. In E. Congress & M. Gonzalez (Eds.), *Multicultural perspectives in family practice in the mental health field*. Springer.
- Rall, R.M., & Holman, A.R. (submitted). The Power of the Collective: How a Black parent group's initiative shaped children's educational experiences and excellence. *School Community Journal*.
- Zusho, A., & Holman, A. (2020). The study of culture, race, and ethnicity in the classroom: Implications for teaching. In D. Fisher (Ed.), *Encyclopedia of Education*. Routledge.

- McKinney de Royston, M., Vakil, S., Nasir, N. S., ross, k. m., Givens, J., & Holman, A. (2017). "He's more like a brother than a teacher." Politicized caring in a program for African American males. *Teachers College Record*, 119 (4).
- Nasir, N. S., Holman, A., McKinney de Royston, M., & ross, k. m. (2013). Pedagogies of race: Teaching Black male youth to navigate racism in schools. In K. M. Jocson (Ed.), *Cultural transformations: Youth and pedagogies of possibility*. Harvard Education Press.
- Meyer, E. L., Schaefer, B. A., Soto, C. M., Simmons, C. S., Anguiano, R., Brett, J., Holman, A., Martin, J. F., Hata, H. K., Roberts, K. J., Mello, Z. R., & Worrell, F. C. (2011). Factor structure of child behavior scale scores in Peruvian preschoolers. *Psychology in the Schools*, 48, 931-942.
- Collins, P., Holman, A., Patel, V., & Freeman, M. (2006). What is the relevance of mental health to HIV/AIDS treatment programs in developing countries? Editorial review. *AIDS*, 20, 1571-1582.

PRESENTATIONS

- D'Costa, S., & Holman, A. (2020, February). *Applying a collaborative therapeutic framework to school-based assessments*. Mini skills workshop to be presented at the National Association of School Psychologists (NASP) Conference, Baltimore, MD.
- Holman, A. (2019, April). Black mothers' varied responses to their children's racist school experiences. Presented in the session entitled: *No choice is the right choice: Understanding Black parents' school "choices" & engagement* at the American Educational Research Association (AERA) Conference, Toronto, Canada.
- Holman, A. (2019, March). *Integrating racialized and gendered experiences in the psychological assessment of children of color: A case study*. Individual poster presented at the Society of Personality Assessment Convention, New Orleans, LA.
- Wing, H. M., Park-Taylor, J., Holman, A. R., & Reynolds, J. D. (2019, February). *Understanding the transracial adoptee experience: Clinical and educational considerations*. Roundtable presented at Teacher College's 36th Annual Winter Roundtable, "RISE UP: Racial Justice, Immigration, Social Activism in Psychology and Education," New York, NY.
- Holman, A. (2015, October). *Racial socialization and identity development: Therapists working with Black and cross-racial families*. Individual paper presented at the 15th Annual Diversity Challenge: "Race, Culture, and Social Justice." Boston College, Boston, MA.
- Holman, A. (2015, March). *How to raise a curious child: The importance of play and exploration*.

Workshop presented at the 56th Annual California Transcribers and Educators for the Blind and Visually Impaired, Inc. (CTEBVI) Conference, San Francisco, CA.

Holman, A. (2013, April). *Catalysts and challenges to gendered racial socialization in Black families*. Roundtable paper presented at the American Educational Research Association Conference, San Francisco, CA.

Rall, R., & Holman, A. (2013, April). *Before the bell rings: Black families' efforts to support their children's educational excellence*. Roundtable paper presented at the American Educational Research Association Conference, San Francisco, CA.

Holman, A., & Vakil, S. (2013, April). *African-American parents' experiences with schools: How a community-based program can strengthen family-school relationships*. Roundtable paper presented at the American Educational Research Association Conference, San Francisco, CA.

FELLOWSHIPS & AWARDS

American Psychological Association, Psychology Summer Institute, Institute Fellow (2012)—This week-long program provides intensive professional development for early career psychologists focusing on ethnic minority mental health issues.

University of California, Berkeley, Institute for the Study of Societal Issues (ISSI) Graduate Researcher (2011) —The ISSI provides an interdisciplinary space in which faculty, graduate students, and other scholars engage in research and dialogue directed at the wide array of issues that permeate public debate, politics, and policy throughout contemporary society.

American Psychological Association Minority Fellowship Program, Mental Health and Substance Abuse Services Fellow (2008-2011) — Selected from national pool based on applicant's potential for a promising and productive career in mental health services and awarded financial support for graduate study.

University of California, Berkeley Chancellor's Fellowship for Graduate Study (2006) — Highly competitive award acknowledging a distinguished academic record and confidence of continuing achievement. Financial support for first five academic years of graduate study.

Columbia University/Centers for Disease Control and Prevention Fellow (2004) — One of two students selected through an extensive recruitment and evaluation process to take part in academic/practice partnership to prepare future public health leaders. Provided full tuition for M.P.H. program.

Raquel M. Rall

CONTACT INFORMATION

900 University Avenue
1207 Sproul Hall
Riverside, CA 92521
raquel.rall@ucr.edu

RESEARCH INTERESTS

Higher education governance, leadership, and administration; academic experiences and success of students of color; student leadership and development; community and parental involvement in education; college preparation and access; race, culture and education; public systems of higher education; history of higher education

EDUCATION

University of Southern California (Los Angeles, CA)
Ph.D. Urban Education Policy

Stanford University (Stanford, CA)
B.A. Human Biology
B.A. African & African American Studies

CERTIFICATES, HONORS, AND AWARDS

Faculty Member of the Year 2019-2020. University of California Riverside, African Student Programs. Awarded June 4th, 2020.

