

Full Curriculum Vitae

Sherick Hughes

Signature

April 29, 2019

Date

(a) Personal

Dr. Sherick Andre Hughes
School of Education
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The University of North Carolina
Chapel Hill, NC 27599
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919-537-3804 (office)
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(b) Education

2000-03 Ph.D. UNC-Chapel Hill, School of Education (Culture, Curriculum & Change)
1999-01 M.P.A. UNC-Chapel Hill, School of Government (Education Policy)
1997-99 M. A. Wake Forest University, Com. Studies (Intergroup/Interracial & Cultural Studies)
1993-97 B. A. UNC-Wilmington, Com. Studies (Intergroup/Interracial Studies) & English Minor

(c) Professional Experience

2017 Full Professor, UNC-Chapel Hill

2012-17 Associate Professor with tenure, UNC-Chapel Hill

2012- Affiliates: Center for Developmental Science (CDS) Affiliate and CDS T32 Grant Faculty Mentor; UNC Institute for African American Research (IAAR); and the UNC Curriculum in Global Studies (Global Studies)

2012-14 Coordinator/*Chair*, Cultural Studies and Literacies/*Culture, Curriculum and Change* Graduate Programs, School of Education, UNC-Chapel Hill

2013- Founder and Director, Interpretive Research Suite and Carter Lab; Present Founder and Co-Director, UNC-Graduate Certificate in Qualitative Studies

2011- Founder and Chair, UNC-BASE—Black Alumni of the School of Education

2007-12 Assistant Professor, Department of Teaching, Learning, Policy, & Leadership University of Maryland, College Park (UMD)

2007-12 Affiliates: UMD Consortium on Race, Ethnicity, Class, and Gender; Maryland Institute for Minority Achievement and Urban Education (MIMAUE); and African American Studies

2004-06 Founder, President & Teacher of G-3, Inc., a Toledo (OH) educational nonprofit agency

2005-07 Affiliate: Center for Nonviolence and Democratic Education

2003-07 Assistant Professor, Department of Educational Foundations & Leadership, University of Toledo (OH)

(d) Honors and Awards

2019 American Educational Studies Critics' Choice Award, Nominee, *Autoethnography: Process, product, and possibility for critical social research* (November, 2019)

2019 Society of Professors of Education Book Award, Nominee, *Autoethnography: Process, product, and possibility for critical social research* (April, 2020)

- 2017-18 Carolina Parents Council, UNC-Chapel Hill, \$500 Small Grant to Launch the second Annual Interdependence-Wednesday: Build Bridges (I-We: Build Bridges) Event
- 2017 William T. Grant Foundation Mentoring Workshop Award, a competitive program to enhance the mentoring of junior scholars of color with regard to grant seeking, planning, applying and implementation (Feb. 23-24, 2017, all travel expenses paid for mentor & mentee to New York City) with mentee and former UNC-SOE doctoral student, Dr. Keyma Clark
- 2016-17 Office of the Provost, UNC-Chapel Hill, \$28,500 for Interdependence Day and Interdependence Week campus wide initiative, Graduate Assistant
- 2016 Distinguished Scholar Award, American Educational Research Association**
- 2016 Nominee: Vanderbilt University Peabody College Dean's Diversity Lecture Series
- 2015 Nominee: Carolina Diversity Award
- 2015 Nominee: UNC Hettleman Award
- 2014 Carolina Parents Council, UNC-Chapel Hill, \$3,500 Small Grant to Launch the First Annual Interdependence-Wednesday: Build Bridges (I-We: Build Bridges) Event
- 2014 American Educational Studies Association's Critics' Choice award, *The Evolving Significance of Race: Living, Learning and Teaching***
- 2014 Faculty Selection for UNC's Moore Undergraduate Research Apprenticeship Program (MURAP), \$4,000 stipend; Mentee: Alecia Smith of UNC-Chapel Hill
- 2014 Faculty Selection for the UNC's Center for Developmental Science Mentored Summer Grant Writing Program, \$2,500
- 2013 Faculty Selection for UNC's Moore Undergraduate Research Apprenticeship Program (MURAP), \$8,000 stipend; Mentees: Christopher Robinson of UNC-Greensboro and Uriel Rafael of Pitzer College
- 2013 Early Career Award, American Educational Research Association (Division-G)**
- 2012 Border Crossers Award, Border Crossers-New York City. Soho, NY
- 2012 Maryland Institute for Minority Achievement and Urban Education Honoree
- 2011 Nominee, University of Maryland (UMD) Mentor Award
- 2011 Innovative "I" series course selection, UMD-course development competition, Amount: \$29,000 [\$5,000-Faculty & \$24,000-Doctoral GA/TA]
- 2010 University of Maryland CTE-Lilly Fellowship, Amount \$4,000
- 2009 University of Maryland Global Awareness in Teacher Education (GATE) Fellowship, Amount \$1,250
- 2009 University of Maryland, curriculum transformation project, Women's Studies Department, Amount \$1,500
- 2009 Distinguished Alumnus Award, University of North Carolina at Wilmington**
- 2008 Minority and Urban Education Unit Award, President's Commission on Ethnic Minority Issues (PC-EMI), University of Maryland
- 2008 Golden Apple Trophy, International Education Week, Elizabeth City State University
- 2007 American Educational Studies Association's Critics' Choice award, *Black Hands in the Biscuits Not in the Classrooms: Unveiling hope in a struggle for brown's promise***
- 2007 "BEST TEACHING PRACTICE" Online Article Selection, Stellenbosch University, Center for Teaching and Learning-SOL Forum, Stellenbosch University of South Africa
- 2004 Outstanding Dissertation Research Award, Phi Delta Kappa, Durham, NC**
- 2004 On-Campus Residence Life Policies Program Award, "'Race' Relations in Carter Hall" (Facilitated by students Megan Story, Terry Brown, and advisor, Dr. Sherick Hughes)
- 2003 Outstanding Alumnus Award from the Department of Communication Studies of the University of North Carolina at Wilmington**

(e) Bibliography and products of scholarship

(First author is senior author except where specified).

1. Books. Books & Chapters (+ = invited, * = with students).**a. Books**

+Hughes, S. A. & Pennington, J. (2017). *Autoethnography: Process, Product and Possibility for Critical Social Research*. Thousand Oaks, CA: Sage Publications. **Nominee: American Educational Studies Association (AESA) critics' choice book award, 2019; Nominee: Society of Professor of Education Book Award, 2020.**

Hughes, S. A. & Berry, T. (Eds.) (2012). *The Evolving Significance of Race: Living, learning, and teaching*. New York, NY: Peter Lang Publishing. **American Educational Studies Association (AESA) critics' choice book award, 2014**

Hughes, S. A. (2006). *Black Hands in the Biscuits Not in the Classrooms: Unveiling hope in a struggle for Brown's promise*. In Joe Kincheloe & Shirley Steinberg (Counterpoints Series Ed.), New York, NY: Peter Lang Publishing. **American Educational Studies Association (AESA) critics' choice book award, 2007**

Hughes, S. A. (Ed). (2005). *What We Still Don't Know about Teaching "Race:" How to talk about it in the classroom*. Lewiston, NY: The Edwin Mellen Press.

b. Chapters (+ = invited, * = with students).

+Hughes, S. A. (2019). Math and Myths Related to #BlackLivesMatter: Toward clarifying the vision for chronic egalitarians by fact checking the movement. In Boni Wozolek (Ed.) *Black Lives Matter in US Schools: Race, Resistance, and Education*. Albany, NY: SUNY. Forthcoming.

+Hughes, S. A. (2019). Toward Equity Literate Advising: Learning from George. In Marta Sanchez & Billye Sankofa Waters (Eds.). *How We Got Here: The role of critical mentoring and social justice praxis*. Mobility Studies in Education Series, Jane Van Galen (Ed.). Rotterdam, The Netherlands: Sense Publishers. Forthcoming.

+* Yanisko, E. J. & Hughes, S. (2018). Learning to Plan, Planning to Learn: A Co-Narrative about the HTPE toward Disrupting Teacher Education. In J. E. Justice and F. B. Tenore (Eds.) *Becoming Critical Teacher Educators: Narratives of Disruption, Possibility and Praxis*. (pp. 196 – 204). New York, NY: Routledge.

