

Dorinda Carter Andrews is an assistant professor in the Department of Teacher Education at Michigan State University where she teaches courses on racial identity development, urban education, critical multiculturalism, and critical race theory. She holds a B.S.I.E. from Georgia Tech (1997), M.Ed. from Vanderbilt University (1998), and an Ed.M. (2001) and Ed.D. (2005) from Harvard University. Dr. Carter is a Faculty Leader in the Urban Educators Cohort Program, a program designed to prepare MSU preservice students for urban teaching careers. Dr. Carter has a two-pronged research agenda grounded in a focus on race, racism, and equity in education. She studies how the racial and achievement identities and ideologies of Black students inform their adaptive and maladaptive behaviors for schooling. She also studies the necessary coursework and field experiences for preparing teacher candidates to assume teaching positions in urban contexts. Her most recent research has been identifying the factors that contribute to a Black-White achievement gap in East Lansing Public Schools. She is working with district personnel on sustainable interventions to help close the gap. Dr. Carter is a former industrial engineer, high school math teacher, and kindergarten teacher and has teaching experience in suburban, urban, charter, and independent schools in metropolitan Atlanta, Nashville, and Boston. As an educational consultant, Dr. Carter has conducted professional development workshops and given several keynote addresses on how teachers can better address the academic and social needs of culturally diverse students in various educational contexts. She is an Editor of *Contesting the Myth of a "Post-Racial Era": The Continued Significance of Race in U. S. Education* (with F. Tuitt, forthcoming 2011), and *Legacies of Brown: Multiracial Equity in American Education* (with S. Flores and R. Reddick). Her work has been published in journals such as, *Harvard Educational Review*, *Journal of Negro Education*, *Anthropology & Education Quarterly*, and *Equity & Excellence in Education*.

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EDUCATION

Ed. D.	Harvard Graduate School of Education, 2005
Ed. M.	Harvard Graduate School of Education, 2001
M. Ed.	Vanderbilt University, Elem. Ed., 1998
Bachelor	Georgia Tech, Industrial Engineering, 1997
Georgia Educator Certification Math (Grades 7-12)	Georgia State University, 1997

PROFESSIONAL EXPERIENCE

August 2005 – present	Assistant Professor , Michigan State University Department of Teacher Education
June 2005 – June 2006	Adjunct Professor , Harvard Graduate School of Education
2003 – 2005	Instructor , Harvard Graduate School of Education
2002 – 2004	Program Advisor , Harvard Graduate School of Education Teacher Education Program
2002-2003	Math Teacher , Media and Technology Charter High School, Boston, MA
2001-2002	Research Assistant , Harvard Graduate School of Education, Parent Engagement Project (Principal Investigator, Dr. Pedro Noguera).
2001 – 2004	Teaching Fellow , Harvard Graduate School of Education <i>Courses: Teacher Leadership and Research; School Reform: Curricular and Instructional Leadership; Teachers, Leadership, and Power; School Reform from the Classroom; Achievement Motivation</i>
Summer 2001	Math Teacher , Cambridge-Harvard Summer Academy Boston, MA
2000 – 2002	Program Coordinator , Saturday Exceptional Experience Mentoring Program, Media and Technology Charter High School, Boston, MA

- 2000 – 2001 **Service Learning Program Coordinator**, Media and Technology Charter High School, Boston, MA
- 1997 – 1998 **Kindergarten Teacher**, University School of Nashville Nashville, TN
- Summer 1997 **Math Teacher**, Dacula High School Summer School Dacula, GA

PUBLICATIONS

Journals Edited

Carter Andrews, D. J., & Donaldson, M. (2009). Commitment and retention of teachers in urban schools: Exploring the role and influence of urban focused pre-service programs [Special Issue]. *Equity & Excellence in Education*, 42(3), 249-370.

Refereed Articles

- Carter, D. J. (2007). Why the Black kids sit together at the stairs: The role of identity-affirming counter-spaces in a predominantly White high school. *The Journal of Negro Education*, 76(4), 542-554.
- Carter, D. J. (2008a). Achievement as resistance: The development of a critical race achievement ideology among Black achievers. *Harvard Educational Review*, 78(3), 466-497.
- Carter, D. J. (Winter-Spring, 2008b). Cultivating a critical race consciousness for African American school success. *The Journal of Educational Foundations*, 11-28.
- Carter Andrews, D. J. (2009a). The construction of Black high-achiever identities in a predominantly white high school. *Anthropology & Education Quarterly*, 40(3), 297-317.
- Carter Andrews, D. J. (2009b). “The hardest thing to turn from”: Using service-learning to prepare urban educators. *Equity & Excellence in Education*, 42(3), 272-293.
- Carter Andrews, D. J. (in press a). Black achievers’ experiences with racial spotlighting and ignoring in a predominantly White high school. *Teachers College Record*.
- Carter Andrews, D. J.**, & Donaldson, M. L. (2009). Commitment and retention of teachers in urban schools: Exploring the role and influence of urban-focused preservice programs: Introduction to this special issue. *Equity & Excellence in Education*, 42(3), 249-254.
- Tuitt, F. A., & **Carter, D. J.** (2008). Negotiating atmospheric threats and racial assaults in predominantly White institutions. *Journal of Public Management & Social Policy*, 14(2), 51-68.

