

SABRINA N. ROSS
Department of Curriculum, Foundations, and Reading
PO Box 8144, College of Education
Georgia Southern University
Statesboro, GA 30460
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CURRENT POSITION

Professor of Curriculum Studies, Georgia Southern University

EDUCATION

- 2007 **Ph.D. Curriculum and Teaching/Cultural Studies**, The University of North Carolina at Greensboro, Greensboro, NC.
- 2001 **M.S. Human Development and Family Studies**, The University of North Carolina at Greensboro, Greensboro, NC.
- 1995 **BA. Psychology**, Summa Cum Laude, The University of North Carolina at Greensboro, Greensboro, NC.
- 1993 **AA. Liberal Studies**, Honors, The Florida State University, Tallahassee, FL.

POST DOCTORAL TRAINING

- 2016 **M.S. Educational Research**, Georgia State University, Atlanta, GA.

RESEARCH INTERESTS

Influence of Race/Ethnic and Gender Identities on Schooling Processes and Outcomes; Social Justice Education; Experiences of Women Faculty of Color in Higher Education; Critical Pedagogy; Contributions of Black Feminist and Womanist Philosophies to Educational Praxis; Cultural Studies

COURSES TAUGHT AT GEORGIA SOUTHERN UNIVERSITY

EDUC 9999 Dissertation
EDUC 9632 Doctoral Writing Seminar II
EDUC 9630 Doctoral Writing Seminar I
EDUC 9636 Advanced Seminar in Forms of Curriculum Inquiry
EDUF 9631 Seminar in Cultural Studies
EDUC 9232 Forms of Curriculum Inquiry
EDUC 9230 Power and Schooling
EDUF 9133 Theories of Educational Inquiry
EDUC 9132 Critical Reading in Curriculum: Critical Geographies of Space and Place
EDUC 9130 Contemporary Curriculum Theorists

EDUF 8831 Philosophies of Education
EDUF 8631 Foundations for Social Justice Education
EDUC 8105 Hip Hop Pedagogy
EDUF 7235 Multicultural Education
EDUR 7130 Educational Research
EDUC 7130 Curriculum Theories and Design
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
EDUC 2110 Investigating Critical and Contemporary Issues in Education

TEACHING AND RESEARCH EXPERIENCE

August 2018 - Present **Professor**, Curriculum, Foundations, and Reading, Georgia Southern University, Statesboro, GA.

Responsible for chairing doctoral dissertations, student advisement, and teaching online, hybrid, and face-to-face courses at the doctoral, specialist, and undergraduate levels. Co-director, *Curriculum and Pedagogy for Social Justice* graduate certificate program. Coordinator, *Urban Education* endorsement program.

August 2013 - July 2018 **Associate Professor**, Curriculum, Foundations, and Reading, Georgia Southern University, Statesboro, GA.

Responsible for chairing doctoral dissertations, student advisement, and teaching online, hybrid, and face-to-face courses at the doctoral, specialist, and undergraduate levels.

Teaching Honors and Awards:

Jack Miller Educator of the Year (2016)
Jack Miller Award for Teaching (2013)

August 2009 - July 2013 **Assistant Professor**, Curriculum, Foundations, and Reading, Georgia Southern University, Statesboro, GA.

Responsible for chairing doctoral dissertations, advising doctoral students, and teaching online, face-to-face, and hybrid courses at the doctoral, specialist, and undergraduate level.

Teaching Honors and Awards:

Governor's Teaching Fellow (2012)

August 2008 - May 2009 **Visiting Assistant Professor**, Women's and Gender Studies and African American Studies, The University of North Carolina at Greensboro, Greensboro, NC.

Responsible for undergraduate and graduate instruction in the Women's and Gender Studies Program and the African American Studies Program. Courses taught: Feminist Research Analysis; Gendered Worlds; African American Religious Traditions;

Ross CV

Introduction to African American Studies; and Postmodern Blackness.

January 2008 -
August 2008

Research Consultant, Center for Youth, Family, and Community Partnerships, The University of North Carolina at Greensboro, Greensboro, NC.

Conducted qualitative interviews, focus groups, and program evaluation for the Ready Together School Readiness Project funded by the Bryan Foundation and the Cemela Foundation.

January 2007-
June 2008

Lecturer, College of Arts & Sciences, The University of North Carolina at Greensboro, Greensboro, NC.

Responsible for undergraduate instruction in the African American Studies Program, the Department of Religious Studies, and the Bachelor of Liberal Studies Program. Courses taught: Introduction to African American Studies; African American Spirituality; The Real You; and American Dreams.