Stanford University Award of Merit 2020. Stanford University Alumni Association.

2019 Jerome L. Neuner Award for Excellence in Professional Publication: American Association of University Administrators, Journal of Higher Education Management Outstanding article. *Lessons Not Yet Learned: Culture, Governance, and the Jerry Sandusky Case.*

Omnibus Travel Award. University of California Riverside. 2017; 2018; 2020

Young Black Scholars & African Student Programs Certificate of Recognition. Inaugural Faculty & Staff Appreciation & Awards Luncheon Honoree. February 21, 2017

Division J Emerging Scholars Workshop Selected Participant. Annual Conference of the American Educational Research Association, Washington, D.C.

University of California Chancellor's Postdoctoral Fellowship. UC Riverside. 2015. Faculty Mentor: John S. Levin

Teaching and Mentorship Award. Rossier School of Education, University of Southern California. May 2015

Certificate of Special Congressional Recognition. Gloria Negrete McLeod, Member of the 35th District of Congress. June 2014

California State Assembly Certificate of Recognition: 2010 Young Adult Leader Award. Norma J. Torres, Member of the 61st Assembly District California State Legislature

University of Southern California Ph.D. Provost's Fellowship 2010-2014

PROFESSIONAL
DEVELOPMENT

Penn State Law and Governance in Higher Education Mentoring Roundtables
Pennsylvania State University. (Selected 2020, Rescheduled to 2021 due to COVID-19)

UC Women's Initiative for Professional Development. University of California, Office of the President. (2020)

Chancellor's Diversity Certificate Program Making Excellence Inclusive: Cultivating a Campus Climate of Respect. The Office of Diversity, Equity and Inclusion. (2019-2020)

ASU Master in Online Teaching Certificate. Arizona State University. (2018)

GRANTS

Speculative Futures Research Grant \$1,000 (2019)

Conference Grants for Advancing Education Research, *Spencer Foundation*, \$47,000 (2018)

Innovative Learning Technology Initiative, *University of California*, \$108,000 (2017)

PUBLICATIONS AND PRESENTATIONS

PEER REVIEWED
JOURNAL
ARTICLES

1. Morgan, D.L., Rall, R.M., & Commodore, F. (forthcoming). Hiding in plain sight: Uncovering the role of state-level governing boards & political discourse in the higher education policymaking process. *Journal of Higher Education*.
2. Rall, R.M., & Maxey, D. (forthcoming). A Steeper Hill to Climb: The role and experience of student trustees in 21st century higher education. *Journal of Power, Politics & Governance*.
3. Britton, T., Commodore, F., & **Rall, R.M.** (forthcoming). And Still I Rise: A Theory of Institutional Resilience at Historically Black Colleges and Universities. *Journal of Negro Education*.
4. Grummert, S., & **Rall, R.M.** (forthcoming). Looking Beyond the Toxic Triangle: Connecting Sexual Abuse to Failed Governance. *Journal of Higher Education Athletics & Innovation*.
5. **Rall, R.M.**, & Orué, V. (2020). I, too, am a lead(her): The power and possibilities of women of color on governing boards of higher education in California. *Journal of Higher Education Management*, 35(1), 32-39.
6. **Rall, R.M.**, Morgan, D.L., & Commodore, F. (2020). Toward culturally sustaining governance: Best practices of theory, research, and practice. *The Journal of Education Human Resources*, 38(1), 139-164.
7. Tierney, W. G., & **Rall, R. M.** (2018). Lessons not yet learned: Culture, governance, and the Jerry Sandusky Case. *Journal of Higher Education Management*, 33(2), 12-27.

ARTICLES UNDER
REVIEW

8. **Rall, R. M.** (2016). Forgotten Students in a Transitional Summer: Low-Income Racial/Ethnic Minority Students Experience the Summer Melt. *The Journal of Negro Education*, 85(4), 462-479.
9. Posey-Maddox, L., McKinney de Royston, M., Holman, A.R., **Rall, R.M.**, & Johnson, R. (forthcoming). No Choice is the Right Choice: Understanding Black Parents' School "Choices" & Engagement. *Harvard Educational Review*.
1. **Rall, R.M.** Why we gather: The establishment of educational empowerment and academic success through collective Black parental involvement. *Journal of Family Diversity in Education*
2. Britton, T., **Rall, R.M.**, & Commodore, F. The Keys to Survival: An investigation of the institutional factors relating to the survival of Historically Black Colleges and Universities. *American Journal of Education*.
3. Orué, V., Galan, C.A., & **Rall, R.M.** Moving beyond #governancesowhite: (Re)imagining a demographic shift in the future of boards of higher education. *Journal of Critical Scholarship on Higher Education and Student Affairs*.
4. Commodore, F., Morgan, D.L., & **Rall, R.M.** Access denied: Alienation, governing boards, and a failure to achieve inclusion at the highest level of university control. *Sociology of Race and Ethnicity*.
5. **Rall, R.M.**, & Holman, A.R. The Power of the Collective: How a Black parent group's initiative shaped children's educational experiences and excellence. *School Community Journal*.
6. **Rall, R.M.**, Morgan, D.L., & Commodore, F., Fischer, R.A., & Bernstein, S. Is Equity Everyone's Business?: State-Level Governing Boards and Discourses of Social Justice. *Equity and Excellence in Education*.
7. **Rall, R.M.**, Ramirez-Stapleton, M., & Galan, C.A. A Contrarian's guide to the Student Trusteeship: Stories modeling purpose, persistence, and legacy on the UC Board of Regents. *College Student Journal*.
1. Commodore, F., **Rall, R. M.**, & Morgan, D. L., (forthcoming). Equity as Leadership: The Role of Boards in Achieving the Equity Agenda. In L. Garces, R. Ivey, & U. Anya (Eds.) Racial equity on college campuses: Connecting research and practice. Albany, NY: SUNY Press
2. **Rall, R.M.**, & Galan, C. (forthcoming). An Inside Voice Fighting for the Outsiders: Student Engagement, Purpose, and Legacy on Boards of Higher Education. In C.