Hughes, S.A. & Noblit, G.W. (2018). Meta-Ethnography for Autoethnographies. In Bettina Fritzsche & Michalis Kakos (Eds.) *Meta-ethnographic synthesis in education: Challenges, aims and possibilities*. New York, NY: Routledge.

+Hughes, S. A. (2017). Family Pedagogy: Reclaiming a topic for inclusion

in teacher education. In Matthew Etherington (Ed.) *What Teachers Need to Know: Topics of Inclusion*. (pp. 3-18) Eugene, OR: Wipf and Stock.

- +Hughes, S. A. (2016). Speaking Back to What's Black: Using Critical Family History against that lying old Jim Crow. In Rochelle Brock & Dara Nix-Stevenson (Eds.) *Critical Black Studies Reader*. New York, NY: Peter Lang Publishers.
- +Hughes, S.A. & Swain, A. (2015). Remembering pre- and post-desegregation in Northeastern, North Carolina. In James Leloudis and George Noblit Eds.), *Remembering school (desegregation)*. (pp. 21-35) Cresskill, NJ: Hampton Press.
- +Hughes, S. A. & Willink, K. (2015). Going Native/Being Native: The Promise of Critical Co-Constructed Autoethnography for Checking "Race," Class and Gender In/Out of the "Field." In Stephen D. Hancock, Ayana Allen, & Chance W. Lewis (Eds.) (Chapter 3). *Autoethnography as a Lighthouse: Illuminating Race, Research, and the Politics of Schooling*. (pp. 25-46) Charlotte, NC: Information Age Publishing.
- +Sonu, D. & Hughes, S. A. (2015). The Youth Cultural Milieu. In Ming Fang He, Brian Schultz & William Schubert (Eds.). *Guide to Curriculum*. (pp. 383-388) Thousand Oaks, CA: Sage Publications. **AESA Critics' Choice Award, 2016**
- +Hughes, S. A. & Willink, K. (2014) Engaging Co-Reflexive Critical Dialogues when Entering and Leaving the "Field:" Toward informing collaborative research methods at the color line and beyond. In Kristen Luschen & Judith Flores Carmona (Eds.) *Crafting Critical Stories: Toward pedagogies and methodologies of collaboration, inclusion, and voice*. (pp. 95-114). New York, NY: Peter Lang Publishers.
- Hughes, S.A. (2010). A symbolic rebirth of the bootstrap guild? Applying Kenneth Burke to the cultural politics of the "negro problem" underlying Black-White test score ideology. In Zeus Leonardo (Ed.), *Handbook of cultural politics and education* (pp. 423-449). Rotterdam, Netherlands: Sense.
- Hughes, S.A. (2010). Considering five promising communication practices: Notes from a classroom of graduate students with different political race experiences. In Deborah Brunson and Linda Lampl (Eds.), *Interracial communication: Contexts, communities, and choices* (pp. 276-285). Dubuque, IA: Kendall/Hunt Publishing.
- Hughes, S. A. (2009). Climbing down class from the top of my life: A nuanced black male revisits his pre-school. In Jane Van Galen and Van Dempsey (Eds.), *Trajectories: The education and social mobility of education scholars from the poor and working class* (pp. 219-225). Rotterdam, Netherlands: Sense Publishers.

- Hughes, S. A. (2009). Reframing class and SES inequity in teaching and teacher education. In Rich Milner (Ed.), *Diversity and education: Teachers, teaching, and teacher education* (pp. 237-250). Springfield, IL: Charles C. Thomas Publisher, Ltd.
- Hughes, S. A. (2008). Teaching theory as “other” to white urban practitioners: Mining and priming Freirean critical pedagogy in a body of resistance. In Robert Helfenbein and Joshua Diem (Eds.), *Unsettling beliefs: teaching social theory to teachers* (pp. 245-272). Greenwich, CT: Information Age.
- Jarmon, B., Brunson, D., Lampl, L. L., Cardamone, D., Cole, M., & Hughes, S. A. (2006). The power of narratives in the process of teaching and learning diversity. In Deborah A. Brunson, Brenda Jarmon, & Linda L. Lampl (Eds.), *Letters from the future: Linking students and teaching with the diversity of everyday life* (pp. 26-44). Herndon, VA: Stylus Publishing, LLC.
- Hughes, S. A. (2004). Beyond the Silenced Dialogue: What we tell ourselves when the white academy ain't hearin us. In Darrell Cleveland (Ed.), *A long way to go* (pp. 58-71). New York, NY: Peter Lang Publishers.
- Noblit, G.W., Hatt, B., & Hughes, S. A. (2002). Where identity meets knowledge: The future of educational studies. In George W. Noblit and Beth Hatt-Echeverria (Eds.), *The Future of Educational Studies* (pp. 314-327). New York, NY: Peter Lang Publishers.

2. Articles in Refereed Journals. (+ = invited; * = with students).

- Halberstadt, A., Cooke, A., Garner, P., Hughes, S. A., Neupert, McPhail, & Oertwig, D. (in progress). Implicit and Explicit Bias Correlates of Racialized Emotion Recognition Accuracy and Anger Bias. *Journal of Educational Psychology*.
- *Hughes, S. A., Sun, W., Legette, K., Gibboney, D. & Staton, T. (in progress). Racialized Misunderstandings of Students (Mis)behaviors. *Qualitative Studies in Psychology*.
- *Hughes, S. A., Sun, W. Green, M., & Deas, E. (in progress). *Project Justify: Studying Effects of Multicultural Coursework on Preservice Educators' Implicit and Explicit Racial Bias. Teachers College Record*.
- *Hughes, S. A., Godwin, J. Hooper, J. & Sun, W. (in progress). Physics 2.0: Evaluating the Influence of Innovative Pedagogy on Two Entry-Level College Physics Courses. *American Educational Research Journal*.
- Hughes, S. A. (in progress). Disparate Impact Upon Whom? Revisiting Causation Fallacy 2.0 and the myth and math of affirmative action. *Educational Evaluation and Policy Analysis*.
- *Hughes, S. A., Pennington, J., Papola-Ellis, A., Avis, H. & Clark, N.M. (revise and resubmit). A Conceptual Review of Autoethnography in Educational Research: History, Evidence, Gaps and Implications. *Review of Educational Research*.

- Hughes, S. A., Davis, T., & Imenda, S. (acceptable with major revisions). Toward Demystifying Conceptual and Theoretical Frameworks. *Journal of Social Science*.
- +Hughes, S. A. & Pennington, J. L. (invited, in progress). Autoethnography. *Oxford Research Encyclopedia of Education*. Forthcoming.
- +Hughes, S. A. (2019). The Future of Autoethnography. *Journal of Autoethnography*. Forthcoming.
- *Hughes, S. A., Bausell, S. & Staton, T. (conditional acceptance). “Can’t Mark Them All?” A critical oral history of an unmarked Reconstruction Era Quaker/Freedmen School. *American Educational Research Journal*.
- +Hughes, S. A. (2019). My Skin is Unqualified: An autoethnography of Black scholar-activism for predominantly White education. *International Journal of Qualitative Studies in Education*. Forthcoming.
- +*Bullock, R. & Hughes, S. A. (2019). Re-imagining Three Responsibilities of Teacher Education/Preparation: Structural Racism, Poverty, and Implicit Bias. *Research Monograph: Teacher Education at the Intersection of Race and Poverty in Today’s Schools*. Rowman & Littlefield. Forthcoming.
- +Hughes, S. A. (2019). Writing Qualitative Dissertations. *Oxford Research Encyclopedia of Education*. Forthcoming Apr–Jun.
- Hughes, S. A. (2018). Editors Opening Statement. *The Urban Review*. 50(5), 889-890.
- +Hughes, S. A. (2017). Applying Educational Research Outside of the Building. *Professing Education: A Journal of the Society of Professors of Education*. July/August, 16(2), 4-8.
- +Hughes, S. A. & Noblit, G. (2017). Meta-ethnography of Autoethnographies. *Ethnography and Education*. August, 12(2), 1-17.
- +Hughes, S. A., Thompson Dorsey, D. & Carrillo, J. F. (2016). Causation Fallacy 2.0: Revisiting the myth and math of affirmative action. *Educational Policy*. 30(1), 63-93.
- +Hughes, S. A. & Gershon, W. (2015). Learning Through/With the Millennial Contradiction: Toward Epistemologies of Practice and Critically Reflexive Action Research to Challenge the Racial Identity vs. Disciplinary Knowledge Debate. *International Journal of Curriculum, Equity & Social Justice*. 1(1), 41-69).
- Berry, R. Q., III, Ellis, M., & Hughes, S. A. (2014). Examining a history of failed reforms and recent stories of success: mathematics education and Black learners of mathematics in the United States. *Race, Ethnicity, and Education*. 17(4), 540-568.
- Hughes, S. A. (2013). Honoring Derrick Bell’s Contributions to CRT in Educational Studies. *Race, Ethnicity, and Education*. 16(3), 439-441.