January 2006 -
August 2007

Research Consultant, Guilford Technical Community College, Jamestown, NC.

Developed assessment measures, conducted data analysis, and interpreted findings relevant to subgroups addressed through GTCC's Achieving the Dream Minority Educational Outcomes Grant funded by the Lumina Foundation.

PUBLICATIONS

Peer-reviewed Publications

Ross, S. N. (2021). Matters of life and love: Some preliminary mappings of Womanist pedagogical futures. *Educational Studies*, 57(3), 224 - 237.

Ross, S. N. (2021). Womanist inquiry for social justice in curriculum. In M. F. He & W. Schubert (Eds.) *Oxford Research Encyclopedia of Education* (pp. 1 – 18). New York: Oxford University Press.
doi:10.1093/acrefore/9780190264093.013.1166

Ross, S. N., & Stevenson, A. (2018). Recognizing the academic talents of young Black males: A counter-story. *The International Journal of Critical Pedagogy*, 9 (1), 95 – 121.

Ross, S. (2017). The dialectic of racial justice: Maxine Greene's contributions to morally engaged and racially just education spaces. *Review of Education, Pedagogy, and Cultural Studies*, 39 (1), 90 - 105.

- Ross, S. N. (2017) Re-conceptualizing higher education administration for the 21st century: Servant educational leadership and knowledge for public good in a “post-racial” era. In C. P. Gause (Ed.), *Leadership, equity, and social justice in American higher education: A reader*. NY: Peter Lang.
- He, M. F., **Ross, S. N.**, & Seay, K. (2015). Methodological dilemmas in social justice research in the U.S. South. *International Journal of Curriculum and Social Justice*, 1(1) 71 – 106.
- Stevenson, A., & **Ross, S.** (2015). Starting young: Emergent Black masculinity and early literacy. *Journal of African American Males in Education*, 6 (1), 75 – 90.
- Ross, S. N. (2014). Diversity and intergroup contact in higher education: Exploring possibilities for democratization through social justice education. *Teaching in Higher Education*, 18 (8), 870 - 881.
- Ross, S. N. (2013). Examining the role of facilitated conflict on student learning outcomes in a diversity education course. *International Journal for the Scholarship of Teaching and Learning*, 7 (1), 1 – 18.
- Ross, S. (2010). From moral outrage to moral activism: The role of critical race theory in educational transformation. *South Atlantic Philosophy of Education (SAPES) 2010 Yearbook*, 39 - 47.
- Roseboro, D., and **Ross, S.** (2009). Care-sickness: Black women educators, ethic of care, and a hermeneutic of suspicion. *Educational Foundations*, 23 (3-4), 19 - 40.
- Ross, S. (2009). Critical race theory, democratization, and the public good: Deploying postmodern understandings of racial identity in the social justice classroom. *Teaching in Higher Education*, 14 (5), 517 - 528.
- Ross, S. (2006). Book Review of “Reflections on the Moral and Spiritual Crisis in Education.” *Educational Studies*, 40 (1), 101 - 105.
- Kerpelman, J. L., Shoffner, M. F., and **Ross-Griffin, S.** (2002). African American mothers' and daughters' beliefs about possible selves and their strategies for reaching the adolescents' future academic and career goals. *Journal of Youth and Adolescence*, 31 (4), 289-302.

Books and Editor-reviewed Publications

- Ross, S. N. (In-Press). Lori Patton Davis: Mapping the landscape of African American postsecondary education. In J. DeVitis (Ed). *Engaging Minds: Today’s public intellectuals and American higher education*. Sterling, VA: Stylus.
- Ross, S. (2018). Balancing social justice and survival. In A. T. Kemp (Ed.),

Dignity of the Calling: Educators share the beginnings of their journeys (pp. 202 – 210). Charlotte, NC: Information Age.