BOOK CHAPTERS,
CONFERENCE
PROCEEDINGS
AND EDITING

Yeakey & W.R. Allen (Eds.) *Neighborhoods, Communities, and Urban Marginality*. Palgrave Macmillan.

3. **Rall, R.M.** (forthcoming). Comparative Policy: Perspectives on the role of public systems of higher education in the United States and abroad. In *Pathways for Change: Comparative Reflections for reforms in Public Universities in India*. Routledge Publishers (Taylor & Francis).
4. Losh, A., Bolourian, Y., Ledoux Galligan, M., Heyman, M., Choy, T., Fullerton, K., Andoni, L., Thammathorn, L., Hastedt, I., **Rall, R.M.**, Eisenhower, A., & Blacher, J. (2020). Addressing race and racism in the elementary school classroom: A guide for elementary educators. Riverside, CA: Graduate School of Education, University of California, Riverside.
5. **Rall, R.M. (2020)**. Higher education institution governing boards. In M. David & M. Amey (Eds.), *The SAGE encyclopedia of higher education* (Vol. 1, pp. 742-745). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781529714395.n278
6. **Rall, R.M. (2020)**. Boards of trustees, systems. In M. David & M. Amey (Eds.), *The SAGE encyclopedia of higher education* (Vol. 1, pp. 166-170). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781529714395.n66
7. **Rall, R.M.** (2019). Facilitating college participation and success before they even arrive: A community cultural wealth perspective on college transition. In *Fundamentals of college admission counseling: A textbook for graduate students and practicing counselors*. 5th edition. Arlington, VA: NACAC.
8. **Rall, R. M.**, Morgan, D. L., & Commodore, F. (2018). Invisible injustice: Higher education boards and issues of diversity, equity, and inclusivity. In R. Jeffries (Ed.), *Diversity, Equity, and Inclusivity in Contemporary Higher Education* (pp. 261-277). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-5724-1.ch016
9. J.D. Mathis, **R.M. Rall** & T.M. *Laudino* (Eds.), (2014). *Fundamentals of college admission counseling: A textbook for graduate students and practicing counselors*. Arlington, VA: NACAC.
10. **Rall, R. M.** (2014). Facilitating college participation and success before they even arrive: A community cultural wealth perspective. In J.D. Mathis, **R.M. Rall** & T.M. *Laudino* (Eds.), *Fundamentals of college admission counseling: A textbook for graduate students and practicing counselors*. 4th Edition. Arlington, VA: NACAC.
11. Dowd, A. C., Sawatzky, M., **Rall, R. M.**, & Bensimon, E. M. (2012). Action research: An essential practice for Twenty-First Century assessment. In R. T. Palmer, D. C. Maramba & M. Gasman (Eds.), *Fostering success of ethnic and racial minorities in STEM: The role of minority serving institutions*. New York, NY: Routledge.

BOOK REVIEWS,
NEWSPAPER
ARTICLES, BLOGS,
REPORTS, PRESS, &
POLICY BRIEFS

1. **Rall, R.M.** (2020, September). Good, necessary, long overdue, trouble. Higher Ed Conversations in Black. <https://pullias.usc.edu/higher-ed-conversations-in-black/issue-01/>
2. Rall, R.M. (2020). It's Time for Governing Boards to Weigh In on Race...But they don't Know How. Inside Higher Ed.
3. Eyrich, T. (2020). Want to make college more equitable? Start with the board. *University of California Riverside News*. <https://news.ucr.edu/articles/2020/01/30/want-make-college-more-equitable-start-board>
4. Krisberg, K. (2019). Embracing Equity. *Trusteeship*. 27(4). Retrieved from <https://agb.org/trusteeship-article/embracing-equity/>.
5. **Rall, R.M.** (2019) Review of Contingent Academic Labor by Daniel Davis. *Teachers College Record*. Retrieved from <https://www.tcrecord.org/books/Content.asp?ContentId=22748>
6. **Rall, R.M.**, Morgan, D.L., & Commodore, F. (2019). Responding to the Call for Equity: What Every Board Member Should Know. *The Association of Governing Boards of Universities and Colleges*. Retrieved from <https://www.agb.org/blog/2019/02/26/responding-to-the-call-for-equity-what-every-board-member-should-know>
7. Schmidt, P. (2015, April 23). A rare look at what makes student trustees effective. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/A-Rare-Look-at-What-Makes/229611/>
8. Tierney, W.G., Corwin, Z.B., **Rall, R.M.**, & Tichavakunda, A. (2015). Improving access to college through games, technology and social media. http://www.uscrossier.org/pullias/wp-content/uploads/2015/04/FITW_Improving_Access_040115.pdf
9. **Rall, R.M.** (December 2014). Assuming the Trusteeship. Los Angeles, CA: University of Southern California. Pullias Center for Higher Education. <http://www.uscrossier.org/pullias/wp-content/uploads/2014/11/Raquel-Rall-Boards-of-Trustees-Infographic.pdf>.
10. Berdahl, R.M., Sample, S.B., & **Rall, R.M.** (March 2014). Are systems bad for flagships? *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/views/2014/03/07/are-state-systems-endangering-our-public-flagship-universities-essay>
11. Bensimon, E. M., Dowd, A. C., Chase, M. M, Sawatzky, M., Shieh, L., **Rall, R. M.**, & Jones, T. (2012). Community college change agents at HSIs: Stewarding HSI-STEM

CONFERENCE
PRESENTATIONS

funds for Latino student success in STEM. Los Angeles, CA: University of Southern California.