Refereed Book Chapters

Carter, D. J. (2008). On spotlighting and ignoring racial group members in the classroom. In M. Pollock (Ed.), *Everyday antiracism: Concrete ways to successfully navigate the relevance of race in school* (pp. 230-234). New York, NY: The New Press.

Carter Andrews, D. J. (in press b). A critical race theory perspective on the recruitment and retention of teachers of color in K-12 education. In D. Carter Andrews and F. Tuitt (Eds.), *Contesting the myth of a post-racial era: The continued significance of race in U.S. education*. New York: Peter Lang Publishing, Inc.

Carter Andrews, D. J. (forthcoming, 2012). Black males in middle school: Third class citizens in a first class society. In J. Luke Wood, T. Kenyatta Jones, and S. Harper (Eds.), *African American males in education: Considerations throughout the P-20 pipeline*. Information Age Press.

Book Reviews

Carter, D. (2004). Review of the book *Black American students in an affluent suburb: A study of academic disengagement*, by John U. Ogbu, *Harvard Educational Review*, 74(4), 440-453.

Books and Theses

Carter Andrews, D. J., & Tuitt, F. A. (Eds.) (in press). *Contesting the myth of a "post-racial era." The continued significance of race in U. S. education*. (Black Studies and Critical Thinking Series). New York: Peter Lang Publishing, Inc.

Carter, D. J. (2005). *"In a sea of White people": An analysis of the experiences and behaviors of high-achieving Black students in a predominantly White high school*. Unpublished doctoral dissertation, Harvard University, Cambridge.

Carter, D., Flores, S., & Reddick, R. (Eds.). (2004). *Legacies of Brown: Multiracial equity in American education*. Cambridge, MA: Harvard Education Publishing Group.

Refereed Conference Proceedings

Carter, D. J., & Tuitt, F. A. (2006). *Black achievers' experiences with and responses to stereotype threat and racial microaggressions*. The Brothers of the Academic Institute Think Tank Conference Proceedings. Stylus Publishing.

Reports

Carter Andrews, D. J., Brown, A., & Dimeglio, R. (March, 2010). Closing the achievement gap in East Lansing Public Schools: A focus on African American student achievement pattern – An 18-month review of the Achievement Gap Project. Submitted to the Superintendent's Office, East Lansing Public Schools, East Lansing, MI.

Carter Andrews, D. J., & Dimeglio, R. (August, 2010). Enhancing the school success of boys of color PreK-3 through professional learning communities. Prepared for the Promoting Academic Success Project, Lansing, MI.

Tuitt, F., Howard, L., **Carter Andrews, D. J.**, & Rodriguez, L. (August, 2010). *Go Smart!* Evaluation Report. Prepared for the National Head Start Association.

Tuitt, F., **Carter Andrews, D. J.**, Howard, L., & Rodriguez, L. (December, 2008). Organizational assessment of the Jordan Fundamentals Teacher Innovation Grant Program. Prepared for Jordan Fundamentals.

Under Review

Lewis, C., & Carter Andrews, D. J. (2011). Not just another brotha: Acquiring cultural and social capital through Black male teachers.

Scholarly Reprints

Carter, D. On spotlighting and ignoring racial group members in the classroom. *the Teaching Diverse Students Initiative: A Project of the Southern Poverty Law Center.*
<http://www.tolerance.org/tdsi/asset/spotlighting-and-ignoring-racial-group-m>

Carter Andrews, D. J. (2011). Achievement as resistance: The development of a critical race achievement ideology among Black achievers. In K. P. Afolabi, C. Bocala, R. C. DiAquoi, J. M. Hayden, I. A. Liefshitz, and S. S. Oh (Eds.), *Education for a multicultural society*, Harvard Educational Review Reprint Series No. 43. Cambridge, MA: Harvard Education Press.

Media Citations

Black Teachers in Short Supply. November 3, 2008. *The Detroit News*. (Karen Bouffard).
http://www.amren.com/mtnews/archives/2008/11/black_teachers.php

East Lansing School Group Says Culture, Academics a Crucial Mix. April 3, 2011. *The Towne Courier*, 48(11), 5-6. (Dawn Parker).

East Lansing School Group Says Culture, Academics a Crucial Mix. April 4, 2011. *Lansing State Journal* (Dawn Parker).

Achievement Gap Starts Early at East Lansing Schools. June 5, 2011. *Lansing State Journal* (Dawn Parker).

Works in Progress

Carter Andrews, D. J. Proving them wrong: Managing stereotype threat as atmospheric racism.

Carter Andrews, D. J., and Grant, S. How race matters: The significance of race to achievement for African American students in urban and suburban schools.

Carter Andrews, D. J. *"In a sea of white people": Black achievement in a suburban high school.* Book manuscript in preparation.

