

Dorinda Carter Andrews is an associate 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 Andrews considers herself an engineer by training and an educator from birth. In her pre-higher education career, she worked as a Project Manager and Technical Trainer at Manhattan Associates Consulting Firm in Atlanta, GA. Now at MSU, Dr. Carter Andrews is a Core Faculty member in the African American and African Studies program and a Faculty Leader in the Urban Educators Cohort Program, a program designed to prepare MSU preservice students for teaching careers in urban contexts. Dr. Carter's research is broadly focused on race and educational equity. She studies Black student achievement in suburban and urban schools, urban teacher preparation, and critical race praxis with K-12 educators. Her current research projects focus on (1) adolescents' perceptions of school culture and climate and the effects on school engagement, (2) novice urban teachers' perceptions of preparedness and support for urban teaching, and (3) African American students' racial and achievement self-conceptions and the relationship to their academic success. Carter also values civic engagement and community outreach. She is Co-Director of Project LEAD (Living Equity through Action and Diversity), a grant-funded outreach endeavor that allows MSU undergraduates to engage students in grades 6-12 in leadership and diversity clubs where they complete social action projects and learn about civic engagement.

Dr. Carter Andrews 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, she has partnered with urban and suburban school districts with varying student demographics to address student achievement inequities and build culturally inclusive environments where staff and students are focused on becoming more culturally competent and responsive. She regularly conducts professional development for in-service educators on how to better address the academic and social needs of culturally diverse students in various educational contexts and engage in courageous conversations and action about the implications of race and bias in schools. Dr. Carter Andrews is also regularly solicited to conduct program evaluations and provide keynote addresses related to her areas of expertise. She is an editor of *Contesting the Myth of a "Post Racial Era": The Continued Significance of Race in U. S. Education* (forthcoming 2012). Her work has been published in top-tier journals such as, *Harvard Educational Review*, *Journal of Negro Education*, *Anthropology & Education Quarterly*, and *Equity & Excellence in Education*.

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## EDUCATION

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

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## PROFESSIONAL EXPERIENCE

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July 2012 – present	<b>Associate Professor</b> , Michigan State University Department of Teacher Education
2008 - present	<b>Core Faculty Member</b> , Michigan State University African American and African Studies Program
August 2005 – June 2012	<b>Assistant Professor</b> , Michigan State University Department of Teacher Education
June 2005 – June 2006	<b>Adjunct Professor</b> , Harvard Graduate School of Education
2003 – 2005	<b>Instructor</b> , Harvard Graduate School of Education
2002 – 2004	<b>Program Advisor</b> , Harvard Graduate School of Education Teacher Education Program
2002-2003	<b>Math Teacher</b> , Media and Technology Charter High School, Boston, Massachusetts
2001-2002	<b>Research Assistant</b> , Harvard Graduate School of Education, Parent Engagement Project. Dr. Pedro Noguera (PI)
2001 – 2004	<b>Teaching Fellow</b> , Harvard Graduate School of Education <i>Courses: Teacher Leadership and Research; School Reform: Curricular and Instructional Leadership;</i>

*Teachers, Leadership, and Power; School Reform from the Classroom; Achievement Motivation*

- Summer 2001                    **Math Teacher**, Cambridge-Harvard Summer Academy  
Boston, Massachusetts
- 2000 – 2002                    **Program Coordinator**, Saturday Exceptional Experience  
Mentoring Program, Media and Technology Charter High  
School
- 2000 – 2001                    **Service Learning Program Coordinator**, Media and  
Technology Charter High School, Boston, Massachusetts
- 1997 – 1998                    **Kindergarten Teacher**, University School of Nashville  
Nashville, Tennessee
- Summer 1997                    **Math Teacher**, Dacula High School Summer School  
Dacula, Georgia