- Ross, S. (2018). The dialectic of racial justice: Maxine Greene's contributions to morally engaged and racially just education spaces. In H. Spector, R. Lake, & T. M. Kress (Eds.), *Maxine Green and the Pedagogy of Social Imagination* (pp. 90 – 105). NY: Routledge. (Reprinted from The dialectic of racial justice: Maxine Greene's contributions to morally engaged and racially just education spaces, 2017, *Review of Education, Pedagogy, and Cultural Studies*, 39 (1), 90 - 105.
- Ross, S.,** & Stevenson, A. (2017). When walking the walk changes the talk: Using critical reflection to inform practices of social justice research and social justice education. In D. D. Liston & R. Rahimi (Eds.), *Promoting social justice through the scholarship of teaching and learning* (pp. 189 – 208). Bloomington, IN: Indiana University Press.
- Marina, B. & **Ross, S.** (2016). (Eds.), *Beyond retention: Cultivating spaces of equity, justice, and fairness for women faculty of color in U.S. Higher Education*. Charlotte, NC: Information Age.
- Marina, B., **Ross, S.,** & Robinson, K. (2016). Voices from the margins: Illuminating experiences of African American women senior administrators in higher education. In N. Croom and T. Marsh (Eds.), *Envisioning critical race praxis in higher education through counter-storytelling* (pp. 89 – 106). Charlotte, NC: Information Age.
- Ross, S. N. (2016). Crooked sticks and straight licks: Strategies for Womanist resistance and resilience in the dirty south. In D. Taliaferro Baszile, K. T. Edwards, & N. A. Guillory (Eds.), *Race, gender, and curriculum theorizing: Working in womanish ways* (pp. 129 – 146). Lanham, MD: Lexington Books.
- Ross, S. (2016). Dangerous terrain: Reflections of a Black woman teacher educator within predominantly White universities. *The Sophist's Bane*, 8 (1) 6 - 11.
- Ross, S. N. (2015). The Womanist/Black feminist milieu. In M. F. He, W. H. Schubert, & B. Schultz (Eds.), *Sage Guide to Curriculum in Education* (pp. 358 - 366). Thousand Oaks, CA: Sage.
- Ross, S. (2013). The politics of politeness: Theorizing race, gender, and education in White Southern space. In W. M. Reynolds (Ed.), *Understandings Emerging from the Southern Mist: The curriculum of place* (pp. 143 – 160). New York: Peter Lang.
- He, M. F., & **Ross, S.** (2012). Narrative of curriculum in the South: Lives in-between contested race, gender, class, and power. Special Issue of *The Journal of Curriculum Theorizing*, 28 (3), 1 – 9. Guest Editors: Ming Fang He and Sabrina Ross.

- Ross, S. N. (2012). Ethical caring in cultural context. In R. S. Lake (Ed.), *Dear Nel: Opening the circles of care (Letters to Nel Noddings)* (pp. 84 - 86). New York, NY: Teacher's College Press.
- Roseboro, D. L., **Ross, S. N.** (2011). Guest Editors' Note. Special Issue of *Vitae Scholasticae*, 28 (2), 3 - 6. Guest Editors: Donyell L. Roseboro and Sabrina N. Ross.
- Ross, S. (2011). Association of African Women for Research and Development (AAWORD). In T. K. Wayne (Ed.), *Feminist writings from ancient times to the modern world: A global sourcebook and history, Volume 2* (pp. 628 – 632). Santa Barbara, CA: Greenwood.
- Ross, S. N. (2010). Critical race theory, educational equity, and democracy in the U.S. In D. E. Chapman (Ed.), *Examining Social Theory: Crossing borders/reflecting back* (pp. 209-225). New York, NY: Peter Lang.
- Ross, S. N. (2009). Womanist conceptualizations of an African-centered critical multiculturalism: Creating new possibilities of thinking about social justice. In N. S. Anderson and H. Kharem (Eds.), *Education as Freedom: African American Educational Thought and Ideology* (pp. 69 - 93). Lanham, MA: Lexington Books.
- Ross, S. N. (2009). Biographies of important figures in education: Anna Julia Haywood Cooper. In E. F. Provenzo, Jr. and J. Renaud (Eds.), *Encyclopedia of social and cultural foundations of education, Volumes 1 - 3* (pp. 885 – 886). New York: NY: Sage Publications.
- Shapiro, H. S., Latham, K., & **Ross, S. N.** (2006). (Eds.). *The Institution of Education. 5th Edition*. Boston, MA: Pearson.
- Ross, S. N. (2006). Albert Bandura. In J. Kincheloe and R. Horn (Eds.), *The Praeger handbook of education and psychology, Vol. 1* (pp. 49 - 56). Westport, CT: Greenwood Press.