- Hughes, S. A., Noblit, G., & Cleveland, D. (2013). Derrick Bell's post-*Brown* moves toward critical race theory. *Race, Ethnicity, and Education*. 16(3), 442-469.
- Jennings, M., Lynn, M. & Hughes, S. A. (2013). Critical race pedagogy 2.0: lessons from Derrick Bell. *Race, Ethnicity, and Education*. 16(3), 603-628.
- *Hughes, S. A. & Morant, T. (2012). Quantitative Testing of the Cultural Competence of Novice Teachers. *Intersections & Inequality*. Spring, 2012, 17-18.
- *Hughes, S. A., Pennington, J. L., & Makris, S. (2012). Translating autoethnography across the AERA standards: Toward understanding autoethnographic scholarship as empirical research. *Educational Researcher*. August/September. 41(6), 209-219.
- Hughes, S. A. & North, C.E. (2012). Beyond popular cultural and structural arguments: Imagining a compass to guide burgeoning scholars of urban achievement gap research. *Education and Urban Society*. 44(3), 274-93.
- Hughes, S. A. (2011). Justice for all or justice for just us: Toward a critical race pedagogy of hope through *Brown* in urban education. *Urban Education*, 46(1), 99-110.
- Hughes, S. A. & Snauwaert, D. (2010). *Brown* policy and the moral pillars of democracy: Exploring justice as the organizing principle of educational studies. *Educational Studies*, 46(6), 1-14.
- +Hughes, S. A. (2010). Promoting multiculturalism through a revised declaration of interdependence and intersection day on American college campuses. *Race, Gender, and Class*, 17(1-2), 1-11.
- Hughes, S. A. (2008). Toward "good enough methods" for autoethnography: Trying to resist the matrix with another promising red pill. *Educational Studies*, March, 43(2), 125-143.
- +Hughes, S. A. (2008). Maggie and me: A Black professor and a White urban high school teacher connect autoethnography to critical race pedagogy. *Educational Foundations*, Summer/Fall, 20(3/4), 45-72.
- +*Hughes, S. A. & Wiggins, A. (2008). Learning to reframe the structural cultural debate in educational research. *The Sophist Bane: A Journal of the Society of Professors of Education*, 4(1), 51-62.
- +Hughes, S. A. (2007). Toward a critical race pedagogy of hope: A rejoinder to Brian Schultz. *Educational Controversy*, Winter, 2(1), 1-8.
- Hughes, S. A. (2007). Why is family diversity education important in teacher and administrator education? *In Factis Pax: Journal of Peace Education and Social Justice*, 1(1), 5-9.
- A 2007 "BEST TEACHING PRACTICE" Online Selection, Stellenbosch**

University, Center for Teaching and Learning, Stellenbosch University, South Africa

+Hughes, S. A. (2007). "The only thing left for the whites is a couple of coaching jobs:" Revisiting the discursive influence of pre- and post-*Brown* media on desegregation and resegregation in collegiate sports. *Journal for the Study of Sports and Athletes in Education*, Winter, 1(1), 45- 66.

Hughes, S. A. (2006). Theorizing oppressed family pedagogy: Critical lessons from a rural black family in the post-brown south. *Educational Foundations*, Summer/Fall, 19(3/4), 45-72.

Hughes, S. A. (2005). Some canaries left behind?: Evaluating a state-endorsed lesson plan database and its social construction of who and what counts. *International Journal of Inclusive Education*, April-June, 9(2), 105-138.

Hughes, S. A. (2003). An early gap in black-white math achievement: Holding school and home accountable in an affluent city school district. *The Urban Review*, December, 35(4), 301-330.

Hughes, S. A. (2003). The convenient scapegoating of Blacks in postwar Japan: shaping the black experience abroad. *Journal of Black Studies*, January, 33(3), 335-354.
[Abstracted In *SAGE Race Relations Abstracts* Institute of Race Relations, 28(3/4), 25-189.

Hughes, S. A. (2002). The MSEN pre-college program: What are the costs and benefits based on estimates of its impact on black high school graduates? *The High School Journal*, February/March, 85(3), 54-60.

3. Refereed other products of scholarship (“+” = invited).

+Hughes, S. A. (2005). How can we prepare teachers to work with culturally diverse students and their families? *Harvard’s FINE: Family Involvement Network of Educators Newsletter*. <http://www.gse.harvard.edu/hfrp/projects/fine/memberinsights.html#diverse6>
A 2010 “Favorite” of “Ten Years of FINE Resources” selection by Harvard University’s Family Involvement Network of Educators

4. Products of interdisciplinary scholarship

*Hughes, S. A., Godwin, J. Hooper, J., Sun, W., Francis, A. & Sohr, E. (2016). Physics 2.0: Evaluating the Influence of Innovative Pedagogy on Two Entry-Level College Physics Courses. *An Official NSF Evaluator Report on the TUES Project of the UNC Department of Physics and Astronomy*. Chapel Hill, NC on September 28, 2016.

Durden, T., Watkins, D., Scott, J., Peoples, L., Cox, J., Hughes, S. A., Henderson, S., Heilig, J. & Onyezia, N. (2014). *National Report on Race from the K-12 Education Committee*. National Summit on Race, in special convening assembled in Chicago, Illinois on August 5-8, 2014.

5. Products of engaged scholarship (* = with my students)

*Hughes, S. A. & Godwin, J. T. (2016). *UNC-TV Kids Channel Regional Focus Group Research on the New Rootle Campaign*. UNC-TV Kids. Research Triangle Park, NC.

*Hughes, S. A., Bausell, Sarah, & Staton, Torri. (2016). *Applying critical oral history, community organizing, and archival data to find evidence to memorialize a local unmarked Reconstruction era Quaker/Freedmen School*. Chapel Hill, NC.

6. Products of creative activity such as performance and exhibitions

Hughes, S. A. (Academic). (2017). *Sherick Hughes discusses autoethnography* London, SAGE Publications Ltd doi: 10.4135/9781473985070
<http://methods.sagepub.com/video/sherick-hughes-discusses-autoethnography>

Hughes, S. A. and Branciforte, G. (2017) Website Co-Developer, Racial Fact Finder
<http://racialfactfinder.web.unc.edu> and <http://racialfactfinder.org> (under construction)

Hughes, S. A. and Branciforte, G. (2015) Website Co-Developer, Interdependence Day: Build Bridges Campus-wide Event, <http://iweday.web.unc.edu>

Hughes, S. A. and Branciforte, G. (2014) Website Co-Developer, and Co-Director, UNC Graduate Certificate in Qualitative Studies
<http://soe.unc.edu/academics/gcqs/index.php>

Hughes, S. A. and Branciforte, G. (2013) Website Co-Developer, and Director, UNC-SOE Interpretive Research Suite & Carter Qualitative Thought Lab
<http://quallab.web.unc.edu/>

Hughes, S. A. (2012). Faculty profile and interview at the University of North Carolina at Chapel Hill http://soe.unc.edu/fac_research/faculty/hughes.php

Hughes, S. A. (2011). Speech, Save Our Schools March and National Call to Action, Washington, D. C. <http://www.youtube.com/watch?v=iCTtdPLo58Y>

Hughes, S. A. (2008). Southern Oral History Program archived Hughes dissertation data and selected key Hughes informant interview for the documentary, *The long road to Brown: The long road beyond race and public education in North Carolina*. Available from UNC Press:
http://muse.jhu.edu/login?uri=/journals/southern_cultures/v014/14.3.article.pdf12