GRANTS AND FELLOWSHIPS

- Carter Andrews, D. J.**, Neal, J., & Barnes, J. (2011). Creating caring and safe classrooms as a way to promote academic achievement: An efficacy study of Connected Schools. Resubmitted to the Institute for Education Sciences, June 23, 2011. (\$3,406,031). Pending.
- Carter Andrews, D. J., & Kaplowitz, D. (May 2011). Project LEAD (Living Equity through Action and Diversity). Submitted to the Office for Inclusion and Intercultural Initiatives through the *Creating Inclusive Excellence Grants* Program, Michigan State University. (\$18,605). Pending.
- Carter Andrews, D. J. (August 2009 – June 2010). Connecting preservice teachers with K-12 students and community partners through mentoring. Funded by the MSU Office for Inclusion and Intercultural Initiatives, Creating Inclusive Excellence Grant Program, (\$16,000).
- Carter, D. J. (October 2007 – June 2008). An analysis of pre-service teachers' preparedness for an urban internship placement and teaching career. Funded through the MSU College of Education Undergraduate Research Fund, (\$3,600).
- Carter, D. J. (August 2006 – April 2007). Using a wholistic field inquiry approach to preparing urban educators. Lilly Fellowship, Michigan State University. (\$7,000).
- Carter, D. J. (December 2005 – June 2006). An examination of racial and achievement self-conceptions of underperforming Black students in an urban high school. Institute for Research on Teaching and Learning, Michigan State University. (\$5,000).

CONSULTING PROJECTS

- Carter Andrews, D. J. (August 2008-2012). Closing the achievement gap in East Lansing Public Schools. Funded to identify the factors contributing to the Black-White achievement gap in East Lansing Public Schools. Also assisting the district in revising current, and implementing new, initiatives to close the achievement gap.
- Carter Andrews, D. J. (August 2009 – June 2011). Promoting Academic Success Project. Funded to conduct professional development for Lansing elementary school teachers in grades PreK-3, focusing on enhancing the school success of boys of color.
- Tuitt, F., **Carter Andrews, D. J.**, Howard, L., & Rodriguez, L. (2008). Jordan Fundamentals Social Impact Study. Funded to study the impact of Jordan Fundamentals Teacher Innovation Grant Program.
- Tuitt, F., **Carter Andrews, D. J.**, Howard, L., & Rodriguez, L. (2009). NHSA Health and Physical Activity Impact Study. Funded to study the impact of the Health and Physical Activity Initiative of the National Head Start Association in Head Start programs in New York and Los Angeles.

UNIVERSITY TEACHING

MSU Undergraduate Courses

- Human Diversity, Power, and Opportunity in Social Institutions
- Empowering Urban Educators: Sociocultural Contexts of Urban Schools & Communities

MSU Graduate Courses

- Issues in Urban Education
- Race, Identity and Academic Achievement in Education
- Examining Critical Race Theory in Education
- Developing Effective Urban Educators: Examining Challenges and Possibilities
- Teaching Across Cultural Differences
- Issues of Diversity in the Classroom and Curriculum

Other Graduate Courses – Harvard Graduate School of Education

- Teaching Across Cultures
- Race, Identity, and Academic Achievement in Education
- Context of Teaching; Knowledge of Subject and Urban Education
- Introduction to Teaching
- Race, Class, & Power in Urban Schools

EDITORSHIPS, EDITORIAL BOARDS, AND REVIEWING ACTIVITIES

Reviewer, *Urban Education*, July 2011-present

Reviewer, *Sociology of Education*, July 2011-present

Reviewer, NSF Panel, Research on Gender in Science and Engineering Programs, 2011

Guest Editor of Special Issue, *Equity & Excellence in Education*, 2009

Reviewer, SUNY Press, 2008

Reviewer, AERA Handbook on Educational Policy Research, 2007

Reviewer, *Journal of Teacher Education*, April 2006 - present

Reviewer, *Teachers College Record*, September 2004 - present

Reviewer, *American Educational Research Journal* (Teaching, Learning, and Human Development Section), 2004 -present

Editor, Harvard Education Publishing Group, Cambridge, MA, 2003-2004

Board Co-Chairperson, *Harvard Educational Review*, Cambridge, MA, 2003-2004

Editorial Board, *Harvard Educational Review*, Cambridge, MA, 2002-2004

CONFERENCE PRESENTATIONS (Refereed)

Carter Andrews, D. J. (April, 2010). Teaching Critical Race Theory in a “postracial era”: Challenges and best practices. Workshop presented (with Frank Tuitt, Rachel Griffin, Michelle Jay, and Jeffrey Milem) at the Annual Meeting of the American Educational Research Association, Denver, CO. April 30, 2010.