PRESENTATIONS

National and International

- Roseboro, D. L., Meadows, K., & **Ross, S.** (2019). *Black children inheriting ahistorical activist discourse*. Presented at the Critical Questions in Education Conference, Savannah, GA. March 4th, 2019.
- Ross, S. N. (2017). *Using critical reflection to inform social justice research and pedagogy*. Presented at the SoTL Commons 2017 Conference, Savannah, GA. March 29th, 2017. **Refereed.**
- Ross, S., & Lake, R.** (2017). *Social justice and diversity certification programs for educators*. Presented at the National Youth-At-Risk Conference,

Ross CV
Savannah, GA. March 7th, 2017. **Invited Speaker.**

- He, M. F., Baszile, D. T., & **Ross, S. N.** (2016). Chair: Division B Vice Presidential Graduate Seminar. *Methodological tensions of curriculum inquiries into the life in schools, communities, and neighborhoods: Liberating dissertation writing*. American Educational Research Association Annual Meeting. Washington, DC. April 7 – 8th, 2016. **Invited Chair.**
- Ross, S. N. (2016). Curriculum scholars of color “rewriting knowledge”: The (im)possibilities of breaking through and moving beyond in curriculum studies. In symposium: *Humanness as praxis: Colonialities of being in curriculum theory*. American Educational Research Association Annual Meeting. Washington, DC. April 9th, 2016. **Refereed.**
- Ross, S. N. (2016). *Division C Fireside Chat: The journey from doctoral student to a tenure-track job*. American Educational Research Association Annual Meeting. Washington, DC. April 9th, 2016. **Invited Speaker.**
- Williams-Johnson, M., **Ross, S.**, and Reidel, M. (2016). Women and professorial image: Teaching at the intersection of gender, race, class, and emotion in higher education. In roundtable session: *Unpacking cultural intersections using self-study*. American Educational Research Association Annual Meeting. Chicago, IL. April 11th, 2016. **Refereed.**
- Williams-Johnson, M., & **Ross, S.** (2015). *Examining the emotionally charged classroom environment*. Poster Presentation. American Educational Research Association Annual Meeting. Chicago, IL. April 18th, 2015. **Refereed.**
- Ross, S. (2014). Black Womanist perspectives on curriculum. In symposium: *Womanist Curriculum Perspectives and Possibilities*. American Educational Research Association Annual Meeting, Philadelphia, PA. April 4th, 2014. **Refereed.**
- Ross, S. (2014). Thinking about love, justice, and education through African American literature and Womanist Studies: Toni Morrison, Alice Walker, and bell hooks on educational improvement. In symposium: *Separation of School and (Corporate) State? Cross-Cultural Perspectives on Love, Justice, and Education*. American Educational Research Association Annual Meeting, Philadelphia, PA. April 5th, 2014. **Refereed.**
- He, M. F., **Ross, S.**, Janis, S., & Yu, M. (2014). Emergent curriculum Perspectives and Possibilities. JCT Conference on Curriculum Theory and Classroom Practice. Dayton, OH, October 10th, 2014. **Refereed.**
- Ross, S. N.**, Williams-Johnson, M., & Reidel, M. (2014). Breaking the silence surrounding intersections of gender, race, class, and emotion in higher education: Implications for teaching and learning. JCT Conference on Curriculum Theory and Classroom Practice. Dayton, OH, October 11th, 2014. **Refereed.**
- He, M.F., Mikell, C., Janis, S., **Ross, S.** (Discussant), & Schubert, W. (Discussant). (2013). *Teaching in between contested race, gender, class, and power in the U.S. South*. American

Ross CV
Educational Research Association Annual Meeting. San
Francisco, CA. April 28th, 2013. **Refereed.**

Ross, S. (2011). *The politics of politeness: Resistance to social justice education in the South*. Panel Presentation: *Understandings emerging through the Southern mist: The curriculum of place*. American Educational Research Association Annual Meeting. April 9th, 2011. **Refereed.**

Ross, S. (2009). *Teaching and learning on the verge*. Paper presented at the American Educational Studies Association Annual Conference, Pittsburgh, PA. November 6th, 2009. **Refereed.**

Roseboro, D., & **Ross, S.** (2008). *A pedagogy of disengagement for the soul*. Paper presented at the American Educational Studies Association Annual Conference, Savannah, GA. October 30th, 2008. **Refereed.**

Roseboro, D., & **Ross, S.** (2006) *Black women educators, ethic of care, and a hermeneutic of suspicion*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. April 10th, 2006. **Refereed.**

Regional and Local

Ross, S. N. (2020). *A diffractive analysis of the dissertation writing experiences of African American females*. Georgia Educational Research Association Annual Meeting (virtual conference), October 2nd, 2020

Ross, S. (2020). *Womanist pedagogical futures*. Paper presented at the Curriculum Studies Summer Collaborative (virtual conference), June 11th, 2020.