7. Digital and other novel forms of scholarship (+ = invited, * = with my students).

Hughes, S. A. & Helfenbein, R. (2015). Diagnosing the Great Man's Disease @Chronicle. *Dr. Julian Vasquez Heilig's Cloaking Inequity Blog*. Date Published: March 23, 2015. <https://cloakinginequity.com/2015/03/23/diagnosing-the-great-mans-disease-chronicle/>

+Hughes, S. A. (2013). Troubling Jim Crow: A Guest Editorial. *Dr. Christine Sleeter's Family and History Blog*. Date Published: May 20, 2013.
<http://historyandfamily.blogspot.com/>

+Hughes, S. A. (2013). "I Don't Think That's My Daddy:" Preparing to share and receive family history. *Dr. Christine Sleeter's Family and History Blog*. Date Published: May 23, 2013. <http://historyandfamily.blogspot.com/>

+Hughes, S. A. (2013). "Did You Know Yo' Mama was White?" Using New "Interracial"

Family Evidence to Trouble Jim Crow and Me (and You). *Dr. Christine Sleeter's Family and History Blog*. Date Published: June 3, 2013.

<http://historyandfamily.blogspot.com/>

+Hughes, S. A. (2013). "Black People Don't Swim:" Unlearning Another Lie that Jim Crow Taught. *Dr. Christine Sleeter's Family and History Blog*. Date Published: June 10, 2013. <http://historyandfamily.blogspot.com/> **Noted by Dr. Sleeter as the article with the most hits on the Family and History Blog, 2014.**

+Hughes, S. A. (2012). Rural Black Family Pedagogy. *Save Our Schools News*. Dec. 1(1), 5-7. Date Published: Dec. 2012.

<http://www.saveourschoolsmarch.org/SOSNws/SOSNws.pdf>. Date Accessed: 2/6/2013 11:16 AM

*Hughes, S. A., Jacobs, D., Lawrence, A. Morant, T., & Smith, D. (2012). Exploring Cases of Critically Reflexive Action Research: A Review of Autoethnography in Education. <http://www.education.umd.edu/TLPL/faculty/docs/hughs.abstract.pdf>

Hughes, S. A. (1998). Free Speech Shouldn't Protect Hate Groups. *Old Gold and Black*. Oct. 1, Thursday, A8.

8. a. Refereed unpublished oral presentations and/or abstracts (* = with my students).

Hughes, S. A. (2019, April). *The Urban Review*. Meet Journal Editors: Journal Talks 5 at the annual meeting of the American Educational Research Association, New York, NY.

Halberstadt, A. G., Cooke, A. N., Oertwig, D., Shaughnessy, G. R., Garner, P., & Hughes, S. A. (2018, March). *Accuracy and anger bias: Judging Black and White children's emotion*. Poster presentation at the meeting of the Society for Personality and Social Psychology, Atlanta, GA. (Hughes absent due to conflicting schedule)

Hughes, S. A., Pennington, J. L., & Gibboney, D. (2018, April). *Autoethnography: The Necessity of Bringing the Self Into Public Education* Professional Development Course at the annual meeting of the American Educational Research Association, New York, NY.

Hughes, S. A. et al. (2018, April). *Revisiting Curriculum as Racialized Text: The Myth and Math of Black Lives Matter*. Paper presentation at the annual meeting of the American Educational Research Association, New York, NY.

Hughes, S. A. (2018, April). *The Urban Review*. Meet Journal Editors: Journal Talks 5 at the annual meeting of the American Educational Research Association, New York, NY.

- Hughes, S. A. (2017, November). Mind Over Matter: Stories and activism outside “the sunken place.” Discussant, Paper Session at the annual meeting of the American Educational Studies Association.
- Hughes, S. A. & Pennington, J. L. (2017, April). *Autoethnography: Bringing the known into action to create more equitable opportunity*. Professional Development Course at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Hughes, S. A. & Pennington, J. L. (2016, April). *Autoethnography: Product, process, & possibility for public scholarship to educate diverse democracies*. Professional Development Course at the annual meeting of the American Educational Research Association, Washington, D. C.
- Hughes, S. A., Thompson-Dorsey, D. & Carrillo, J. (2016, April). Causation Fallacy: 2.0 revisiting the myth and math of affirmative action. Panel session for the Politics of Education Association SIG at the annual meeting of the American Educational Research Association, Washington, D. C.
- *Hughes, S. A., Bausell, Sarah, & Staton, Torri. (2016, November). Under the Gun: Reflexions on the critical oral history of an unmarked Reconstruction era Quaker/Freedmen School. Annual meeting of the American Educational Studies Association. Seattle, WA.
- Gallegos, B., Nunez, I., Konkol, P., Noblit, G., **Hughes, S. A.**, Shubert, W., Rayle, J., & Delaney, M. K. (2016, November). Presentation. The Sophist’s Bane and Professing Education: The Journals of the Society of Professors of Education at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Hughes, S. A. (2016, November). Reconsidering Faculty Service in the Corporate University. Chair-discussant. at the annual meeting of the American Educational Studies Association. Seattle, WA.
- Grant, C., Hughes, S.A., Brown, A. & Allweis, A. (2015, April). Chair and Participant. A Giant Step Toward Justice in Conducting Education Research and Praxis: The Call for Integrated Study and Research Teams. Presidential Session at the annual meeting of the American Education Research Association, Chicago, IL.
- Hughes, S. A. (2014, April). Applied Autoethnography for Policy and Practice. Professional development course at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Hughes, S. A. (2013, November). Using Critical Co-Constructed Autoethnography to Battle Racial Empathy Fatigue at the Color Line and Beyond. Annual meeting of the American Educational Studies Association. Baltimore, MD.

- Hughes, S. A. & Cleveland, D. (2013, April). Derrick Bell, CRT, and Education: Critiquing *Brown* and Whites-1980-1995. Special Session of Division G for a presented at the annual meeting of the American Education Research Association, San Francisco, CA.
- Hughes, S. A. (2013, April). Chair and Discussant, Special Session of Division K on Derrick Bell's contributions to research on Race, Poverty, Teaching and Leadership at the annual meeting of the American Education Research Association, San Francisco, CA.
- Hughes, S. A. & Pennington, J. L. (2012, April). To Know Is Not Enough: Applied Autoethnography in Research and Teaching. Professional development course at the annual meeting of the American Educational Research Association. Vancouver, Canada.
- *Hughes, S. A. & Morant-Jahi, T. (2012, April). Using the Cultural Competence Continuum to Evaluate Preservice Teachers' Responses to Urban Math Classroom Vignettes. Roundtable presentation at the annual meeting of the American Educational Research Association. Vancouver, Canada.
- Hughes, S. A. (2011, April). *Brainstorming next steps as a working group member*. In J. Oakes, & A. S. Wells (Co-Chairs), *Building knowledge for social justice*. Working group session at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hughes, S. A. (2011, June). *Toward a more reliable method for assessing cultural competence*. Poster session presented at the annual Lilly conference: College and university teaching and learning. Bethesda, MD.
- Hughes, S. A. (2010, April). *In search of diversity competence*. Paper presented at the annual meeting of the American Educational Research Association, annual conference, Denver, CO.
- Hughes, S. A., Hobson, L. & Cleveland, D. (2010, April). GS/GA/TA/RA 101 *Entering, navigating, and succeeding in the professoriate: An AERA professional development and training committee course* offered at the annual meeting of the American Educational Research Association, Denver, CO.
- Hughes, S. A. (2009, Fall). *Passion and Inquiry*. In B. Love (Chair), *Writing to "in press": demystifying the process of publishing for graduate students*. Panel conducted at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.
- Hughes, S. A. (2009, April). *Shadow and act: the millennial contradiction of race in education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Hughes, S. A. (2008, March). *Looking down from the top of my life*. In J. Van Galen & V. Dempsey (Co-Chairs), *Rising up: critical education scholars from poor and working-class backgrounds narrate their class mobility*. Symposium at the annual meeting of the American Educational Research Association, New York, NY.