Carter Andrews, D. J. (April, 2010). Race wrestling around achievement: Teachers’ language use

- in addressing the achievement gap in a suburban school district. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO. April 30, 2010
- Carter Andrews, D. J., Brown, A., Dimeglio, R., & Turnbull, M. (April, 2010). (D. Carter Andrews, Chair). *The politics of voice and implementation: Perspectives of key stakeholders on closing the achievement gap in a predominantly white suburban school district*. Symposium presented at the Annual Meeting of the American Educational Research Association, Denver, CO. April 30, 2010
- Carter, D. J.**, Evans, M., Lee, M., & Lewis, C. (March, 2008). (D. Carter, Chair), *A commitment to teaching 'the urban': Identities and pedagogies of pre-service teachers*. Symposium presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Carter, D. J.**, & Grant, S. (March, 2008). *How race matters: Differences in racial and achievement self-conceptions of African American students in urban and suburban schools*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Duncan, G., Morris, J., **Carter, D. J.**, & Joseph, G. (March, 2008). *Education across picket fences, in Black and White: Diverse suburban contexts of African-American student achievement*. Symposium presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Taylor, A., Frankenburg, E., **Carter, D. J.**, Donaldson, M., & Quartz, K. (March, 2008). *Commitment and retention of urban teachers: Exploring the role and influence of urban focused pre-service programs*. Symposium presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Tuitt, F., **Carter, D. J.**, Rodriguez, L., Gastic, B., del Carmen Salazar, M., & Brown, T. (March, 2008). (F. Tuitt, Chair), *Teaching in the line of fire: Counternarratives and the pedagogical experience of Black and Brown junior faculty in predominantly White institutions*. Symposium to be presented at the Annual Meeting of the American Educational Research Association, New York, NY, March 2008.
- Carter, D. J. (2007, April). *Using a wholistic field inquiry approach to preparing urban educators*. Poster presented at the Lilly End-of-Year Poster Conference, MSU, East Lansing, MI.
- Carter, D. J.**, & Tuitt, F. (2006, October). *Black achievers' experiences with and responses to stereotype threat and racial microaggressions*. Paper presented at The Brothers of the Academy Institute: 2006 Think Tank, Atlanta, GA.
- Pollock, M., **Carter, D. J.**, Graves, D., Gaztambide-Fernandez, R., Harding, H., Toshalis, E., & Martin, K. (2006, April). *Race wrestling: Struggling strategically with race in educational research*. Symposium presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Carter, D. J. (2006, April). *Achievement as resistance: The development of a critical race achievement ideology among Black achievers*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Carter, D. J. (2006, April). "All eyes on me:" *Black achievers' experiences with racial spotlighting and ignoring in a predominantly White high school*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Carter, D. J.**, Tuitt, F., & Graves, D. (2006, April). (D. J. Carter, Chair), *Black achievers'*

- experiences with and responses to stereotype threat and racial microaggressions in the school context.* Symposium presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Carter, D. J.**, Gastic, B., & Walker, E. (2006, March). (D. J. Carter, Chair), *Positionality when riding "the Track": Negotiating race, gender and sexual orientation in pursuit of tenure.* Panel presentation for the Alumni of Color Conference, Harvard Graduate School of Education, Cambridge, MA.
- Pollock, M., **Carter, D. J.**, Gaztambide-Fernandez, Harding, H., & Toshalis, E. (2005, February). (M. Pollock, Chair), *Race wrestling: Struggling strategically with race in educational research.* Panel presentation for the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.
- Carter, D. J. (2004, October). *A bittersweet existence: Negotiating 'problematic popularity,' legitimation, and representation in the academy.* In F. Tuitt (Chair), *Voices inside the academy: Autoethnographic reflections on race and the graduate student experience.* Symposium conducted at the Curriculum and Pedagogy Conference, Miami University, Oxford, OH.
- Carter, D. J. (2004, April). "*Doing school:*" *Understanding the behaviors that high achieving Black students employ to navigate an ivory context.* In F. Tuitt (Chair), "*It's about more than surviving:*" *Enhancing Black students' ability to thrive in racially integrated schools.* Symposium conducted at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Carter, D. J. (April 2004). "*Doing school:*" *Understanding the behaviors that high achieving Black students employ to navigate an ivory context.* In F. Tuitt (Chair), "*It's about more than surviving:*" *Enhancing Black students' ability to thrive in racially integrated schools.* Symposium conducted at the Biennial Conference of the Institute for the Study of Race Relations, Virginia State University.
- Carter, D. J. (2004, February). *A bittersweet inhabitation.* In F. Tuitt (Chair), *Voices inside the academy: Autoethnographic reflections on race and the graduate student experience.* Panel conducted at the Harvard Graduate School of Education Student Research Conference, Cambridge, MA.
- Carter, D. J. (2003, May). *Black chameleons in the classroom: The experiences of high achieving African American students in predominantly White high schools and their behavioral strategies for academic success.* Qualitative Data Analysis Conference, Harvard Graduate School of Education, Cambridge, MA.
- Carter, D. J. (2003, February). *Navigating worlds: Code switching as an adaptive strategy for negotiating the home and school environment.* Student Research Conference, Harvard Graduate School of Education, Cambridge, MA.
- Carter, D. J.**, & Yu, G. (2000, December). *The value of choice as a factor in intrinsic motivation: A cultural perspective.* Poster presented at the Achievement Motivation Poster Conference, Harvard Graduate School of Education, Cambridge, MA.