Ross, S. N. (2019). *Experiences and Perceived Barriers to Dissertation Writing for Curriculum Studies Doctoral Students*. Georgia Educational Research Association Annual Meeting, Macon, GA. October 4th, 2019.

Janis, S., He, M. F., & **Ross, S.** (2018). *Teaching towards multiple perspectives during troubling times: Critical perspectives from women of color in the U.S. South*. Presented at the Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 21st, 2018.

Schubert, W., **Ross, S.**, Morris, M., & Ayers, B. (2017). *Curriculum retrospective: The fierce urgency of Now*. Presented at the Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 21st, 2018. **Invited Panelist.**

Baszile, D. T., **Ross, S.**, Agosto, V., Berry, T., Morton, B., & Huckaby, F. (2016). *Womanish ways: Monologues of the intersections of race, gender, and curriculum studies*. Curriculum Dialogues Special Session. Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 9th, 2016. **Refereed.**

Ross, S. (2016). *Colonialities of knowledge: The (im)possibilities of breaking*

through and moving beyond in curriculum studies. Critical Media Literacy Conference, Savannah, GA. March 26th, 2016. **Refereed.**

- Williams-Johnson, M., **Ross, S.**, & Reidel, M. (2015). Examining the professorial image: Teaching at the intersection of gender, race, class, and emotion in higher education. Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 12th, 2015. **Refereed.**
- Ross, S.**, & Meadows, K. (2014). Cultivating hope: Fostering collaboration for social justice. SEAES Graduate Session Panel. Southeastern Association for Educational Studies, Greensboro, NC. March 22nd, 2014. **Refereed.**
- Roseboro, D., **Ross, S.**, & Meadows, K. (2014). Living a life for social justice. SEAES Closing Session Tribute to Dr. Tracey Booth Snipes and Dr. Dale Brubaker. Southeastern Association for Educational Studies, Greensboro, NC. March 22nd, 2014. **Invited Speaker.**
- Ross, S. (2014). *Counternarratives of curriculum in schools, neighborhoods, and communities in the South*. (Discussant). Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 12th, 2014. **Refereed.**
- Janis, S., He, M.F., **Ross, S.**, Pantin, M., & Pantin, C. (2014). *Teaching critical consciousness in the age of austerity in the U.S. South*. Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 14th, 2014. **Refereed.**
- He, M. F., **Ross, S.**, Janis, S., Tennial, D. (2013). *Teaching critical thinking in the era of standardization and high stakes testing*. Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 20th, 2013. **Refereed.**
- Reynolds, W., Maudline, J.G., Lake, R., **Ross, S.**, & Whitlock, U. (2013). *Understandings beyond the southern mist*. Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 20th, 2013. **Refereed.**
- Ross, S.**, Denney, K., Holmes, A., Kinney, A., & Waddell, A. (2013). *Critical geographies of race, gender, and sexuality*. Curriculum Studies Summer Collaborative Conference, Savannah, GA. June 20th, 2013. **Refereed.**
- Ross, S.**, & Stevenson, A. (2013). *Academic achievement and performances of African American masculinity*. Cross-cultural Issues in Counseling and Education, Savannah, GA. February 16th, 2013. **Refereed.**
- Ross, S. (2011). *Explorations of prejudice reduction in a diversity education course*. Southeastern Conference on Cross-Cultural Issues in Counseling and Education, Savannah, GA. February 11th, 2011. **Refereed.**
- Ross, S. (2010). *Diversity education as a strategy for reducing intergroup conflict in college students*. Georgia Educational Research Association Annual Conference, Savannah, GA. October 22nd, 2010. **Refereed.**

- Ross, S. (2010). *From moral outrage to moral activism: The role of critical race theory in educational transformation*. Individual presentation from Shapiro, S., Pitts, L., Ross, S., and Hudak, G. "Philosophizing moral outrage: The legacy of David Purpel." Special panel session of the Annual Meeting of the South Atlantic Philosophy of Education Society, Greensboro, NC. October 2nd, 2010. **Refereed.**
- Ross, S. (2008). *Building bridges with Black female bodies*. Paper presented at the South Atlantic Philosophy of Education Society, Blacksburg, VA. October 10th, 2008. **Refereed.**
- Ross, S.**, Roseboro, D., Meadows, K., and Snipes, T. (2008). *Nobody's Mammy: Embracing pedagogies of mothering that challenge negative stereotypes of black women*. Panel presentation for the 2008 Conference on African American Culture and Experience, Greensboro, NC. February 2nd, 2008. **Refereed.**