- Hughes, S. A. (2008, October). *Revisiting my pre-schooling*. In J. Van Galen (Chair), *Trajectories: Critical education scholars from poor and working-class backgrounds narrate their class mobility*. Symposium at the annual meeting of the American Educational Studies Association, Savannah, GA.
- Hughes, S. A. (2007, April). *Teaching theory as "other" to white, urban practitioners*. Paper presented annual meeting of the American Educational Research Association, Chicago, IL.
- Hughes, S. A. (2007, April). *Teaching theory as "other" to white, urban practitioners: mining and priming Freirean critical pedagogy in resistant bodies*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hughes, S. A. (2006, April). *What can I learn from rural black family pedagogy?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Hughes, S. A. (2006, April). *Race and Class in Class*. In G. Noblit (Chair), *Class identity, teacher education, and pedagogies of critique: Toward conversations about class in education courses*. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Hughes, S. A. (2005, April). *Caste-like, class-like or both: a critical pedagogical exploration of "race."* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hughes, S. A., Horton, L. & Cleveland, D. (2005, April). *The prepared and productive professor: entering, navigating, and succeeding in academia*. Short course offered at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hughes, S. A. (2005, November). *Confronting Class as "Other."* In J. Van Galen & G. Noblit (Co-Chairs), *Seeing the classes within which we work: opening conversations about social class in education courses*. Symposium at the annual meeting of the American Educational Studies Association, Charlottesville, VA.
- Hughes, S. A. (2005, November). *Teaching theory as other against othering: a critical pedagogical approach*. In J. Diem & R. Helfenbein (Co-Chairs), *Teaching Theory to Practitioners*. Symposium presented at the annual meeting of the American Educational Studies Association, Charlottesville, VA.
- Hughes, S. A. (2005, November). *Teaching democratic theory to a resistant public: toward a critical pedagogy of theory to effectively teach practitioners*. Paper presented at the annual meeting of the American Educational Studies Association, annual conference, Charlottesville, VA.
- Hughes, S. A. (2004, April). *"My hands are in his biscuit dough, what's the difference?": Family pedagogy in a desegregated school community*. Symposium paper presented

at the annual meeting of the American Educational Research Association, San Diego, CA.

Hughes, S. A. (2004, April). *Teaching against the racial matrix: the social context of educating in post-Brown southern universities*. In G. Noblit & J. Leloudis (Co-Chairs), *School Desegregation in North Carolina*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hughes, S. A. (2004, November). *Beyond the silenced dialogue revisited: what we tell ourselves to stay on "track" when the white academy ain't hearing us*. In D. Cleveland (Chair), *A Long Way to Go*. Symposium conducted at the annual meeting of the American Educational Studies Association, Kansas City, MO.

Hughes, S. A., Snauwaert, D. et al. (2004, November). *The central place of brown in the field of social foundations of education*. Paper presented at the annual meeting of the American Educational Studies Association. Kansas City, MO.

Hughes, S. A. (2004, November). *What we still don't know about teaching "race" can hurt us: common sense ain't that common*. Paper presented at the annual meeting of the American Educational Studies Association, Kansas City, MO.

Hughes, S. A. (2003, April). *Beyond the silenced dialogue: What we tell ourselves to become doctors when the white academy ain't hearin' us*. In D. Cleveland (Chair), *A Long Way to Go*. Symposium at the annual meeting of the American Educational Research Association annual conference. Chicago, IL.

Hughes, S. A. (2002, February). *Our phenolistic society: Theorizing historically variegated hope, opportunity and student outcomes*. Paper presented at the annual conference of the Students of Color of Rackham (SCOR) of the University of Michigan, Arbor. Ann Arbor, MI.

Hughes, S. A. (2002, March). *Shedding new light on an old problem: Black student achievement in affluent, desegregated school districts*. Paper presented at the 3rd annual let's talk "race" conference at the University of North Carolina-Chapel Hill. Chapel Hill, NC.

Hughes, S. A. (2002, November). *Pedagogy of educational hope: Black families responding to structural challenges of post-brown schooling*. Paper presented at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.

Hughes, S. A. (2002, November). *Somewhere between mainstream and homeboy: 9 Positionality and ethno-historical research on black families*. Paper presented at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.

Hughes, S. A. (2002, November). *Evaluating college preparatory program: Alternative strategies for examining program merit and worth*. Paper presented at the annual meeting of the American Evaluation Association, Crystal City, VA.

8 b. Non-Refereed Invited talks; [colloquia, guest lectures, keynote addresses], etc.

- Hughes, S. A. (2019, Feb. 26). Causation Fallacy 2.0: Revisiting “the Myth and Math of Affirmative Action” in Undergraduate Admissions. Keynote Speaker for Duke Sociology Graduate Student Speaker Series. Duke University, Durham, NC.
- Hughes, S. A. (2017, Jul. 27-28). Oral History: Purpose, Praxis and Possibility. ResearchTalk: Qualitative Research Summer Intensive. Carolina Inn, Chapel Hill, NC.
- Hughes, S. A. (2017, Mar. 28). Academic Advisor 2.0: Toward Equity Literate Advising (ELA). Reaching Out for Training for Academic Advisors Academic Advising. UNC-Chapel Hill, Chapel Hill, NC.
- Hughes, S. A. (2017, Feb. 28). Tackling Implicit Bias: Using Autoethnography, Oral History and Digital Storytelling as De-Biasing Strategies. Meredith College, Raleigh, NC
- Hughes, S. A. (2017, Feb. 16). Rethinking the Crisis in Black STEM Education. U.S. Environmental Protection Agency (EPA), Research Triangle Park, NC.
https://factor.niehs.nih.gov/2017/3/beyond-the-bench/black_history/index.htm
- Hughes, S. A. (2017, Feb. 6). Guest Speaker in Dr. Debby Stroman’s, MBA 899 Race, Power, and Influence in Organizations McColl 2250. UNC School of Business, Chapel Hill, NC.
- Kamkwamba, O. & Hughes, S. A. (2016, Oct. 17). Urban Education: U.S. and Africa. Presentation to UNC Chapter of UNICEF.
- Hughes, S. A. (2015, Oct. 4). The Evolving Significance of Race in Teaching and Learning. Keynote in Speaker Series sponsored by Organizing Against Racism, Campaign for Racial Equity, and the Chapel Hill-Carrboro NAACP, Chapel Hill, NC.
- Hughes, S. A. (2015, Apr. 10). I’m Not a Racist, But I Didn’t Get in...:” Using Math and Democracy to Struggle against the Manufactured Crisis of Admissions. 3rd Global Africana Annual Conference. 3rd Global Africana Annual Conference. Speaker. UNC-Chapel Hill. Chapel Hill, NC.
- Hughes, S. A. (2013, Jan 12). Challenges to Linking Educational Theory, Research, Policy and Practice. Keynote Speaker for the Southeastern Association of Educators. University of North Carolina at Chapel Hill.
- Hughes, S. A. (2013, Feb 6). Social Justice for All or Justice for Just Us. Keynote Speaker for the Undergraduate Student Coalition (Group Led by Leslie Locklear). University of North Carolina at Chapel Hill.
- Hughes, S. A. (2013, Apr 7). Why We Can’t Wait. Podium Speaker at the Occupy the DOE event, Washington, D. C.