## **PUBLICATIONS**

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### **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 Andrews, D. J. (2012). Black achievers' experiences with racial spotlighting and ignoring in a predominantly White high school. *Teachers College Record*, 114(10).
- 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.
- Carter Andrews, D. J. (2009). The construction of Black high-achiever identities in a predominantly white high school. *Anthropology & Education Quarterly*, 40(3), 297-317.
- Carter Andrews, D. J. (2009). "The hardest thing to turn from": Using service-learning to prepare urban educators. *Equity & Excellence in Education*, 42(3), 272-293.
- Carter, D. J. (2008). Achievement as resistance: The development of a critical race achievement ideology among Black achievers. *Harvard Educational Review*, 78(3), 466-497.
- Carter, D. J. (2008, Winter-Spring). Cultivating a critical race consciousness for African American school success. *The Journal of Educational Foundations*, 11-28.

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.

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.

### **Refereed Book Chapters**

Roberts, T., & Carter Andrews, D. J. (2012). A critical race analysis of the gaslighting of African American teachers: Considerations for recruitment and retention. In D. J. 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. (in press). Black males in middle school: Third class citizens in a first class society. In J. Luke Wood, T. Kenyatta Jones, and S. Harper (Eds.), *Black male students in U.S. schools and colleges: Considerations along the P-20 pipeline*. Philadelphia: University of Pennsylvania Press.

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, D. J., Flores, S., & Reddick, R. (2004). Introduction, Part I: Desegregation and the law. In D. J. Carter, S. Flores, and R. Reddick (Eds.), *Legacies of Brown: Multiracial equity in American education*. Cambridge, MA: Harvard Education Publishing Group.

Carter, D. J., Flores, S., & Reddick, R. (2004). Introduction, Part II: The practice of integration. In D. J. Carter, S. Flores, and R. Reddick (Eds.), *Legacies of Brown: Multiracial equity in American education*. Cambridge, MA: Harvard Education Publishing Group.

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

### **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*. 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, MA.

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

Carter, D. (2003). *Navigating worlds: Code Switching as an Adaptive Strategy for Negotiating the Home and School Environment*. Unpublished Qualifying Paper, Harvard Graduate School of Education.

### **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 Academy Institute Think Tank Conference Proceedings. Stylus Publishing.

### **Under Review**

Carey, C., & Carter Andrews, D. J. (2012). “I didn’t know they made more Cinderella stories, and change the color”: Counterstories from an after school book club.

Hines, D., & Carter Andrews, D. J. (2012). Zeroing tolerance: Black femininity and spaces of exclusion in schools.

Fisher, S., Carter Andrews, D. J., & Barnes-Najor, J. (2012). The impact of race and identity in urban schools: Mental health and school engagement outcomes for White students.

### **Works in Progress**

Carter Andrews, D. J. Between a rock and a hard place: Experiences of a Black female tenure-track faculty member in a research-intensive university

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

Carter Andrews, D. J., & Fisher, 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.

### **Professional Development Curriculum**

Carter Andrews, D. J. (July, 2012). Train-the-Trainer Summer Institute. In P. Farrell, G. Sáenz, and M. McKinney, *Promoting Academic Success resource manual*. University Outreach and Engagement, Michigan State University, East Lansing, MI. (Developed curriculum and facilitated two-week summer institute for administrators and teachers in five elementary schools in Lansing School District).

Carter Andrews, D. J. (2011/2012). Teaching across cultural differences: A yearlong professional development seminar. East Lansing, MI. (Developed curriculum and facilitated yearlong, monthly professional development for teachers in East Lansing Public Schools).

### **Reports**

Carter Andrews, D. J. (January, 2012). East Lansing high school student school experience survey: A research component of the Achievement Gap Initiative (2008-2012). Prepared for 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.

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 patterns – An 18-month review of the Achievement Gap Project. Submitted to the Superintendent's Office, East Lansing Public Schools, East Lansing, MI.

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.