INVITED SPEAKING ENGAGEMENTS AND WORKSHOPS

- Carter Andrews, D. J. (2011, July). Director and Instructor, Lansing School District/PAS Train-the-Trainer Summer Institute for Teachers, Lansing, MI, July 11-22, 2011.
- Carter Andrews, D. J. (2011, April). Thinking programmatically about social justice in teacher

- education. Presented in TE991 (Rethinking Teacher Preparation: The Role of Research in Design, Assessment and Sustainability – Gail Richmond, Professor), MSU, April 27, 2011.
- Carter Andrews, D. J. (2011, April). Keynote address, Constructing black high-achiever identities in urban and suburban schools. Morehouse College Department of Psychology Lecture Series. April 13, 2011, Atlanta, GA.
- Carter Andrews, D. J. (2011, March). Panelist, Interrupting bias in academic advising. Sponsored by Office for Inclusion and Intercultural Initiatives, MSU, March 28, 2011.
- Carter Andrews, D. J. (2011, March). Panel Moderator, *Waiting for “Superman”* free screening. Michigan State University, East Lansing, MI.
- Carter Andrews, D. J. (2011, March). Lifting up the voices of African American students and parents in “gap-closing” work: Implications for equity reform in schools. Workshop presented for Greater Boston Students of Color Achievement Network. March 18, 2011.
- Carter Andrews, D. J. (2011, March). Panelist – Effectively using critical theories to design and implement research for social change. Harvard Graduate School of Education Alumni of Color Conference. March 4, 2011, Boston, MA.
- Carter Andrews, D. J. (2011, February). The achievement gap: Minority underachievement in majority white schools. Presented in RCAH Civic Engagement Class (Beyond Curriculum: Public Education and Issues of Childhood – Dr. Donna Kaplowitz, Instructor), Michigan State University, East Lansing, MI.
- Carter Andrews, D. J. (2011, February). The equity imperative in teacher education. Presented in TE902 (Proseminar in CITE Program – Angela Calabrese Barton & Alicia Alonzo, Professors), Michigan State University, East Lansing, MI.
- Carter Andrews, D. J. (2011, January). Ensuring your success in graduate studies. Workshop for MSU COE Advance to Adventure Conference, January 17, 2011.
- Carter Andrews, D. J. (2010, April). Closing the achievement gap in East Lansing Public Schools: A focus on African American student achievement patterns – An 18-month review of the Achievement Gap Project. Presented to the East Lansing Public Schools School Board. April 26, 2010.
- Carter Andrews, D. J. (2010, March). The achievement gap: Minority underachievement in majority white schools. Presented in RCAH Civic Engagement Class (Beyond Curriculum: Public Education and Issues of Childhood – Dr. Donna Kaplowitz, Instructor), Michigan State University, East Lansing, MI.
- Carter Andrews, D. J. (2010, February). Moderator for panel at Harvard Graduate School of Education Alumni of Color Conference. February 27, 2010.
- Carter Andrews, D. J. (2009, November). The achievement gap: Minority underachievement in majority white schools. Presented in RCAH Civic Engagement Class (Beyond Curriculum: Public Education and Issues of Childhood - Donna Kaplowitz, Instructor), Michigan State University, East Lansing, MI.
- Carter Andrews, D. J. (2009, September). *All eyes on me: Black achievers’ experiences with racial spotlighting and ignoring in a predominantly white high school*. Presented in TE840 (Proseminar in Literacy and Language Foundations – Patricia Edwards, Professor), Michigan State University, East Lansing, MI.
- Carter Andrews, D. J. (2009). Keynote Address, *Closing the achievement gap: Next steps and implications for teachers*. East Lansing Public Schools Opening Day. September 2, 2009.
- Carter Andrews, D. J. (2009, July). The Ins and Outs of Qualitative Research. McNair/SROP