- Hughes, S. A. (2013, Jun 12). Urban Education in the 21st Century. Keynote Speaker for the Indiana Urban Education Group. Indianapolis, IN.
- Hughes, S. A. (2012, May 10). Border crossing and learning from the margins. Keynote Address. University of Maryland President's Commission on Ethnic Minority Issues (PC-EMI) annual event.
- Hughes, S. A. (2012, Sept 26). Sometimes "Knowing" Isn't Enough: Toward Post-Critical Literacy in Education. Faculty Research Series, School of Education, University of North Carolina at Chapel Hill.
- Hughes, S.A. (2012, Oct 25) Developing a Critical Race Scholar-Activist Program of Research. Guest Lecture in Dr. Cheryl Mason Bolick's Introductory Doctoral Education Course, University of North Carolina at Chapel Hill.
- Hughes, S. A. (2012, Nov 27). The Evolving Significance of Race in Education Policy. Guest Lecture in Dr. Michelle Hoyman's Politics of Administration Course. Masters in Public Administration Program, University of North Carolina at Chapel Hill.
- Hughes, S. A. (2011, Nov 28). Failing up with educational research. Colloquium speech. University of North Carolina at Chapel Hill.
- Hughes, S. A. (2010, February 22). Critical race theory and education. Presented in EDCI-785, Dr. David Imig's Course in College Park, MD at the University Of Maryland.
- Hughes, S. A. (2010, February 26). Inquiry and passion: Toward preparing for life after graduate school. Brown Bag Luncheon Presented in Chapel Hill, NC at the University Of North Carolina.
- Hughes, S. A. (2010, April 20). Border crossers: Today and beyond. Presented a Border crossers award to Dr. Pedro Noguera in New York, NY.
- Hughes, S. A. (2010, May 3). Revisiting black hands in the biscuits not in the classrooms: Finding transferable information for a GATE Fellows course. Presented for Dr. Kate Willink's Qualitative Research Course in Denver, CO at the University Of Denver.
- Hughes, S. A. (2009, April 1). No minority child left behind. Presented for the Mary Macleod Bethune Society in College Park, MD at the University of Maryland.
- Hughes, S. A. (2009, February 23). Critical race theory and education. Presented in EDCI-785, Dr. David Imig's Course in College Park, MD at the University of Maryland. 8
- Hughes, S. A. (2009, February). What is it that binds us to this place as to no other? Distinguished Alumnus Award Keynote Address presented in Wilmington, NC at the University Of North Carolina at Wilmington.
- Hughes, S. A. (2008, November). Autoethnography in teacher education: More work to do after the election toward critically reflexive action research. Presented at NEA's

International Education Week in Elizabeth City, North Carolina for the Department Of Psychology and Education at Elizabeth City State University.

Hughes, S. A. (2008, December 5). Black English vernacular and second language learning in teacher education. Presented in Dr. Rebecca Oxford's course: EDCI 7881: Selected topics in teacher education: learning styles, strategies, and technologies in College Park, MD at the University of Maryland.

Hughes, S. A. (2008, December 11). Promise and pitfalls of publication. Presented for the GSA Research Series of the Graduate Student Association in College Park, MD at the University of Maryland.

Hughes, S. A. (2008, Spring). Diversity in teaching. Presented in EDCI-785, Dr. David Imig's Course in College Park, MD at the University Of Maryland.

Hughes, S. A. (2007, March). Toward "good enough methods" for autoethnography in each education: trying to resist the matrix with another promising red pill. Presented in Ypsilanti, MI at Eastern Michigan University.

Hughes, S. A. (2007, March). Project pathways: an alternative democratic meeting strategy for urban educators and families. Presented in Dr. Joe Bishop's Course: SOFD 328: Schools in a multicultural society in Ypsilanti, MI at Eastern Michigan University.

Hughes, S. A. (2007, Spring). Toward "good enough methods" for autoethnography in teacher education: trying to resist the matrix with another promising red pill. Presented in Chapel Hill, NC at the University Of North Carolina.

Hughes, S. A. (2007, Spring). Toward good enough methods for autoethnography in teacher education: Trying to resist the matrix with another promising red pill. Presented in College Park, MD at the University of Maryland.

Hughes, S. A. (2006, Spring). Unveiling hope in urban grade school settings: Finding liberation potential in k-12 leadership education via critical pedagogy. Presented in East Lansing, MI at Michigan State University.

Hughes, S. A. (2005, March). Black hands in the biscuits not in the classrooms: unveiling hope in a struggle for Brown's promise. Presented in Morgantown, WV at the West Virginia University.

Hughes, S. A. (2005, Summer). Summer pathways academy. Presented at the first annual university outreach and engagement week. Toledo, OH: University of Toledo.

Hughes, S. A. (2005, Fall). Equity issues, multiple voices, multiple perspectives: equity issues from practice and policy. Presented for the Duke University- led Chapter, Phi Delta Kappa International at the Hillandale Center in Durham, NC.

Hughes, S. A. (2004, November). What we still don't know about teaching "race:" learning to hope, hoping to learn. Presented in Austin, TX at University of Texas at Austin.

Hughes, S. A. (2004, Fall). Educational hope and struggle in a desegregated school community. Presentation to UNC-Duke Phi Delta Kappa Members and Guests in Durham, North Carolina.

Hughes, S. A. (2003, April 25). Data: They Do Talk. Presented in the COM 200 Research Methods Course in Wilmington, NC at UNC-Wilmington

9. Other, including book reviews and other products of scholarship (“+” = invited).

+*Godwin, J. & Hughes, S. (2015) Review of *Understanding Education Research: A guide to critical reading*, *Teachers College Record*. May 1.

<http://www.tcrecord.org/Content.asp?ContentId=17952>

Hughes, S. A. & Smith, C. (Eds.). (2012, Summer). People’s Education Civil Rights Platform. *Save Our Schools*. Date Published: September, 2012:

<http://saveourschoolsmarch.org/about-2/peoples-education-principles/save-schools-peoples-education-civil-rights-platform/>, Date Accessed: 2/6/2013 11:22 AM.

+Hughes, S. A. (2011). Review of Just schools: Pursuing equality in societies of difference.

Teachers College Record, Date Published: October 14, 2011 <http://www.tcrecord.org> ID Number: 16561, Date Accessed: 5/1/2012 8:59:30 PM.

Malloy, W., Malloy, C., Patterson, G., & Hughes, S. A. (Eds.) (2002, Spring). *The school implementation questionnaire abbreviated SIQA manual-revised*. (Available from Yale University, Comer School Development Program, 55 College St., New Haven, CT 06510).

Malloy, W., Malloy, C. Patterson, G., & Hughes, S.A. (Eds.) (2002, Spring). *The school climate survey SCS manual-revised*. (Available from Yale University, Comer School Development Program, 55 College St., New Haven, CT 06510).

Thompson, C., Cunningham, E., O’Quinn, S., III, Hughes, S. A., et al. (2001). *NC Schools First in America Report*. North Carolina Education Research Council. Chapel Hill, NC.

Thompson, C., Cunningham, E., O’Quinn, S., III, Hughes, S. A., et al. (2000). *NC Schools First in America Report*. North Carolina Education Research Council. Chapel Hill, NC.

(f) Teaching activities: List courses for the past three years, number of students taught by section. Give names of graduate students supervised, thesis titles, and completion dates for degree work since employment at UNC-Chapel Hill. Undergraduate honors projects should be included as well.

Undergraduate

EDUC-508 Cultural Competence, Leadership, and You (Education Minor Course)
(Approximate Enrollment: 40-45 students)

Graduate

EDUC-871 Seminar in Education: Urban Education

(Approximate Enrollment: 10-15 students)

EDUC-790 Urban Education: US and Africa
(Approximate Enrollment: 10-15 students)

EDUC-830 (formerly 981) Field Techniques, a Ph.D. Core Course
(Approximate Enrollment: 15-30 students)

EDUC-868 Advanced Qualitative Research (8-10 students)

EDUC-878/906 Education of African Americans
(Approximate Enrollment: 5-10 students)

EDUC-970 Advanced Applied Theory and Research: Dissertation Proposal Preparation
(Approximate Enrollment: 5-10 students)

EDUC-977 Autoethnography in/as Educational Research
(Approximate Enrollment: 4-6 students)

Give names of graduate students supervised, thesis titles, and completion dates for degree work since employment at UNC-Chapel Hill. Undergraduate honors projects should be included as well.