### **Scholarly Reprints**

Carter, D. (2008). 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/news/2008/11/black\\_teachers/](http://www.amren.com/news/2008/11/black_teachers/)

East Lansing School Group Says Culture, Academics a Crucial Mix. April 3, 2011. *The Towne Courier*, 48(11), 5-6. (Dawn Parker). Printed in *Lansing State Journal* on April 4, 2011. Achievement Gap Starts Early at East Lansing Schools. June 5, 2011. *Lansing State Journal* (Dawn Parker).

Building Teachers' Cultural Competency. November 7, 2011. *ELHS Portrait* (Timmy Hirschel-

Burns). <http://www.elhsportrait.com/news/2011/11/07/building-teachers-cultural-competency/>

## **GRANT AND FELLOWSHIP SUBMISSIONS & AWARDS**

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### *Internal*

Carter Andrews, D. J. (August 2012). An Examination of Adolescents' Perceptions of their School Culture and Climate and the Effects on Academic Engagement. Funded by MSU Office of the Provost for Undergraduate Education. (\$1,750).

Carter Andrews, D. J., & Kaplowitz, D. (May 2012). 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. (\$18,000).

Carter Andrews, D. J., Neal, J., & Barnes, J. (April 2012). Creating caring and safe classrooms as a way to promote academic achievement: An efficacy study of Connected Schools. Funded by MSU College of Education Institute for Research on Teaching and Learning (\$7,000); MSU University Outreach and Engagement (\$7,000); MSU College of Social Sciences (\$3,500); MSU Department of Psychology (\$3,500).

Carter Andrews, D. J., & Flenbaugh, T. (April 2012). The impact of an urban teacher preparation program on interns' and new teachers' professional identities and sense of support in their careers. Funded by MSU College of Education Institute for Research on Teaching and Learning. (\$7,292.50).

Carter Andrews, D. J. (August 2011). An examination of racial and achievement self-conceptions of black students in urban high schools. Funded by MSU Office of the Provost for Undergraduate Education. (\$1,750).

Carter Andrews, D. J., & Kaplowitz, D. (May 2011). Project LEAD (Living Equity through Action and Diversity). Funded by the Office for Inclusion and Intercultural Initiatives through the *Creating Inclusive Excellence Grants* Program, Michigan State University. (\$15,000).

Carter Andrews, D. J. (July 2009). Connecting preservice teachers with K-12 students and community partners through mentoring. Funded by the Office for Inclusion and Intercultural Initiatives through the *Creating Inclusive Excellence Grants* Program, Michigan State University. (\$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 by MSU Office of the Provost for Undergraduate Education, (\$3,600).

Carter, D. J. (August 2006 – April 2007). Using a wholistic field inquiry approach to preparing urban educators. Funded by Lilly Teaching 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. Funded by MSU COE Institute for Research on Teaching and Learning, Michigan State University. (\$5,000).

## **CONSULTING**

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Carter Andrews, D. J. (September 2012 – present). Cultural Competency Needs Assessment. DeWitt Public Schools. Developed school culture and climate survey instruments for students in grades 6-12 and all staff in the district. Analyzed survey data to identify areas of need for building cultural competency among students and staff.

Carter Andrews, D. J. (August 2009 – June 2011). Promoting Academic Success Project. Conducted professional development for Lansing elementary school teachers in grades PreK-3, focusing on enhancing the school success of boys of color. Designed and instructed two-week train-the-trainer summer institute for participating teachers.

Carter Andrews, D. J. (August 2008-present). Closing the achievement gap in East Lansing Public Schools. Identifying factors that contribute to the black-white achievement gap and working with district personnel to develop interventions to close achievement gaps.

Tuitt, F., Carter Andrews, D. J., Howard, L., & Rodriguez, L. (2008/2009). Jordan Fundamentals Social Impact Study. Studied the impact of Jordan Fundamentals Teacher Innovation Grant Program in New York City, New Orleans, and Detroit.