GRANT ACTIVITY

- Ross, S.** (Research Consultant), & Shannon-Baker, P. (Research Consultant). (2020). *Deep Center Healing Schools Initiative with Savannah Chatham County Public School System – Years One and Two*. Savannah, GA. \$16,000 (funded).
- Ross, S.** (Co-PI), & He, M.F. (Co-PI). (2017). *Developing a professional learning community to foster social justice education in P – 12 contexts*. Georgia Southern University Faculty Research Seed Awards, \$6,538 (funded).
- Ross, S. (PI). (2017). *Experiences of Practitioner Scholars in the Curriculum Studies Ed. D. Program*. COE Small Seed Grant. College of Education, Georgia Southern University, \$4,220 (funded).
- Ross, S.** (Co-PI), & He, M.F. (Co-PI). (2016). *Using culturally relevant problem posing education to solve real world math problems*. Department of Education Teacher Quality Enhancement Grant. \$54,124 (unfunded).
- Arrington, N. (Co-PI), **Ross, S. N.** (Co-PI), Williams-Johnson, M. (Co-PI). (2015). Year 4 of Program Evaluation Grant: Evaluating the music education and Boys and Girls Club partnership. Sponsored by College of Liberal Arts and Sciences, Georgia Southern University, \$8,147 (funded).
- Soares, L. (Co-PI), He, M. F. (Co-PI), & **Ross, S.** (Co-PI) (2014). *Differentiated Assessment and Instruction across Content Areas*. Department of Education Teacher Quality Enhancement Grant. \$48,946 (unfunded).
- He, M. F. (Co-PI), **Ross, S.** (Co-PI), Stevenson, A. (Co-PI), & Brkich, K. (Co-

PI). (2013). Cultivating culturally responsive and challenging pedagogy: Literacy across middle school content areas. Department of Education Teacher Quality Enhancement Grant. \$67,995 (unfunded).

Stevenson, A. (Co-PI), **Ross, S.** (Co-PI), Green, L. (Co-PI). (2013). Using guided inquiry and digital technologies to develop content literacy in social studies and science. Department of Education Teacher Quality Enhancement Grant. \$62,758 (unfunded).

Brown, S. (Co-PI), **Ross, S.** (Co-PI), & Stevenson, A. (Supporting) (2011). Culturally relevant literature for academic achievement and conflict resolution. Department of Education Teacher Quality Enhancement Grant. \$33, 049 (funded).

CHAired DISSERTATIONS

Earned Doctorates in 2019

McNair, D. (2019). *In-between epistemic paradigms of disablement: A reflective journey*. Georgia Southern University, Statesboro, GA.

Morgan, R. (2019). *Rey-ifying a new heroine: Interrogating the curriculum of femininity in Star Wars films*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2018

Allen, M. (2018). *I, too, am a woman: An emancipatory text on the intersections of race, gender, and sexuality*. Georgia Southern University, Statesboro, GA.

Bishop, D. (2018). *Embracing the bounty: Countering the curriculum of deficit*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2016

Coney-Devine, N. (2016). *From tangled roots to new growth: Narratives of Black women who have embraced their natural hair while navigating the workplace*. Georgia Southern University, Statesboro, GA.

Dixon, D. (2016). *Moving past dissenting voices: The experience of resilience in African American male college graduates*. Georgia Southern University, Statesboro, GA.

Kinney, A. (2016). *To whom it may concern: The displaced existence of special educators longing to connect*. Georgia Southern University, Statesboro, GA.

Lewis, N. (2016). *African American male students' experiences in an online learning program in an urban alternative school*. Georgia Southern University, Statesboro, GA.

Rice, A. G. (2016). *Teacher empowerment through instructional coaching: A qualitative study on the theory and application of Partnership Principles*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2015

Stephens, R. (2015). *Dr. Eugene Grigsby's connections to art, African American life in the South, and social justice education: Implications for art education curriculum*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2013

Cox, B. (2013). *A song for you: A tribute to the daughters of the South*. Georgia Southern University, Statesboro, GA.

Jones-Hall, C. (2013). *Housing patterns, academic performance, and school choice: A narrative inquiry into the relocation experiences of African American families*. Georgia Southern University, Statesboro, GA.

Jordan, F. (2013). *The laughter behind: Curriculum of place, the hypermasculine imperative, and the critical education of a Southern cop*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2011

Blackmon, K. (2011). *Intertwined cultural journeys: An autoethnography of learning, teaching, and affirming diversity through multicultural music*. Georgia Southern University, Statesboro, GA.