- Program, Michigan State University.
- Carter Andrews, D. J. (2009). Panelist at Harvard Graduate School of Education Alumni Of Color Conference. March 6, 2009.
- Carter Andrews, D. J. (2009, February). *The development of a Critical Race Achievement Ideology among Black achievers*. Presented in TE921 (Peter Youngs, Professor), Michigan State University, East Lansing, MI.
- Carter Andrews, D. J. (2008, September). *Racial spotlighting and ignoring in predominantly White classrooms*. Presented in TE840 (Proseminar in Literacy and Language Foundations – Dr. Patricia Edwards, Professor), Michigan State University, East Lansing, MI.
- Carter Andrews, D. J. (2008, August). Keynote Address, *Closing the African American achievement gap for students in East Lansing Public Schools*. East Lansing Public Schools Opening Day.
- Carter Andrews, D. J. (2008, July). The Ins and Outs of Qualitative Research. McNair/SROP Program, Michigan State University.
- Carter, D. J. (2007, September). *Racial spotlighting and ignoring in predominantly White classrooms*. Presented in TE840 (Proseminar in Literacy and Language Foundations – Dr. Patricia Edwards), Michigan State University, East Lansing, MI.
- Carter, D. J. (2007, June). Keynote Address. Teacher Education Program Alumni Weekend, Harvard Graduate School of Education, Cambridge, MA.
- Carter, D. J. (2007, February). *Research for research's sake? Transformative scholarship in challenging times*. Keynote Address for Student Research Conference, Harvard Graduate School of Education Askwith Forum, Cambridge, MA.
- Carter, D. J. (2006, November). *What's the big deal with critical race theory? A theoretical framework for qualitative inquiries*. Presentation for TE931 (Qualitative Methodology – Dr. Avner Segall), Michigan State University, East Lansing, MI.
- Carter, D. J. (2006, October). Presentation on cultural relevance in mathematics for Noyce Scholars Program, Michigan State University, East Lansing, MI.
- Carter, D. J. (2006, September). *Framing research and effecting social justice*. Invited presentation for The Social Contexts of Mathematics Education Conference. Michigan State University, East Lansing, MI.
- Carter, D. J. (2006, September). *When critical race theory meets the myth of meritocracy: The development of a critical race achievement ideology among Black achievers*. Presented in TE840 (Proseminar in Literacy and Language Foundations – Dr. Patricia Edwards), Michigan State University, East Lansing, MI.
- Carter, D. J. (2006, May). *Why teach? Lifting as we climb – Education as the practice of freedom*. Invited Address for the BROAD Summer Scholars Program, Michigan State University, East Lansing, MI.
- Carter, D. J. (2006, April). *Achieving equity and equality in mathematics classrooms*. Presentation for TE408 (Teaching Subject Matter Diverse Learner – Dr. Gail Burrill), Michigan State University, East Lansing, MI.
- Carter, D. J. (2006, February). *When critical race theory meets the myth of meritocracy: The development of a critical race achievement ideology among Black achievers*. Presentation for the 2nd Annual Black Scholars Symposium, Michigan State University, East Lansing, MI.
- Carter, D. J. (2005, December). *Preparing culturally responsive teachers for culturally diverse*

- classrooms: Critical multiculturalism as a framework for preservice teacher education curriculum.* Presentation for MSU Teachers for a New Era Meeting. East Lansing, MI. December 14, 2005.
- Carter, D. J. (2005, November). *Wading in a sea of Whiteness: The development of a critical race achievement ideology among Black high achievers.* Presentation for the Center for Urban Education, University of California – Berkeley, Berkeley, CA.
- Carter, D. J. (2005, November). Invited Speaker, Distinguished Lecturer of Color Series (sponsored by the Graduate Minority Students’ Project), University of California – Berkeley, Berkeley, CA.
- Carter, D. J. (2005, November). *What’s the big deal with critical race theory? A theoretical framework for qualitative inquiries.* Presentation for TE931 (Qualitative Methodology – Dr. Avner Segall), Michigan State University, East Lansing, MI.
- Carter, D. J. (2005, October). *Human, social, and cultural capital: How capital affects students’ learning experiences and life opportunities.* Workshop for the Harvard Graduate School of Education Teacher Education Program, Cambridge, MA.
- Carter, D. J. (2005, September). *When critical race theory meets the myth of meritocracy: The development of a critical race achievement ideology among Black achievers.* Presented in TE840 (Proseminar in Literacy and Language Foundations – Dr. Patricia Edwards), Michigan State University, East Lansing, MI.
- Carter, D. J. (2005, March). *40 years of federal education policy: The elementary and secondary education act.* Panelist, Askwith Education Forum, Harvard Graduate School of Education, Cambridge, MA.
- Carter, D. J. (2004, October). *Culturally responsive teaching for understanding.* Presentation for Harvard Divinity School, Teacher Education Program, Cambridge, MA.
- Carter, D. J. (2003, May). *Navigating worlds: The experiences of high achieving students of color in the high school context.* Presentation for Harvard Graduate School of Education Teacher Education Program Year-End Component, Cambridge, MA.
- Carter, D. J. (2003, May). *Managing discipline in the classroom.* Presentation for Harvard Graduate School of Education Teacher Education Program Year-End Component, Cambridge, MA.
- Carter, D. J. (2003, May). *How to get and keep parents involved.* Workshop for Harvard Graduate School of Education Teacher Education Program Year-End Component, Cambridge, MA.
- Carter, D. J. (2003, May). *Developing a portfolio.* Presentation for Harvard Graduate School of Education Teacher Education Program Year-End Component, Cambridge, MA.
- Carter, D. J. (2003, April). Panelist, *Tough fronts: The impact of street culture on schooling,* Askwith Education Forum, Harvard Graduate School of Education, Cambridge, MA.

PROFESSIONAL DEVELOPMENT WORKSHOPS

- Carter Andrews, D. J. (2011). Enhancing the academic success of boys of color grades PreK-3. Train-the-Trainer Summer Institute, Lansing Public Schools, Lansing, MI. July 11-22, 2011.
- Carter Andrews, D. J. (2009). Promoting Academic Success professional development for Lansing teachers. Pattengill Middle School, Lansing, MI. February 18, 2009.
- Carter, D. J. (2004, April). *Examining identity markers and their impact on success for*

traditionally marginalized students. Presentation for Brown, Buckingham, and Nichols School, Cambridge, MA.