Tuitt, F., Carter Andrews, D. J., Howard, L., & Rodriguez, L. (2009/2010). NHSA Health and Physical Activity Impact Study. Studied 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**

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### ***MSU Undergraduate Courses***

- TE250: Human Diversity, Power, and Opportunity in Social Institutions
- PRO101: Empowering Urban Educators: Sociocultural Contexts of Urban Schools & Communities

### ***MSU Graduate Courses***

- TE991/TE982: Issues in Urban Education
- TE982: Race, Identity and Academic Achievement in Education
- TE963: Examining Critical Race Theory in Education
- TE891: Developing Effective Urban Educators: Examining Challenges and Possibilities



- TE882/TE982: Teaching Across Cultural Differences
- TE822: Issues of Culture in the Classroom and Curriculum

### *Harvard Graduate School of Education Courses*

- 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

### **CONFERENCE PRESENTATIONS**

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- Carter Andrews, D. J., & Kaplowitz, D. (November, 2012). Project LEAD - Living Equity through Action and Diversity: Developing social justice extracurricular programming for students. Presented at the Michigan Pre-College and Youth Outreach Conference, East Lansing, MI.
- Carter Andrews, D. J. (April, 2012). Discussant, Best practices throughout Black education: Evidence from multiple perspectives (Participants: Aisha Toney, Brenda Juarez, Tristan Glenn, Franklin Turner, James Haley). Session at the Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.
- Carter Andrews, D. J. (April, 2012). Session Chair, Challenging the discourse of a post-racial future: Exploring the continued significance of race in U.S. higher education (Participants: Gregory M. Anderson, Estela M. Bensimon, Laurence Parker, Erin Castro, Bridgette Coble, Frank Tuitt, Floyd Cobb, Kristin Deal, Maria C. Ledesma, Daniel G. Solórzano). Symposium presented at the Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.
- Carter Andrews, D. J. (April, 2011). Participant, Division K Graduate Student of Color Fireside Chat (with Louie Rodriguez and Denise Taliaferro Baszile). Session at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- 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.
- 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.
- 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.
- 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 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**

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- Carter Andrews, D. J. (2012). Understanding microaggressions and providing culturally responsive advising. Interrupting Bias in Academic Advising - Part 2. Sponsored by MSU Office of Inclusion and Intercultural Initiatives. MSU, February 29, 2012.
- Carter Andrews, D. J. (2012). Keynote Speaker, MSU Black Graduate Student Association Symposium. MSU, February 27, 2012.
- Carter Andrews, D. J. (2012). Using race-based theory in educational research and practice: Examining African American student identities and school achievement. Sankofa Graduate Association Black History Month African American Perspectives Lecture Series. MSU, February 23, 2012.
- Carter Andrews, D. J. (2012). Panel Moderator, Journey to excellence: The need for diversity in STEM fields. Sponsored by the MSU Diversity Programs Office, February 21, 2012.
- Carter Andrews, D. J. (2012). Understanding the gendered nature of achievement: Cultivating positive academic identities for Black males. East Lansing Public Schools District-Wide Professional Development. February 21, 2012.
- Carter Andrews, D. J. (2011). Enacting cultural responsiveness: Fostering the development of