Dissertations In-progress

Sams, P. (In-progress, writing prospectus). *A critical multicultural analysis of DC Comics' Black Lightning*.

Waddell, A. (In-progress, writing pre-prospectus). *Place, power, and White southern female identity*.

Whitaker, M. (In-progress, analyzing data). *Using Nella Larsen's Passing to teach across difference*.

DISSERTATION COMMITTEE SERVICE (as Content Specialist or Methodologist)

Earned Doctorates in 2019

McDonald, P. C. (2019). *Dis/ability, difference, and imagination: A memoir of becoming*. Georgia Southern University, Statesboro, GA.

Pugh, M. P. (2019). *Humanity in the Black: Applying counter-racist logic with comedy and hip hop*. Georgia Southern University, Statesboro, GA.

West, A. E. (2019). *Teaching with passion: Engaging in Indigenous thought and storywork*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2018

Hammon, J. S. (2018). The long and winding road of self-reflection: Exploring otherness through the use of currere, educational autobiography, and creative nonfiction.

Strickland, D. L. (2018). *Factors relating to the multicultural efficacy and attitudes of teachers*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2017

Gregory, A. (2017). *Media impact: Misfits in the media*. Georgia Southern University, Statesboro, GA.

Hall, M. (2017). *Having our say: Shining light on necessary voices in a historically Black high school in Georgia*. Georgia Southern University, Statesboro, GA.

Reddick, S. O. C. (2017). *From the big house to the school house slavery by a different name #School: The metaphorical plantation*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2016

Aker, M. (2016). *A study of Black teachers' perceptions of the academic achievement of Black male students in elementary schools in rural Georgia*. Georgia Southern University, Statesboro, GA.

Brown, S. (2016). *Seeking space for solitude in a world of commodification*. Georgia Southern University, Statesboro, GA.

Cato, J. (2016). *The need for expertise: Becoming education professionals in spite of a neoliberal world*. Georgia Southern University, Statesboro, GA.

Cook, J. (2016). *The posthuman curriculum and the teacher*. Georgia Southern University, Statesboro, GA.

Crawford, K. (2016). *Developing the whole teacher: A phenomenological case study of student teachers' emotional experiences in one teacher education program*. Georgia Southern University, Statesboro, GA.

Jenkins, L. (2016). *The muzzled hope: Utilizing Black protest thought to examine African American males' identity development and academic success in the rural U.S. south*. Georgia Southern University, Statesboro, GA.

Johnson, A. (2016). *Dancing with the stars: Situation, tasks, action, and results – An inquiry into the beliefs, identity and practices of African American women assistant principals*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2015

Ceron, O. (2015). *Effects of the Georgia state standards on teachers' instructional practices and perspectives of student learning*. Georgia Southern University, Statesboro, GA.

Evans, E. (2015). *Young, gifted, Black, blocked: A critical inquiry of Black students' perceptions of barriers that hinder their participation in gifted and advanced placement programs*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2014

Hall, O. J. (2014). *African American teenage males speak out: Influence of African American males on the academic achievement, identities, and lives of African American teenage males*. Georgia Southern University, Statesboro, GA.

Heusel, L. (2014). *May I walk beside you?: Exploring the journey into the careers of African American women in childcare through their stories*. Georgia Southern University, Statesboro, GA.

Steel, D. (2014). *Media influences on African American girls*. Georgia Southern University, Statesboro, GA.

Sun, J. (2014). *Contemporary urban youth culture in China: Multiperspectival cultural studies of Internet subculture*. Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2013

Bullard, M. (2013). *A bridge over troubled waters: Testimonies of Black women's experience of desegregation in the South*. Georgia Southern University, Statesboro, GA.

Hunt, S. (2013). *The voices of reason: Counterstories of the urbanization of a suburban Black school in Georgia*. Georgia Southern University, Statesboro, GA.

Seay, K. (2013). *And then the wall rose: Counter-narratives of Black males'*

experience of elementary schooling in urban Georgia. Georgia Southern University, Statesboro, GA.

Thomas, M. (2013). *Out of identical onesies into fraternal strands: Black feminist life narratives of sisterhood.* Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2012

Blanford, W. (2012). *Exploring the likelihood of Black women self-actualizing: The struggle to recover from racial trauma.* The University of North Carolina at Greensboro, Greensboro, NC.

Compton, T. (2012). *One story, two perspectives: Experiences of a mother and a daughter in special education in public schools.* Georgia Southern University, Statesboro, GA.