- Carter, D. J. (2003, November). *Achievement motivation and students of color: What do we really know?* Workshop for Media and Technology Charter High (MATCH) School Professional Development, Boston, MA.
- Carter, D. J. (2003, October). *Strategies for teaching and reaching diverse students: Dealing with differences*. Workshop for MATCH School Professional Development, Boston, MA.
- Carter, D. J. (2003, August). *Strategies for teaching and reaching diverse students: Examining identity*. Workshop for MATCH School Professional Development, Boston, MA.

INTERNAL LEADERSHIP AND SERVICE

- Co-Chair, Race, Equity, and Culture Search Committee, 10/2010 – 05/2011
- Member, MSU Teacher Education Faculty Advisory Council, 08/2010-05/2011
- Chair, Teacher Education Doctoral Education Committee, 08/2010-05/2011
- Actor, MSU Transforming Theatre Ensemble, Office for Inclusion and Intercultural Initiatives, 03/2010 - present
- Core Faculty Member, MSU African American and African Studies Program, 2008-present
- Presenter, College of Education Colloquium, 08/2009; 08/2010
- Member, College Curriculum Committee, 08/2009-12/2009
- Recorder, MSU Teacher Education Doctoral Education Committee, 08/2009-05/2010
- Member, MSU Anti-Discrimination Judicial Board, 08/2008-08/2011
- Member, MSU University Hearing Board, 08/2008-08/2010
- Faculty Coordinator, TE250 (Human Diversity, Power and Opportunity in Social Institutions, 05/08-present
- Faculty Mentor, McNair/SROP Program, 2007-2008; 2008-2009; 2009-2010
- Faculty Mentor, MSU Summer Research Fellowships, Summer 2007, Summer 2008
- MSU College of Education Minority Scholarship Committee, 12/06-02/07
- MSU College of Education Intern Scholarship Committee, 12/05-02/06
- MSU TNE Urban Education Search Committee, 2006-2007; 2007-2008
- Co-facilitator, Advising Seminar sponsored by the COE Center for Scholarship on Teaching and Learning, Fall 2006
- Faculty Leader, MSU New Orleans Summer Project, June 2006
- Secondary Teacher Education Program Subcommittee on TEAC Program Evaluation in Social and Cultural Foundations Courses, 2006-present
- Comprehensive Examination External Reader, MSU Department of Teacher Education, Fall 2006-present
- Faculty Leader and Advisory Board Member, Urban Educators Cohort Program, Michigan State University, 2005-present
- Teacher Preparation-APPC Committee, Michigan State University, 2005-present

EXTERNAL LEADERSHIP AND SERVICE

- Reviewer, *Urban Education*, July 2011-present
- Reviewer, *Sociology of Education*, July 2011-present
- Reviewer, NSF Panel, Research on Gender in Science and Engineering Programs (2011)

- Program Chair, AERA Division K, Section 9 (Teacher Education Program Design and Innovation), 02/2010 – 03/2011
- Member, Nominating Committee, Critical Examination of Race, Ethnicity and Gender SIG – AERA, 2008-2009
- Manuscript Reviewer, *Journal of Teacher Education*, April 2006 - present
- Manuscript Reviewer, *Teachers College Record*, September 2004 - present
- Manuscript Reviewer, *American Educational Research Journal* (Teaching, Learning, and Human Development section), 2004 -present
- Session Chair, Society for the Study of Social Problems Annual Conference, August 2006
- Proposal Reviewer, AERA Divisions G and K, 2004 – present
- Proposal Reviewer, Research Focus on Black Education (AERA SIG), 2004 – present
- Proposal Reviewer, Critical Examination of Race, Ethnicity and Gender (AERA SIG), 2004 - present

COMMUNITY INVOLVEMENT

- Member, East Lansing Public Schools Achievement Gap Task Force, August 2010 - present
- Founder and Director, Maximizing African American Student Success Mentoring Program, 2009
- Member, East Lansing Public Schools RtI District Leadership Team, August 2009 - present
- Coordinator, Global Links to the Future Mentoring Program, The LINKS, Inc., Pattengill Middle School, August 2007 – June 2010
- Member, Strategic Planning Committee, East Lansing Public Schools, January 2007-May 2007
- Member, The LINKS, Inc.
- Volunteer, Woodcreek Elementary School, Lansing, January 2007-present
- Advisory Board Member, Junior Academies, Inc., 2005- present
- Member, Delta Sigma Theta Sorority, Inc.

RECENT HONORS AND AWARDS

- Invited Participant, Problems of Education and Development of Black Males and How They Inform Needed Intervention, October 3-4, 2010. Sponsored by Marian Wright Edelman, Children's Defense Fund
- Invited Participant, NSF-Sponsored Colloquy on Minority Males in STEM, August 8-12, 2010, Baltimore, Maryland
- Invited Participant, Meeting on Black Males. Hosted by Marian Wright Edelman, Children's Defense Fund and Edmund W. Gordon, The CEJES Institute. Pomona, NY (October 2010)
- Invited Participant, National Science Foundation-Sponsored Colloquy on Minority Males in STEM. Baltimore, MD (August, 2010)
- Participant, AERA Division G Early Career Mentoring Breakfast (Led by Ernest Morrell & Erica Halvorson), March 2008