Supervised or Consulted about Research Direction:

*Chair of Student's Committee ** Co-Chair of Student's Committee
University of North Carolina (UNC), University of Maryland (UMD) & Andrews University-Michigan (AU)

Doctoral Students and Graduates: Years Supervised (UNC): Year Graduated (UMD & AU)

- *Lauryn Dupree (UNC) (August, 2019, CCTE)
- *Sean Adkins, (UNC) (March, 2019-Present, CCTE)
- *Nitasha Clark, (UNC) "Implementing Peer Collaboration Strategies: A case study of rural Title I School teachers." (August 2013 to May, 2019, CSL)
- *Jeremy Godwin, (UNC) "Anti-Racism and Public Pedagogy: Toward a Theo-Aesthetic Approach." (August 2013 to May, 2019, CSL)
- *Alecia Smith, (UNC) "A Qualitative Analysis of School Tracking in Relation to Black Identity Development" (August 2015 to May, 2019, CSL)
- *Torri Staton, (UNC) "Does Representation Really Matter? Black Undergraduate Women's Stories of Identity, Academic Achievement, and (Dis)Connections with Black Female Characters in Popular Culture" (August 2015 to May, 2019, CSL)
- *Cortland Gilliam, (UNC) Title: Undecided, (August 2016 to Present, CSL) In Process
- *Danny Gibboney (UNC; August 2016-2019)
- **Derrick Drakeford, (UNC) "Black Male Presidents of HBCUs: A Life Narrative" (August 2012 to Dec, 2015, CCC).
- **Garcia, Charity (UMD/AU), "Toward Christian-Identity Response Theory: Exploring Identity, Spirituality, and Response to Adversity among African American Males Placed at Risk" (July, 2014, C & I).

- **Xiao Liu, (UMD) “Becoming Laoshi in US High Schools: Case Studies of Three Foreign-Born Chinese Language Teachers” (Oct., 2012, C & I).
- **Maggie Corfield Adams, (UMD), “A Qualitative Study of Undergraduate Instrumentalists Teaching Elementary General Music Education” (2012, C& I, Music Ed.)
- *Maria “Joie” Austria, (UMD), “Surviving and Thriving: A Narrative Inquiry into the Lives of Five Filipina Teachers in a U.S. Urban School District” (May, 2011, C & I)
- **Erica S. McKinney (UMD) “Parenting and College Enrollment: The Effects of Parenting Style and Practices on College Enrollment for Black, White and Hispanic Children from Different Economic and Family Contexts” (May, 2011, C & I)

Other Doctoral Students and Graduates: Years Consulted:

2018-	Torrie Edwards (EPOL), Dissertation Committee
2017-	Crystal Harden (LSPS), Dissertation Committee
2017-	Andrew Garbisch (CCTE), POS Committee
2017-	Joseph Hooper (CSL), Dissertation Committee
2017-	Abby Ampuja (CCTE), Dissertation Committee
2017-	Olivia Scott Kamkwamba (CSL), Dissertation Committee
2016-	Candice Powell (CSL), Dissertation Committee
2016-	Hana Baskin (C&I), Dissertation Committee
2014-	Wenyang Sun (C&I), Dissertation Committee
2012-	Danielle Sutton (ED.D.), Dissertation Committee
2017-2019	Lisa Erwin-Davidson (Allied Health, Med. School), Dissertation Committee
2017-2018	Soo Jin Lee (CSL), Dissertation Committee
2016-2018	Eldrin Deas (CCC), Dissertation Committee
2016-2018	Ronda Bullock (CSL) Dissertation Committee
2015-2018	Shizhan Yuan (CSL), Dissertation Committee
2015-2018	Keyma Clark (ED.D.), Dissertation Committee
2014-2018	Esmeralda Rodriguez (CSL), Dissertation Committee
2014-2018	Alex Reyes (CCC), Dissertation Committee
2014-2018	Elizabeth Allen (LSPS), Dissertation Committee
2014-2017	Katrina Massey (ED.D.), Dissertation Committee
2015-2017	Tommy Ender (CCC), Dissertation Committee
2015-2017	Elizabeth Barrow (CSL), Dissertation Committee
2014-2017	William Jackson (Ed. Psych.), Dissertation Committee
2014-2016	Diane Talley (Ed. Psych.), Dissertation Committee
2010-2016	Susan Schatz (Gallaudet Univ. C&I), Dissertation Committee
2013-2015	Matt Green (CCC), Dissertation Committee
2013-2015	Omar Simpson (CCC), Dissertation Committee
2014-2015	Danielle “Dani” Parker (CCC), Dissertation Committee
2014-2015	Roy Charles (Ed. Psych.), Dissertation Committee
2011-2014	Margaret Austin Smith (UMD-Sociology) Dissertation Committee
2012-2013	Marta Sanchez (CCC), Dissertation Committee

(g) Grants (and Contracts) (role, total direct grant amount, % effort, agency, dates, etc.)

Principal Investigator (in progress). Project SyNERGY (Studying Neuroscience, Education and Racialized Generalizations across Years) NSF Grant with UNC Neuroscientists, Dr. Eva Telzer and Dr. Keely Muscatell (Co-PIs).

Amount: \$500,000

Principal Investigator (LOI Submitted - Not Funded 85% Rejected). Project SyNERGY (Studying Neuroscience, Education and Racialized Generalizations across Years) **Spencer Foundation Grant** with UNC Neuroscientists, Dr. Eva Telzer and Dr. Keely Muscatell (Co-PIs). Spencer Foundation.

Amount: \$1,000,000.

Co-Investigator (2017-2020-Funded). UNC Institute of the Environment Project: IDEA 2.0 (Increasing Diversity and Expanding Academia), **National Science Foundation**. Kathleen Gray (Lead PI). Amount Funded: \$448,458.

Co-Principal Investigator (2016-2019-Funded). Project: The Color of Emotion: How Teacher Bias and (Mis)Interpreting Children's Emotion May Influence Student Outcomes, **William T. Grant Foundation** with NCSU Psychologist, Dr. Amy Halberstadt (Lead PI).

Amount Funded: \$349,980.

Principal Investigator, (2017-2018-Funded). *Project Justify*: Studying Effects of Multicultural Coursework on Preservice Educators' Implicit and Explicit Racial Bias. Center for Developmental Science. **Interdisciplinary Research Pilot Study Grant**. Amount Funded: \$10,000.

Principal Investigator (Submitted December 1, 2015- Not Funded). Project SyNERGY (Studying Neuroscience, Education and Racialized Generalizations across Years) **NSF Interdisciplinary Grant** with Duke University Neuroscientist, Dr. Ahmad Hariri (Co-PI).

Amount Not Funded: \$1,000,000.

Principal Investigator (2013-2015). Validating an Implicit Association Tool for Teachers, **University of North Carolina, University Research Council Grant**.

Amount Funded: \$5,000.

Principal Investigator, (2011-13). Developing an Implicit Association Tool for Teachers, **University of Maryland SPARC Seed Grant**.

Amount Funded: \$15,000.

Principal Investigator, (2009). **University of Maryland Graduate Research Board Grant**, exploring cultural competence and racialized political correctness among preservice teachers.

Amount Funded: \$8,750.

Co-Principal Investigator, (2004-2005). **University of Toledo Center for Teaching and Learning Summer Grant**, Foundations of Education core undergraduate course policy development and enhancement. Amount Funded: \$10,000.

(Contracts.)

Founder & Director (2013-Present). Project I-SEEC Change (Innovative Studies for Engaging Educational Community Change) Signature Project of the UNC-SOE **Interpretive Research Suite and Bruce A. Carter Thought Lab**.

Fund Base: \$20,000 (2013); \$1500 Donor Gift (2014); and \$3,000 Donor Gift (2017)
 Contract 1: \$1,500 (UNC-School of Dentistry Dentist-Hygienist Education Project, Analysis)
 Contract 2: \$11,500 (UNC-TV Kids Channel Restyling Project, Focus Group Research)
 Contract 3: \$31,500 (UNC-Physics Education Research Project, NSF Evaluator Research)
 Contract 4: \$15,500 (UNC-Institute of the Environment Education Project, NSF Evaluator)

Principal Investigator, (2005-07). **Lucas County Children's Services Grant/Service Contract**, Toledo, Ohio—grant/service contract = \$68,000 + negotiated University of Toledo tuition remission--\$4,444 x 6 full-time GAs = \$26,664 + \$3,000 x 2 hourly summer pay GAs.
 Amount Funded: \$100,664

h) Professional service

Editor-in-Chief (January 1, 2018-Present)
The Urban Review

Guest Editor:
Professing Education (2016-17)
Race, Ethnicity & Education (2012-2013)

Editorial Advisory Board Member:
Critical Media Literacy Book Series-Editor, Bill Reynolds (2016-present)
Professing Education (2016-present)
Educational Studies (2008-2015)
Urban Review (2007-2015)
Educational Foundations (2008-present)
The High School Journal (2005-present)

Manuscript Reviewer:
Journal of Teacher Education (2010-present)
Educational Researcher (2009-present)
Teachers College Record (2008-present)
American Educational Research Journal-SIA & TLH (2007-present)
The High School Journal (2002-present)
Educational Studies (2005-present)
Educational Foundations (2005-present)
Urban Review (2002-2017)

Offices and committee memberships held in professional organizations.