- positive racial and achievement identities for students of color. METCO Directors Association Conference, Boston, MA. December 2, 2011.
- Carter Andrews, D. J. (2011). Panelist, Interrupting bias in academic advising. Sponsored by MSU Office for Inclusion and Intercultural Initiatives. November 4, 2011.
- Carter Andrews, D. J. (2011). Discussant, Collaboration on a social justice mathematics task: Three analyses. (Dr. Indigo J. M. Esmonde, Presenter). Sponsored by MSU Math Ed Colloquium. November 2, 2011.
- Carter Andrews, D. J. (2011). Establishing a culture of inclusivity and excellence: Setting the tone for student achievement in 2011-2012. Wainwright Elementary School, Lansing, MI. August 31, 2011.
- Carter Andrews, D. J. (2011). Panelist for Curriculum in Teacher Education PhD Program Orientation Faculty Panel, MSU, August 23, 2011.
- Carter Andrews, D. J. (2011). 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). Keynote Speaker, Be the Change You Want to See. East Lansing High School Diversity Conference, East Lansing, MI.
- Carter Andrews, D. J. (2011). 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). Keynote address, Constructing black high-achiever identities in urban and suburban schools. Morehouse College Department of Psychology Lecture Series. Atlanta, GA. April 13, 2011.
- 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 (with F. Tuitt, A. Kee) . 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). *Closing the achievement gap: Next steps and implications for teachers*. East Lansing Public Schools Opening Day. September 2, 2009. Keynote Address.
- Carter Andrews, D. J. (2009, July). The ins and outs of qualitative research. McNair/SROP Program presentation, Michigan State University.
- Carter Andrews, D. J. (2009, April). Urban teaching, urban thinking (Discussant). Annual meeting of the American Educational Research Association. San Diego, CA, April 14, 2009.
- Carter Andrews, D. J. (2009, March). Panelist at Harvard Graduate School of Education Alumni of Color Conference. March 6, 2009.
- Carter Andrews, D. J. (2009, February). Promoting Academic Success PD for Lansing teachers. Pattengill Middle School, Lansing, MI. February 18, 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). Opening day presentation for East Lansing Public Schools
- Carter Andrews, D. J. (2008, July). *The ins and outs of qualitative research*. Presented for the McNair/SROP Qualitative Research Class – Curtis Lewis, Instructor), Michigan State University, East Lansing, MI.
- Carter, D. J. (2008, February). Achieving equity and equality in mathematics classroom. Presented in TE408, Michigan State University, East Lansing, MI.
- 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). *Trends in teaching/teacher education*. Teacher Education Program Alumni Weekend, Harvard Graduate School of Education, Cambridge, MA. Keynote Address.
- 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 2<sup>nd</sup> 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*. Presented 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. (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 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 Media and Technology Charter High (MATCH) School Professional Development, Boston, 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.

## **INTERNAL LEADERSHIP AND SERVICE**

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- Member, TE Reappointment, Promotion, and Tenure Committee, 09/2012-01/2013
- Member, College of Education Faculty Advisory Committee, 08/2012-06/2014
- Member, Women's Advisory Committee to the Provost, 08/2012-06/2015
- Presenter, College of Education College Colloquium, 08/2009; 08/2010; 08/2011; 08/2012
- Co-Coordinator, COE Doctoral Urban Education Certification Committee, 05/2012-present
- Member, COE Doctoral Urban Education Certification Committee, 09/2010-05/2012
- Member, TE Comprehensive Examination Committee, 09/2011-present
- Co-Chair, Race, Culture, and Equity Faculty Search Committee, 10/2010 – 05/2011
- Chair, TE Doctoral Education Committee, 08/2010-05/2011
- Member, TE Faculty Advisory Council, 08/2010-05/2011
- Core Faculty Member, MSU African American and African Studies Program, 2008-present
- Member, CITE PhD Program Fellowship Selection Committee, 2010; 2011
- Member, College of Education College Curriculum Committee, 08/2009-12/2009

- Recorder, TE Doctoral Education Committee, 08/2009-05/2010
- Member, MSU Anti-Discrimination Judicial Board, 08/2008-08/2011; 08/2011-08/2014
- Member, MSU University Hearing Board, 08/2008-08/2010
- Actor, MSU Transforming Theatre Ensemble, Office for Inclusion and Intercultural Initiatives, 03/2010 - present
- Faculty Coordinator, TE250 (Human Diversity, Power and Opportunity in Social Institutions, 05/08-present
- Mentor, McNair/SROP Program, 2007-2008; 2008-2009; 2009-2010
- Faculty Mentor, COE Summer Research Fellowships, Summer 2007; Summer 2008
- MSU College of Education Undergraduate Minority Scholarship Committee, 12/06-02/07; 12/10-02/11
- MSU College of Education Intern Scholarship Committee, 12/05-02/06
- MSU TNE Urban Education Faculty 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, 2005-2006