1. **Rall, R.M.**, Morgan, D.L., & Commodore, F. (November 2020). Boards (Un)Bound: Advancing Full Participation in Higher Education Board Research. Presented at the Annual Conference of the Association for the Study of Higher Education, online due to COVID-19.
2. Commodore, F., Morgan, D.L., & **Rall, R.M.** (July 2020). Restructuring Race in HBCU Policymaking: The Role of State Level Governing Boards and Strategic Plans. Presented at The Frederick D. Patterson Research Symposium, Atlanta, GA.
3. **Rall, R.M.** & Lozano, J. (April 2020). Possibilities of power: Examining the role of student trustees as change agents in postsecondary governance. Presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.
4. **Rall, R.M.**, Morgan, D.L., & Commodore, F. (April 2020). Board strategies for enhancing institutional equity. Presented at the Annual Trusteeship Conference of the Association of Governing Boards of Universities and Colleges, Washington, D.C.
5. **Rall, R.M.**, Galan, C., & Orue, V. (November 2019). Moving Beyond #GovernanceSoWhite: (Re)imagining a Demographic Shift in the Future of Boards of Higher Education. Presented at the Annual Conference on the Association for the Study of Higher Education, Portland, OR.
6. **Rall, R.M.**, Baynes, C., & Strings, S. (September 2019). Surviving BLACKademia: Experiences of Black Faculty in the UC. Presented at the Annual Conference of the University of California Black Administrators Council, Davis, CA.
7. **Rall, R.M.**, Morgan, D.L., & Commodore, F. (April 2019). Master Class – Embracing Educational Equity (Part I): What Every Board Member Should Know. Presented at the Annual Trusteeship Conference of the Association of Governing Boards of Universities and Colleges, Orlando, FL.
8. **Rall, R.M.**, Morgan, D.L., & Commodore, F. (April 2019). Governance Seminar – Embracing Educational Equity (part II): Board-Centered Approaches that Enhance Institutional Inclusion, Presented at the Annual Trusteeship Conference of the Association of Governing Boards of Universities and Colleges, Orlando, FL.
9. Possey-Maddox, L., McKinney de Royston, M., Holman, A.R., **Rall, R.M.**, &

Johnson, R. (April 2019). "No Choice is the Right Choice: Understanding Black Parents' School "Choices" & Engagement". Presented at the Annual Conference of the American Educational Research Association, Toronto, Canada.

10. **Rall, R.M.**, & Ramirez-Stapleton, M. (November 2018). A Contrarian's Guide to the Student Trusteeship: Stories modeling purpose, persistence, and legacy on the UC Board of Regents. Presented at the Annual Conference of the Association for the Study of Higher Education, Tampa Bay, FL.
11. Commodore, F., Morgan, D.L., & **Rall, R.M.** (November 2018). Asleep at the Wheel: Failure to Achieve Inclusion at the Highest Level of University Control. Presented at the Annual Conference of the Association for the Study of Higher Education, Tampa Bay, FL.
12. Britton, T., Commodore, F., & **Rall, R.M.** (November 2018). Closing the Book on History: An in-depth look of campus closures at Historically Black Colleges and Universities. Presented at the Annual Conference of the Association for the Study of Higher Education, Tampa Bay, FL.
13. **Rall, R.M.** (April 2018). Making shared governance work. Presented at the Annual Conference of the Association of Governing Boards, San Francisco, CA.
14. **Rall, R.M.** (April 2018). Tapping into new student demographics. Presented at the Annual Conference of the Association of Governing Boards, San Francisco, CA.
15. **Rall, R.M.** (April 2018). The politics of closure: Implications of and lessons from failed institutions of higher education. Presented at the Annual Conference of the American Educational Research Association, New York City, New York.
16. Morgan, D.L., **Rall, R.M.**, Commodore, F. (April 2018). Unearthing Governance Research Asymmetries: The Evolution of Higher Education Board Research Post 1970. Presented at the Annual Conference of the American Educational Research Association, New York City, New York.
17. **Rall, R.M.** (April 2017). An overview of governing board member socialization. Presented at the Annual Conference of the American Educational Research Association, San Antonio, TX.
18. **Rall, R.M.** (April 2017). What does it take to lead? An inside look at the requisites and qualifications of trustees of public higher education boards. Presented at the Annual Conference of the American Educational Research Association, San Antonio, TX.