American Educational Research Association (AERA)
 AERA Division G, Mentor Award Committee, (2017-2018)
 AERA, Division G Early Career Award Committee (2014-2015)
 AERA, Division G Mentor (2014)
 AERA Committee on Scholars of Color, Mentor Group, (2011-2012)
 AERA Division G, Mentor Award Committee, (2010-2011)
 AERA Critical Examination of Race, Ethnicity, Class, and Gender,
 Special Interest Group, Nomination Committee Chair, (2010-2011)

American Educational Studies Association (AESA)
 AESA Executive Council Member (Elected) (2015-2019)
 Butts Lecture Committee (2013)
 AESA Critics' Choice Award Committee (2010-2012)

Phi Delta Kappa (PDK)
 Member (2002-2012) and 2004 Dissertation Award Recipient (Regional Chapter)

Society of Professors of Education (SPE)
 Editorial Board Member (2016-Present)

University Level Service.

University of North Carolina (UNC)

2017-2019 CCHD Pre-doctoral Fellow Mentor at the Center for Developmental Science
 2017-2018 Brothers of Success (Faculty mentor), Chair, Kathy Wood, The Graduate School
 2017- Black Faculty Initiative (Founding Member)
 2016- Vice Provost of Enrollment & Undergraduate Admiss. Naming Working Group
 2016- Education Policy Committee (Elected)
 2015- Community and Diversity Committee
 2016-2017 Vice Provost of Enrollment & Undergraduate Admiss. First Gen. Initiative
 2016-2017 Comm. & Public Affairs Inclusion and unc.edu Redesign Consultant
 2014-2015 Provost's Minority Male Working Group
 2012-2013 Founder and Co-Director, UNC Graduate Certificate in Qualitative Studies (10
 Graduate students; First 3 graduates were Spring, 2016)
 2013 Institute for the Environment and SOE Joint Expedition Denali Speaker
 Ad Hoc Committee
 2012- Carolina Black Caucus (CBC) Active Member

University of Maryland (UMD)

2011-12 Omicron Delta Kappa Alumnus and Voting Faculty Member
 2010-11 Cultural Competence Sub-Committee
 2010-12 Understanding Plural Societies Faculty Board
 2009-10 Omicron Delta Kappa Alumnus and Voting Faculty Member
 2008-09 University Medal Selection Committee

University of Toledo (UT)

2004-05 President Johnson's Diversity Commission—Latino Initiatives
 President Johnson's Minority Faculty and Staff Retention Committee
 2003-04 President Johnson's Diversity Commission—Latino Initiatives

School/College Level Service.

University of North Carolina (UNC)

2018-19 School Advisory Council to the Dean
 2018 Science Education Faculty Search Committee
 2018-19 Chair, Post-Tenure Review Committee
 2016-17 Chair, Adhoc Promotion & Tenure Sub-Committee
 2012-14 Assistant Professor Teaching Review Team
 2012-13 Post-Tenure Review Committee

2013 SOE Faculty Small Group met with NC Representative, D. Craig Horn (R-68th District)
 2012-14 Graduate Program Coordinator/*chair*; Cultural Studies and Literacies/*Culture, Curriculum & Change*
 2012-14 Graduate and Undergraduate Research and Planning Committee (GURP)
 2012- Founder and Director of the Interpretive Research Suite and Carter Lab
 2012-13 Frank Porter Graham RACE Committee

University of Maryland (UMD)

2011-12 Faculty Marshall (College of Education)
 2010-11 Faculty Marshall
 2009-10 Faculty Marshall
 Pedagogy, Policy, & Special Ed. Community Building Task Force
 2008-09 Faculty Marshall
 Department-Chair Search Committee
 Terp Teachers' Connection Initiative
 2007-08 Faculty Marshall
 Maryland Institute for Minority Achievement and Urban Education (MIMAUE)
 Task Force

University of Toledo (UT)

2006-07 UT Student Affairs Committee
 The Dean's Committee of Ten
 2005-06 The Dean's Committee of Ten
 2004-05 Scholarship Committee
 Urban Cohort Committee
 Lucas County Children's Services Committee
 2003-04 Graduate and Professional Education Sub-committee
 Urban Cohort Committee
 Lucas County Children's Services Committee
 Early Childhood Education Faculty Search Committee
 Engagement Subcommittee
 Diversity Subcommittee

Departmental Level Service.

University of Maryland (UMD)

2010-11 Graduate Research, Education, and Leadership Committee (GREL)
 MCert Elementary Committee
 2009-10 Co-Chair, Teacher Planning and Leadership (TPL) Committee
 Recruitment/Retention Sub-Committee
 2008-09 TPL Committee
 MCert Elementary Committee
 Recruitment/Retention Sub-Committee
 2007-08 Minority and Urban Education Symposium Committee
 Masters-level Alternative Teacher Certification (MCert)
 Diversity Course Series Restructuring Committee
 MCert Elementary Committee

University of Toledo (UT)

2006-07 Foundations Faculty Search Committee

- TSOC-3000 Working Group
- UT-AERA Conference Working Group
- 2005-06 UT-AESA Conference Working Group
- TSOC-3k Working Group
- TSOC-3k Redevelopment and Planning Committee
- 2004-05 “Race” Relations in Carter Hall Committee
- 2003-04 Theory and Social Foundations 3000 (TSOC 3k)-Redevelopment and Planning Committee

Community, State, National Level Service.

- 2018 AERA-Division B Lifetime Achievement Award Committee Member, Chair Brian Schultz
- 2018 Society of Professors of Education Award Committee Member, Chair Bill Schubert
- 2017 Undergraduate Student Education Research Training Workshop Committee, AERA, Dr. George Wimberley, Chair
- 2012- Sacred Conversations on Race Committee, United Church of Chapel Hill
- 2013 External Reviewer, Promotion/Tenure, Dr. Antoinette Aragon, Colorado State Univ.
- 2013 External Reviewer, Third-Year Review, Dr. Reid Adams, College of Charleston
- 2014 Invited Participant: Inaugural Race Summit, Chicago, IL, August 5-9
- 2011-12 Chair, Nominating Committee, AERA-SIG on the Critical Examination of Race Gender & Class in Education
- 2011 Leadership Team, Podium Speaker, and 2-hour Workshop Facilitator (with Dr. Paul Gorski), Save Our Schools (SOS) March on Washington event to support public schools, Washington, D. C., July 28-31.
- 2011 Elected Member, Save Our Schools (SOS) National Steering Committee of 13 (U.S. National Election)
- 2010- Founder and Co-Chair, National Committee, Black Alumni of the School of Education (BASE) at Peabody Hall, charged to connect nearly 1000 Black alumni and affiliates of the School of Education at UNC-Chapel Hill
- 2004-06 Founder, President & Teacher of G-3, Inc., an educational nonprofit agency that trained social workers about local public schooling issues and provided services to youth in foster labeled “most at risk” in urban Toledo, OH public schools

Other non-University committees, commissions, panels, etc.

- 2017-18 National Science Foundation (Invited Expert Panel “The State of Black Mathematics Teachers”)
- 2011-15 AERA Committee on Students of Color in Education mentor of Dr. Muhammad Khalifa, College of Education & Human Development, University of Minnesota (Promoted/Tenured in 2016)
- 2009-15 Mentoring of Dr. James Martinez, Dewar College of Education & Human Services, Valdosta State University (Promoted/Tenured in 2016).
- 2013- National Advisory Board for the Save Our Schools campaign
- 2012- National Steering Committee for the Save Our Schools campaign
- 2011- National Advisory Board, Border Crossers, NYC
- 2011- National Black Graduate Student Association (NBGSA), affiliate

i) Research statement

See Attachment

j) Teaching statement
See Attachment

k) Service and engagement statement, if applicable
See Attachment