## **EDITORSHIPS, EDITORIAL BOARDS, AND REVIEWING ACTIVITIES**

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### ***Reviewing Activities for Journals***

- *High School Journal*, August 2012-present
- *Race Ethnicity and Education*, March 2012-present
- *International Journal of Qualitative Studies in Education*, January 2012-present
- *Urban Education*, July 2011-present
- *Sociology of Education*, July 2011-present
- *Journal of Teacher Education*, April 2006 - present
- *Teachers College Record*, September 2004 - present
- *American Educational Research Journal* (Teaching, Learning, and Human Development Section), 2004 –present

### ***Reviewing Activities for Professional Associations***

- Reviewer, AERA Handbook on Educational Policy Research, 2007
- 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

### ***Reviewing Activities for Education Presses and Foundations***

- Reviewer, National Science Foundation Panel, Research on Gender in Science and Engineering Programs, 2011



- Reviewer/Discipline Specialist, Bedford/St. Martin's Publisher, Boston, MA, 2010
- Reviewer, State University of New York Press, 2008

***Editorships***

- Guest Editor of Special Issue, *Equity & Excellence in Education*, 2009
- Editor, Harvard Education Publishing Group, Cambridge, MA, 2003-2004
- Board Co-Chairperson, *Harvard Educational Review*, Cambridge, MA, 2003-2004
- Editorial Board Member, *Harvard Educational Review*, Cambridge, MA, 2002-2004

**ADDITIONAL EXTERNAL LEADERSHIP AND SERVICE**

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- Member, AERA Division K Innovations in Research on Diversity in Teaching/Teacher Education Award Committee (2011-2012)
- Program Chair, AERA Division K, Section 9 (Teacher Education Program Design and Innovation), February 2010 – April 2011
- MSU Internal Advisory Board Member, Preparing to Teach Algebra Study (PIs – Sharon Shenk, Jill Newton, & Yukiko Maeda), 2010-present
- Member, Nominating Committee, Critical Examination of Race, Ethnicity and Gender SIG – AERA, 2008-2009
- Session Chair, Society for the Study of Social Problems Annual Conference, August 2006
- 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
- 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
- Founder and Co-Chair, First Annual HGSE Alumni of Color Research Conference, 2002-2003
- Member, HGSE Students of Color Orientation Planning Committee, 2001-2004
- Member, HGSE Math & Science Faculty Search Committee, 2001-2002
- Member, Learning and Teaching Department Student Advisory Board, 2001-2002
- Member, HGSE Community Trust School-Wide Committee, 2001-2003
- Member, HGSE Learning & Teaching Doctoral Admissions Committee, 2001-2002; 2002-2003
- Co-Chair, HGSE Black Student Union, 2000-2001; 2001-2002
- Officer, Diversity Committee, HGSE Student Government Association, 2000-2001
- Member, Harvard University Graduate Council, 2000-2001
- Member, HGSE Diversity Innovation Fund Committee, 2000-2005