19. Harris, N., **Rall, R.M.** (November 2016). *The Dark Side of Organizational Saga: Sowing the Seeds of Ethical Fading* at Penn State University. Presented at the Annual Conference of the Association for the Study of Higher Education, Columbus, OH.
20. Lopez-Damien, A., **Rall, R.M.**, Levin, J.S., Martin, M., & Viggiano, T. (May 2016). *The Logics of Business and the Logics of Postsecondary Education: Neoliberal policies in Canadian national and provincial policy*. Presented at the Annual Conference of the Canadian Society for the Study of Higher Education, Calgary, Canada.
21. Martin, M., Levin, J.S., Lopez-Damien, A., Viggiano, T., & **Rall, R.M.** (May 2016). *Crisis of Identity? New Universities in Canada*. Presented at the Annual Conference of the Canadian Society for the Study of Higher Education, Calgary, Canada.
22. **Rall, R.M.** (April 2016). *The role of boards in today's campus climate*. Invited Speaker Session, Scholarly Conversations: Considering the pressing issues in higher education. Presented at the Annual Conference of the American Educational Research Association, Washington, D.C.
23. **Rall, R.M.**, & Tierney, W.G. (April 2016). *Lessons Learned: The failure of Pennsylvania State University's Board of Trustees in the Sandusky Affair*. Presented at the Annual Conference of the American Educational Research Association, Washington, D.C.
24. **Rall, R.M.** (April 2016). *Becoming a Trustee: A social capital perspective of board member socialization in public higher education*. Presented at the Annual Conference of the American Educational Research Association, Washington, D.C.
25. **Rall, R.M.**, Morgan, D.L., & Commodore, F. (April 2016). *A critical review of governance and ideologies of diversity and inclusion in U.S. higher education*. Presented at the Annual Conference of the American Educational Research Association, Washington, D.C.
26. Levin, J.S., **Rall, R.M.**, & Lopez-Damien, A., Viggiano, T. (April 2016). *From unicameral to bicameral governance through sectoral change in higher education: New universities in Canada*. Presented at the Annual Conference of the American Educational Research Association, Washington, D.C.
27. **Rall, R.M.**, Cole, E., Witham, K., & Bensimon, E.M. (November 2015). *The First Response: An examination of the actions and commentary of institutional decision makers in times of crisis and controversy*. Presented at the Annual Conference of the Association for the Study of Higher Education, Denver, CO.
28. **Rall, R.M.**, & Maxey, D.B. (April 2015). *A Steeper Hill to Climb: The role and experience of student trustees in the 21st century*. Presented at the Annual Conference of the American Educational Research Association, Chicago, IL.
29. **Rall, R.M.** (November 2014). *The Trustee Paradox: Discussion of the minimal formal preparation of public board members for maximal power in higher education governance*. Presented

at the Annual Conference of the Association for the Study of Higher Education, Washington, D.C.

30. **Rall, R.M.**, & Tierney, W.G. (April 2014). *The Strained Relationship between Public Systems of Higher Education and Flagship Universities*. Presented at the Annual Conference of the American Educational Research Association, Philadelphia, PA.

31. **Rall, R.M.** (November 2013). *Forgotten Students in a Transitional Summer: Low-Income Students of Color Experience the Summer Melt*. Presented at the Annual Conference of the Association for the Study of Higher Education, St. Louis, MO.

RESEARCH EXPERIENCE

32. **Rall, R.M.** (November 2013). *Policy and Politics: Current Issues Facing Public Systems of Higher Education in the United States*. Presented at the Annual Conference of the Association for the Study of Higher Education, St. Louis, MO.

33. **Rall, R.M.** (April 2013). *Before the Bell Rings: Black Families' Efforts to Support their Children's Educational Excellence*. Presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.

34. **Rall, R.M.** (November 2012). *Counteracting Foreign Pedagogy with Cultural Inclusivity: Potential impact of culturally inclusive practices on outcomes of Black males in U.S. postsecondary STEM education*. Presented at the Annual Conference of the Association for the Study of Higher Education, Las Vegas, NV.

35. **Rall, R.M.** (November 2012). *Why we Gather-Creating and Sustaining the Village: The establishment of educational empowerment and academic success through collective Black parental involvement*. Presented at the Annual Conference of the Association for the Study of Higher Education, Las Vegas, NV.

KEYNOTE ADDRESSES

36. **Rall, R.M.** (November 2012). *Disappearing Acts: A discussion of the "summer melting" phenomenon as a problem of access to higher education for underrepresented students of color*. Presented at the Annual Conference of the Association for the Study of Higher Education, Las Vegas, NV.

37. **Rall, R.M.** (April 2012). *Unpacking "Diversity: What the written word says (or doesn't say) about our commitment to racial/ethnic minorities in STEM higher education*. Presented at the Annual Conference of the American Educational Research Association, Vancouver, BC.

38. Witham, K. & **Rall, R.M.** (April 2012). *What degrees are you offering? The institutional role in inequitable college outcomes for students of color*. Presented at the Annual Conference of the American Educational Research Association, Vancouver, BC.

INVITED TALKS

39. **Rall, R.M.** (April 2012). *Gathering in the name of education: The role of collective parental involvement in the educational attainment of Black students*. Presented at the 4th annual Graduate Student Government Poster Symposium. University of Southern California, Los Angeles, CA. *3rd place poster winner

40. **Rall, R.M.** (November 2011). *Perspectives to Advance Student Learning Among URMs in STEM*. Presented at the Annual Conference of the Association for the Study of Higher Education, Charlotte, NC.