Faulkner, P. (2012). *Curriculum of place: Who are we? Southerners beneath the red clay and black dirt.* Georgia Southern University, Statesboro, GA.

Ledford, Y. (2012). *Seeing through smoke and mirrors: Constructing identity between the myths of Black inferiority and a post-racial America.* Georgia Southern University, Statesboro, GA.

Roy, D. J. (2012). *Can we teach if we don't know?: A middle class White female special education teacher and students of color in rural Georgia.* Georgia Southern University, Statesboro, GA.

Rychly, L. (2012). *Beyond the death of the teacher: Reimagining life in classrooms through receptive discourse.* Georgia Southern University, Statesboro, GA.

Tyson, R. (2012). *Revitalizing Indigenous languages and cultures and preserving Indigenous knowledge through storywork.* Georgia Southern University, Statesboro, GA.

Earned Doctorates in 2011

Cave, J. (2011). *The intersection of race, masculinity, and subjectivity in the experiences of an African American male teacher in Southeast Georgia.* Georgia Southern University, Statesboro, GA.

Gowan, M. (2011). *Buried Treasure? Excavating active, meaningful and worthwhile learning from an elementary time capsule.* Georgia Southern University, Statesboro, GA.

Mikell, C. (2011). *Reaping what you sow: Southern cultures, Black traditions, and Black women.* Georgia Southern University, Statesboro, GA.

Moss, V. (2011). *A knock at midnight: A pedagogy of Womanist spirituality*. Georgia Southern University, Statesboro, GA.

Peebles, J. (2011). *Killers or keepers of the dream?: An exploration of race and White privilege with White female teachers from a rural Southern school district*. Georgia Southern University, Statesboro, GA.

Tossie, V. (2011). *Their story, my story, our story: Oral histories of African American women educators' paradoxical navigation of culturally relevant pedagogy*. Georgia Southern University, Statesboro, GA.

FURTHER SERVICE TO COLLEGE, UNIVERSITY, AND PROFESSION

Professional Service beyond the University

International Journal of Sociology of Education Editorial Board Member (July 2020 – Present)

AERA Division B Program Committee Co-chair (December 2014 – 2016)

Reviewer *International Journal of Qualitative Studies in Education* (2012 – Present)

Reviewer *International Journal of Critical Pedagogy* (2014 – Present)

Reviewer *Gender and Education* (August 2015 – Present)

Reviewer Department of Education Enhancing Teacher Quality Proposals (2013 – 2019)

Reviewer AERA Division B Annual Meeting Proposals (June 2016 - 2018)

Reviewer AESA Annual Meeting proposals (2015 – 2018)

Society for Professors of Education Executive Board Member (January 2014 – 2016)

Writing Mentor, Curriculum Inquiry Summer Writers' Retreat (Summer 2017)

University Service

Faculty Grievance Committee (2014 – 2016)

Faculty Senate (August 2010 – June 2014)

Faculty Welfare Committee (2013 – June 2014)

Institutional Review Board, Alternate (2010 – 2018)

Undergraduate Curriculum Committee (2010 – 2013)

Undergraduate Committee Alternate (2016 – 2018)

Graduate Committee Alternate (2018 – Present)

College Service

COE Diversity Taskforce (2014 – 2019, service as Co-chair began in 2015)

COE Faculty Panel on Balancing Research, Teaching, and Service (September 2013)

COE Summer Graduate Workshop Planning Committee (compensated service) (2011 – 2018)

Cross-Cultural Issues in Counseling and Education Planning Committee (2009 –

2013)
COE Curriculum Committee (2017 – 2019)
Curriculum Studies Summer Collaborative Planning Council (2011 – 2018)
Faculty Executive Committee (2016 – 2018)
Consolidation OWG 3 – 1: College of Education (Spring 2017)
Tenure, Promotion, and Welfare Committee (2016 – 2020)
Tenure and Promotion Appeals Committee (2020 – Present)

Departmental Service

Coordinator, *Urban Education* endorsement program (2019 – Present)
Co-Director, *Curriculum and Pedagogy for Social Justice* graduate certificate program (2017 – Present)
Curriculum Studies Ed.D. Program Director (January 2017 – December 2018)
Curriculum Studies Admissions Committee (2010 – 2019, service as Chair began in August, 2020)
Curriculum Studies Ed.D. Program Committee (2009 – Present)
Curriculum Studies Orientation Planning Committee (2009 – 2019)
Curriculum Studies Search Committee (Fall 2020 – Spring 2021)
Graduate Assistants' Professional Development Training: IRB Overview (2015)