## **COMMUNITY INVOLVEMENT**

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- Scholarships Chairperson, Lansing/East Lansing Chapter of The Links, Incorporated, August 2012-present
- Member, Steering Committee, Statewide African American Male Youth Symposium (State of Michigan), July 2012-present
- Co-Director, Project LEAD (Living Equity through Action and Diversity), October 2011-present
- Ex-Officio Member, East Lansing Public Schools Achievement Gap Task Force, August 2010 - present
- Founder and Director, Maximizing African American Student Success (MAASS) Mentoring Program, August 2009
- Member, East Lansing Public Schools Response to Intervention (RtI) District Leadership Team, August 2009 - present
- Coordinator, Global Links to the Future Mentoring Program at Pattengill Middle School (Lansing, MI), Lansing/East Lansing Chapter of The Links, Inc., August 2007-May 2010
- Member, Strategic Planning Committee, East Lansing Public Schools, January 2007-May 2007
- Member, The Links, Incorporated., May 2006-present
- Volunteer Reader - Wainwright Elementary School; Woodcreek Elementary School, Lansing, MI, January 2007-December 2010
- Advisory Board Member, Junior Academies, Inc., 2005- present
- Volunteer, Benjamin Banneker Charter School, Boston, MA, 2000-2001
- Volunteer, Roxbury Preparatory Charter School, Roxbury, MA, 2000-2001
- Member, Delta Sigma Theta Sorority, Incorporated, 1994-present

## **HONORS AND AWARDS**

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- MSU 2011 Curricular Service-Learning and Civic Engagement Award (as member of TE250 faculty instructional team), November 2012
- MSU Graduate Student Employee Union Outstanding Supervisor Award, July 2012
- 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
- 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
- Semi-Finalist, Spencer Foundation Exemplary Dissertation Award, 2007
- Lilly Fellow, Michigan State University, 2006-2007
- 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
- 1<sup>st</sup> Runner-Up, Harvard Idol Contest, 2003
- Student Speaker, HGSE Student Orientation, 2002
- Recipient, HGSE Deans Financial Award, 2002
- Recipient, Elisabeth A. and John H. Hobbs Financial Aid Fund Award, Harvard University, 2001
- Recipient, HGSE Larsen Entering Financial Award, 2000
- Recipient, James A. Rumrill Scholarship Award, Harvard University, 2000

## **DOCTORAL ADVISING**

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### Chair, Dissertations Completed

- Curtis Lewis (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.* Principal, Henry Ford Academy, Detroit, MI.
- Nia Makepeace (Graduated Spring 2011). *The “special education” of Black boys: An ecological examination.* Associate Professor, Ithaca College.

### Committee Member, Dissertations Completed

- Joseph Flynn (Graduated Summer 2007). *Reel dialogues: Using film to discuss race and Whiteness with teachers.* Assistant Professor, Northern Illinois University.
- Kris Gritter (Graduated Summer 2007). *Fluency is belonging: Urban middle school students and their textual identities.* Assistant Professor, Curriculum & Instruction, Seattle Pacific University.
- Steven Wojcikiewicz (Graduated Summer 2007). *The good students: A study of high-achiever culture in a high school history class.* Assistant Professor, Western Oregon University.
- Megan Birch (Graduated Spring 2008). *(Dis)placing and (e)race-ing (dis)courses: Thinking about multiculturalisms and becoming a teacher.* Assistant Professor of English Education, Plymouth State University.
- Sycarah Grant Fisher (Graduated Spring 2009). *The role of minority status in student development and outcomes.* Assistant Professor of School Psychology, Howard University.
- Joy Oslund (Graduated Spring 2009). *Stories of change: A narrative perspective on elementary mathematics teachers’ identifying and implementation of new mathematics practices.* Assistant Professor of Education, Alma College.
- Marini Lee (Graduated Spring 2010). *Telling the future: Narrative urban teaching identities.* Assistant Professor of Curriculum and Instruction, Eastern Michigan University.
- Sheba Onchiri (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.* Area Representative at International Student Exchange.
- Danielle Palmer (Graduated Spring 2011). *The academic and psychological functioning of African American adolescents: What matters most?* Clinical Case Manager, The Devereux Foundation.

- Najwa Aown (Graduated Spring 2012). *A portrait of a teacher's life: Learning to teach, curriculum making, and teaching about Islam.*
- Carlin Borsheim (Graduated Spring 2012). "Not as multicultural as I'd like": *Complicating White English teachers' engagement of multicultural literature study in predominantly White contexts.* Assistant Professor, Central Michigan University.
- John Walcott (Graduated Spring 2012). *Urban-focused teacher preparation: A tale of two perspectives.* Assistant Professor of Teacher Education, Calvin College.