EXPERIENCE

- Research Associate 2019-present
Pullias Center for Higher Education
University of Southern California
- First in the World Grant, U.S. Department of Education. 2015
University of Southern California.
- Research Assistant. Pullias Center for Higher Education. 2012- 2014
Dr. William G. Tierney. University of Southern California.
- Research Assistant. Center for Urban Education. 2010-2012
Dr. Alicia C. Dowd. University of Southern California.
- Research Assistant. University of California at San Diego. 2005-2006
Dr. Georgia Sadler
- Keynote Speaker, Sixth Annual Inspiring R'Leaders Conference.** *Power in Our Voices.*
University of California Riverside. February 22, 2020.
- Keynote Speaker, Massachusetts Board of Higher Education.** *Equity Ready Boards: Campus Trustees as Bridge Builders.* Westborough, MA. October 31st, 2019.
- Keynote Speaker Student Graduation Ceremony.** *Pressing Forward with a Purpose.* Mt. Zion Church Ontario. June 2019.
- Keynote Speaker,** Mt. Zion Baptist Church Women's Retreat. San Diego, CA. 2017; 2018.
- Keynote Speaker,** 12th Annual Martin Luther King Jr. Unity Breakfast, Mt. San Jacinto College, January 15, 2018
- Invited Panelist**
Diversity, Allyship, and Mentorship (DAM!) Panel
Riverside Postdoc Association
September 22, 2020
- Invited Speaker**
Boards and Presidents, Together for Equity
Aspen Institute Presidential Fellows: Board Engagement Session Invitation
August 11, 2020
- Invited Panelist**
Supporting Black and African American Students
Occidental College
July 22, 2020
- Invited Workshop**
Balancing Academic Life & Family
UC President's Postdoctoral Fellowship Program, Chancellor's Postdoctoral Fellowship

Programs, Dissertation-Year Fellowship Program and the UC-HBCU Program
University of California Office of the President
September 20th, 2019

Invited Session

Surviving BLACKademia: The Experience of Black Faculty in the UC

UC Black Administrator's Council Annual Meeting
University of California Office of the President
September 9th, 2019

Invited Lecture

Why Education? Mini-Lectures

Lecture Title: Why (Not) Education?: Intentionality, Leadership, and Accountability as a Means of Change in Higher Education
UCR Graduate School of Education, Riverside, CA.
October 23rd, 2018

Invited Presentation

Faculty Research Presentations

Lecture Title: Higher Education Governance: Future Directions
UCR Graduate School of Education, Riverside, CA.
October 9th, 2018

Invited Lecture

Course Title: Governance, Organization and Administration in Higher Education

Higher Education & Community College Leadership
Lecture Title: The State of Higher Education Governance Today
Dr. Felecia Commodore. Fall 2018. Old Dominion University. Norfolk, VA.

Invited Lecture

Course Title: Governance in Higher Education

Lecture Title: Governance, Culture, and Decision Engineering
Dr. Andrew Louder. Fall 2018. University of Maryland. College Park, MD.

Invited Lecture

Course Title: Complexity of Educational Systems: Emerging Ideas, Emerging Markets

Global Executive Doctor of Education
Lecture Title: Public systems of higher education in the U.S.: Context and utility
Dr. William G. Tierney. Spring 2015. Rossier School of Education. University of Southern California. Los Angeles, CA.

Invited Lecture

Course Title: Foundations of Higher, Adult, and Professional Education

Master of Education in Postsecondary Administration and Student Affairs
Lecture Title: How Universities Work: Internal Influences
Dr. Paul Dieken. Fall 2014. Rossier School of Education. University of Southern California. Los Angeles, CA.

Invited Lecture

Course Title: Applied Educational Ethnography

Master of Education in Postsecondary Administration and Student Affairs

UNIVERSITY
TEACHING
EXPERIENCE
UC Riverside

SELECTED
PROFESSIONAL
EXPERIENCE

Lecture Title: Interviews and Ethics
Dr. William G. Tierney. Fall 2014. Rossier School of Education. University of Southern California. Los Angeles, CA.

Invited Lecture

Course Title: Complexity of Educational Systems: Emerging Ideas, Emerging Markets

Global Executive Doctor of Education

Lecture Title: Education and Economic Development Tradeoffs?

Dr. William G. Tierney. Spring 2014. Rossier School of Education. University of Southern California. Los Angeles, CA.

Invited Lecture

Course Title: Foundations of Higher, Adult, and Professional Education

Master of Education in Postsecondary Administration and Student Affairs Lecture Title: Leadership, Administration, and Governance

Dr. Martha Enciso & Dr. Sheila M. Banuelos. Fall 2013. Rossier School of Education. University of Southern California. Los Angeles, CA.

REVIEWER

Invited Lecture

Course Title: Foundations of Higher, Adult, and Professional Education

Master of Education in Postsecondary Administration and Student Affairs

Lecture Title: How Universities Work: External Influences

Dr. Martha Enciso & Dr. Sheila M. Banuelos. Fall 2013. Rossier School of Education. University of Southern California. Los Angeles, CA.

Course Title: Graduate School of Education Freshman Seminar (EDUC 93A)

Course Title: (Wo)Men Who Control Our University: Leadership, Administration, and Governance in Higher Education (EDUC 151)

MEMBER

Course Title: Higher Education Governance (EDUC 248G)

Course Title: Higher Education Scholarship and Literature (EDUC 248N)

Course Title: Organization and Administration (EDUC 248O)

UNIVERSITY
SERVICE

Course Title: Critical Issues in Higher Education (EDUC 51)

SAT Academy Instructor

University of California, Los Angeles

2020

Medical School Application Reviewer

University of California, Los Angeles

2018-present

Assistant Tenure Track Professor

University of California, Riverside

2016-present

UC Chancellor's Postdoctoral Fellow

University of California, Riverside

2015- 2016

Assistant Professor of Research University of Southern California	2015
Chávez Educational Services. Supplemental Educational Services Director. Los Angeles County. Riverside County. San Bernardino County.	2007- 2010
Legacy Roundtable Summer Accelerated Mathematics Academy. Program Director.	2007- 2010

PROFESSIONAL SERVICE

Journal of Negro Education	2013-present
Association for the Study of Higher Education (Conference Proposals)	2013-present
American Education Research Association (Conference Proposals)	2015-present
IGI Global Chapter Review	2018
Spencer Foundation	2018-present
UC President's Postdoctoral Fellowship Program	2018-present
Teachers College Record	2019-present
AERA Open	2019-present
High School Journal	2020-present