- Participant, AERA Division K Early Career Research Seminar (Led by Etta Hollins & Rosa Hernandez Sheets), March 2008
- Recipient, Undergraduate Research Funds, Michigan State University, 2007-2008
- Semi-Finalist, Spencer Foundation Exemplary Dissertation Award, 2007
- Lilly Fellow, Michigan State University, 2006-2007

SELECT ADDITIONAL HONORS, AWARDS, LEADERSHIP AND SERVICE

- Graduate English Commencement Speaker, Harvard University, 2005
- Recipient, HGSE Dissertation Support Fund Fellowship, 2004
- Recipient, John Austin Amory Class of 1907 Scholarship, Harvard University, 2004
- Recipient, HGSE Advanced Doctoral Student Grant, 2004
- Student Speaker, HGSE Black Student Union Graduation Dinner, 2004
- Outstanding Faculty Award from the HGSE African, Latino(a), Asian, Native American Alliance, 2004
- Semi-Finalist, Spencer Foundation Dissertation Fellowship Award, 2004
- Coordinator, Race, Identity, and Academic Achievement in Education Poster Conference, Harvard Graduate School of Education (HGSE), November, 2004
- Co-Chair, Programs & Proposals Committee, Third Annual HGSE Alumni of Color Conference, 2004
- Co-Chairperson, *Harvard Educational Review* Editorial Board, 2003-2004
- Member, *Harvard Educational Review* Editorial Board, 2002-2004
- Tri-Chair, Second Annual HGSE Alumni of Color Conference, 2003-2004
- Coordinator, Race, Identity, and Academic Achievement in Education Poster Conference, HGSE, November, 21, 2003
- Charter School Evaluator, Massachusetts Department of Education, 2002-2003
- Student Speaker, HGSE Student Orientation, 2002
- Recipient, HGSE Deans Financial Award, 2002
- Founder and Co-Chair, First Annual HGSE Alumni of Color Research Conference, 2002-2003

DOCTORAL ADVISING

Director, Dissertations in Progress, Michigan State University

- Annis Brown (TE). *Tipping points: School discourse and racial demographic shifts.*

Chair, Dissertations Completed

- Curtis Lewis (TE, Graduated Spring 2011). *“Can you help me?” Exploring the influence of a mentoring program on high school males’ of color academic engagement and self-perception in school.* Manager of Teacher Leadership Development, Teach For America.
- Nia Makepeace (CEPSE, Graduate Spring 2011). *The “special education” of Black boys.* Associate Professor, Ithaca College.

Committee Member, Dissertations Completed

- Megan Birch (TE, Graduated 2008). (Dis)placing and (e)race-ing (dis)courses: Thinking

about multiculturalisms and becoming a teacher. Assistant Professor of English Education, Plymouth State University.

- Joseph Flynn (TE, Graduated Summer 2007). *Reel dialogues: Using film to discuss race and Whiteness with teachers*. Assistant Professor, Northern Illinois University.
- Sycarah Grant (CEPSE, Graduated Spring 2009). *The role of minority status in student development and outcomes*.
- Kris Gritter (TE, Graduated Summer 2007). *Fluency is belonging: Urban middle school students and their textual identities*. Assistant Professor, Curriculum & Instruction, Seattle Pacific University.
- Marini Lee (TE, Graduated Spring 2010). Assistant Professor, Eastern Michigan University
- Sheeba Onchiri (EAD, Graduated Spring 2011). *The implications of the 2003 Free Primary Education Policy for girls' educational opportunities in Kenya: A case study of girls attending public schools in Kishii District, Western Kenya*.
- Joy Oslund (TE, Graduated Spring 2009). *Stories of change: A narrative perspective on elementary mathematics teachers' identifying and implementation of new mathematics practices*.
- Danielle Palmer (CEPSE, Graduated Spring 2011).
- Steven Wojcikiewicz (CEPSE, Graduated Summer 2007). *The good students: A study of high-achiever culture in a high school history class*. Assistant Professor, Western Oregon University.

Additional Current Committee Service

- Committee Member, 7 dissertations in progress
- Director, 2 program committees
- Committee Member, 8 program committees

UNDERGRADUATE MENTORING (FORMAL)

- Chelsey Dunning, Jeffrey Seguin, & Evan Yamanishi (2008). “. . . open my eyes . . .” to the “. . . state of obliviousness . . .”: *A study of the Urban Educators Cohort Program at Michigan State University Teacher Education Program*. Presented at the MSU University Undergraduate Research and Arts Forum, April 2008. (Faculty Mentor)
- Melissa Hoang (2009). *The first-generation experience of Vietnamese high school students*. McNair/SROP Program Undergraduate Research Project. (Faculty Mentor)
- Jenise Noble (2010). *The resilience of African American college students from “high risk” environments*. McNair/SROP Program Undergraduate Research Project. (Faculty Mentor)
- Lakeya J. Omogun (2008). *Lift every voice: Africa American parents express their children's educational experience*. McNair/SROP Program Undergraduate Research Project. (Faculty Mentor)

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association (AERA)
- National Association of Multicultural Educators (NAME)