Director, Dissertations in Progress

- Annis Brown Stubbs (Teacher Education). *Tipping points: School discourse and racial demographic shifts.*
- Valencia Moses (Teacher Education). "Radical Empiricism" and the reduction of learning: *ESEA, accountability and assessment in Michigan, 1965-1975*
- Ashley Woodson (Teacher Education). *Citizenship (The chopped and screwed mix): Critical race inquiry into civic capital gaps.*

Committee Member, Dissertations in Progress

- Christina Berchini (Teacher Education). *Early-Career English teachers and social justice: Identities, ideas, and practices*
- Eric Dickens (Educational Psychology and Educational Technology)
- Khalel Hakim (Teacher Education)
- Amanda Hall (CEPSE/School Psychology). *Teacher motivation on implementing a Tier-1 reading intervention with treatment integrity.*
- Dorothy Hines (Education Policy). *Navigating multiple worlds when dropping back in school: Urban youth, policy, and re-enrollment*
- D'Andrea Jacobs (School Psychology). *Recommendations versus reality: Factors related to parental engagement practices within school-parent compacts in a low-income community.*
- Chiharu Kato (CEPSE/School Psychology). *Stereotype threat susceptibility and bicultural integration.*
- Dominick Quinney (African American and African Studies). *Fight the power: An exploration of the Black student activist scholar.*
- Takumi Sato (Teacher Education). *Using a Critical Race Theory lens to examine how youth of color engage youth participatory action research to interrogate their science experiences.*
- Elnora Scott (K-12 Educational Administration). *A critical analysis of multicultural service learning.*
- Leslie Jo Shelton (Higher Adult Lifelong Learning and Education). *The experiences of undocumented Latin@ students who demonstrate resilience in navigating higher education.*
- Bonnie Williams (Writing, Rhetoric, and Composition). *Powerful words: Teaching the African American Verbal Tradition as a rhetorically effective writing skill.*

Director, Program Committees

Currently directing 3 program committees

Member, Program Committees

Currently serving on 16 additional program committees

**GRADUATE STUDENT MENTORING (FORMAL)**

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Summer Research Fellowships, Faculty Mentor

- Carleen Carey (2012)
- Tuesda Roberts (2012)
- Curtis Lewis (2007)

**UNDERGRADUATE STUDENT MENTORING (FORMAL)**

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McNair Scholars Program, Undergraduate Research Projects, Faculty Mentor

Alayna Washington (2011-2012). *An examination of racial self-perception and relationship to academic achievement in a predominantly White high school*. Presented at MSU Summer University Undergraduate Research and Arts Forum.

Ashley Robinson (2011-2012). *An examination of Black males' aspirations for college in a predominately White high school*. Presented at MSU Summer University Undergraduate Research and Arts Forum.

Jenise Noble (2010). *The resilience of African American college students from "high risk" environments*.

Melissa Hoang (2009). *The first-generation experience of Vietnamese high school students*.

Lakeya J. Omogun (2008). *Lift every voice: African American parents express their children's educational experience*.

Undergraduate Research Assistants, Faculty Mentor

Emily Alalouf (2012-2013).

Andrea Grafstein (2012-2013).

Robyn Hubbard (2012-2013).

Christopher Thomas (2012-2013).

Allison Voigt (2012-2013).

Christopher Thomas (2011-2012). Presented at the MSU University Undergraduate Research and Arts Forum, April 13, 2012.

Chelsey Dunning, Jeffrey Seguin, & Evan Yamanishi (2007-2008). *“. . . 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.

**PROFESSIONAL MEMBERSHIPS**

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- American Educational Research Association (AERA)
- Critical Race Studies in Education Association (CRSEA)
- National Alliance of Black School Educators (NABSE)
- National Association of Multicultural Educators (NAME)
- Phi Delta Kappa (PDK)