American Education Research Association	
American Association of University Administrators	2019-present
Association for the Study of Higher Education	
Diversity Scholars Network	2019-present

University of California Black Administrators' Council (UCBAC) 2020
Annual Conference Committee Leadership

Black Student Experience at UCR Working Group 2019-present
Brian L. Haynes, Vice Chancellor for Student Affairs
 University of California, Riverside

UC Riverside Representative on Systemwide Steering Committee 2018-present
University of California Black Administrators' Council (UCBAC)
 University of California Office of the Vice Provost-Diversity & Engagement
 (appointed position)

Board Associate 2020-present
Stanford National Black Alumni Association

Co-President 2019
Stanford National Black Alumni Association

COMMUNITY
VOLUNTEERISM

Class of 2004 Mini Reunion Co-Chair (15-year reunion) 2018-2019
Stanford University
2019 Stanford Black Alumni Summit Chair 2017-2019
 Stanford University

(elected position)

Black Faculty and Staff Association 2017-present
Inaugural Steering Committee Member
University of California Riverside

Executive Committee 2017-2020
Graduate School of Education
University of California Riverside

Campus wide Search Committee 2017
Vice Chancellor for Budget and Planning
University of California, Riverside

Ed.D. AdHoc Committee 2017-present
Graduate School of Education
University of California Riverside

Transforming Graduate Admissions Working Group 2017
University of California, Riverside

Stanford National Black Alumni Association Board Member 2016-2019
Stanford University
(elected position)

Stanford National Black Alumni Association 2015-2017
Communications/Registration Chair
Stanford University

Outreach Volunteer Alumni Link (OVAL) Member 2015-present
Stanford University

Class of 2014 Champion (Alumni Representative) 2014-present
Rossier School of Education
University of Southern California

Class of 2000 High School Reunion Chair 2019-2020
Diamond Bar High School

Corona Norco Unified School District School Site Council Member 2018-2020
Clara Barton Elementary School
District Advisory Council
(elected position)

Corona Norco Unified School District School Site Council Member 2019-present
Clara Barton Elementary School
Parent Teacher Association
Parliamentarian
(elected position)

Empire Soccer 2018-present
Coach, Team Manager, Referee

<i>Allegiance STEAM Academy</i> Founding Member & Board Member	2017-2018
<i>Girl Scouts of Greater Los Angeles</i> Girl Scout Troop Leader	2014-present
<i>American Youth Soccer Organization Region 779</i> Coach, Team Manager, Referee	2013-2018
<i>Attendance and Outreach Chair</i> Class of 2004 Reunion Committee Stanford University	2013-2014
<i>Council of African American Parents</i> Educational Consultant	2010-2014
Board Member	2015-present
Scholarship Committee Chair	2015-present
Director, Personal Academic Learning System Program	2019-present
<i>Alpha Kappa Alpha Sorority Incorporated</i> Member, Officer Scholarship Committee	2001-present

Rachel A. Johnson
Curriculum Vitae
rjohnson35@wisc.edu

Education

University of Wisconsin-Madison **Fall 2017- Present**
PhD Candidate: Educational Policy Studies
Cumulative GPA: 3.9

Dissertation (proposal): Black Homeschooling: Aspirations, Challenges and Opportunities
Committee Members: Dr. Linn Posey-Maddox, Educational Policy Studies (chair); Dr. Bianca Baldrige, Educational Policy Studies; Dr. Maxine McKinney de Royston, Curriculum & Instruction

University of Wisconsin-Madison **Fall 2015- Fall 2017**
Master's Degree: Educational Policy Studies
Cumulative GPA: 3.9

Master's Thesis: Hoping to Rise: The Complexity of Black Parent Engagement in an African American Immersion School
Committee Members: Dr. Linn Posey-Maddox, Educational Policy Studies (chair); Dr. Erica Turner, Educational Policy Studies; Dr. Rachelle Winkle-Wagner, Educational Leadership & Policy Analysis

University of Wisconsin-Milwaukee **Fall 2011- Spring 2015**
B.A. Psychology; B.A. Africology
Minor: Criminal Justice
Certificate: Childhood & Adolescence Studies

Work Experience

Freedom Kilombo **2017- Present**
Co-Creator & Home-Based Educator

- ❖ Co-developed the homeschool group Freedom Kilombo, a collaborative space to center Black and African knowledge and history in home- and community-based learning environment. Lesson planning and facilitating learning to support growth and development in private home-based educational settings. Providing consultations to parents interested in homeschooling.

UBUNTU Research & Evaluation

Project Strategist **2018- 2020**

- ❖ Worked independently and collaboratively on evaluation, facilitation and coaching projects in Education, Public Health and the Non-Profit sector. Designed work proposals and evaluated projects, conducted interviews, focus groups, and data analyses. Wrote final reports based on intended outcomes and evaluation data, school-based observations, and K-8 curriculum design. Facilitated content-based workshops and organizational strategic planning and coaching.

Evaluation Experience

Graduate Education Diversity Internship (GEDI)

GEDI Cohort Member

2018-2019

- ❖ Participated in professional development on evaluation practices, with an emphasis on equity and culturally responsive evaluation. Worked collaboratively with cohort members on service-learning project related to cultural responsiveness and competencies with American Evaluation Association members. Worked collaboratively with a selected site to design and conduct evaluation of support program for Black students and students of color in Wisconsin schools. Facilitated interviews with program staff, conducted focus groups with students, and facilitated sense-making and co-constructed meaning with students to evaluate and write a report on program experiences.

Publications

Posey-Maddox, L., McKinney de Royston, M., Holman, A., Rall, R. M. & **Johnson, R.A.** (forthcoming). No Choice is the “Right” Choice: Black Parents Educational Decision-making in their Search for a “Good” School. *Harvard Educational Review*.

Research Experience

University of Wisconsin-Madison

South Suburbs Research Project

Project Assistant

2017-2019

- ❖ Data collection, assisting with field notes, memo-writing, and coding and analyzing data with Dedoose qualitative coding software on Black parents housing and educational experiences in a demographically shifting suburbs.

Comparative/Longitudinal Study of Low-Income Civil Litigants’ Access to Justice

Project Assistant

2015-2017

- ❖ Socio-legal research training – observed court hearings, conducted formal interviews with family court personnel, collected case file data, coded with MAXQDA qualitative coding software, reconciled coded transcripts, developed a case filing system.

University of Wisconsin-Milwaukee

Child Stress and Coping Lab

Student Researcher

2012-2015

- ❖ Participated in qualitative coding teams, designed original research projects using data collected in the lab, presented results at conferences, wrote and edited research articles for publication.

Ronald E. McNair Post-Baccalaureate

McNair Scholar

2013-2015

- ❖ Designed and implemented original research project on parents’ perspectives on Black son’s educational experiences and presented results at conferences.

Helen Bader School of Social Welfare
Collaborative Research Project with Milwaukee Area Workforce Investment Board
Student Researcher

- ❖ Assisted with data collection, facilitated and administered surveys, SPSS data entry on Black men's adverse childhood experiences.

Helen Bader School of Social Welfare
Collaborative Research Project with the St. Louis Center for Self-Sufficiency Program
Student Researcher **2014**

- ❖ Transcribed focus groups and interviews, coded qualitative responses, performed literature review regarding Black males and trauma; contributed to program evaluation.

Relevant Experience

The Network Fellowship **2017-2018**
Graduate Student Fellow

- ❖ Collaborating with schools to support the establishment of Black parent/guardian spaces, community-building with Black families, connecting resources between community organizations and universities with schools, and facilitating discussion between Black families and school staff and administrators.

African American Parent Leadership Council **2016- 2017**
Executive Committee Member

- ❖ Planning general body meetings, facilitating communication between the steering committee and parents of Black children within the Madison Metropolitan School District, advocating on behalf of parents and families of Black children within the district.

Family & Community Engagement Action Team **2016-2018**
Parent Representative

- ❖ Planning family-community engagement events at school, encouraging diversity and inclusiveness in family-engagement strategies, advocating on behalf of parents and families within the school.

School-Based Leadership Team **2016-2018**
Parent Representative

- ❖ Working with school staff/administrators on the development, implementation, and monitoring of their school's School Improvement Plan.

Presentations

Johnson, R.A. & Liston, M. I. (2019, November). *Building Meaningful Relationships in Evaluation*. Presented at the American Evaluation Association Conference in Minneapolis, MN.

Johnson, R.A. & Posey-Maddox, L., McKinney de Royston, M., Holman, A., Rall, R. M. (2019, April). *No Choice is the Right Choice: Understanding Black Parents' School "Choices"*

and Engagement. Presented at the American Educational Research Association in Toronto, CA.

Johnson, R.A. (2017, June). *Access to Justice in Family Court: The Price of Parenthood*. Presented at the International Meeting on Law & Society, Mexico City, Mexico.

Johnson, R.A. (2017, September). *Black Parents' Experiences & Engagement in an African American Immersion School*. Presented at the Association for the Study of African American Life & History, Cincinnati, OH.

Johnson, R.A. (2015, April). *The Issue of Race: Parents' Perspectives of Elementary School-Aged Black Sons' School Experiences*. Presented at the 12th Annual Posters in the Rotunda in Madison, WI.

Johnson, R. A. & Davies, W.H. (2015, April). *Characteristics of Parent-Child Discussions about School as a Function of Gender and Ethnicity*. Presented at the National Conference of Undergraduate Research at Eastern Washington University.

Johnson, R.A., Liston, M., & Tucker, A.S. (2014, September). *Post-Civil Rights Struggle in Education: The Dialectical Struggle for Race and Gender Equality*. Presented at the 99th Annual Association for the Study of African-American Life and History, Memphis, TN.

Awards, Honors, & Scholarships

Education Graduate Research Scholars Fellowship <i>University of Wisconsin-Madison</i>	2020-2021
Mary Metz Fund Award <i>University of Wisconsin-Madison</i>	2015- 2018
The Capital Times's Evjue Foundation Scholarship <i>University of Wisconsin-Milwaukee</i>	2011-2015
College of Letters & Science Dean's Honor List <i>University of Wisconsin-Milwaukee</i>	2012-2014
Research Travel Grant Award <i>Psychology Department, University of Wisconsin-Milwaukee</i> <i>Office of Undergraduate Research, University of Wisconsin-Milwaukee</i>	2013- 2014
UWM Outstanding Nontraditional Student Award <i>Student Success Center, University of Wisconsin-Milwaukee</i>	2014-2015
Support for Undergraduate Research Fellowship <i>Office of Undergraduate Research, University of Wisconsin-Milwaukee</i>	2013-2014

Clinical Experience

Wisconsin Early Autism Project (WEAP)

Line Therapist

2010-2012

- ❖ Performed in-home therapy for children (ages 5-14) diagnosed with Autism Spectrum Disorder, worked on a team of therapists and with client's family and educators to create individualized treatment plan, trained new line therapists.

Professional Memberships

American Educational Research Association

2019

Graduate Student Member

American Evaluation Association

Graduate Student Member

2018-2020