

Marlon C. James, Ph.D.

Department of Teaching, Culture and Learning
College of Education and Human Development
Texas A&M University
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EDUCATION

Ph.D., Curriculum and Instruction, December 2008
Urban & Multicultural Education
Texas A & M University
College Station, TX.

M.S. Sociology, July 2002.
Inequality & Social Change
Illinois State University
Normal, IL.

RESEARCH INTERESTS

Urban and Multicultural Education

African American Education
Black Male Identity Development
Educational Equity & Urban School Reform

PROFESSIONAL EXPERIENCE

Prairie View A&M University (2021 - Present)

Faculty Fellow for Student Success, Brailsford College of Arts and Sciences (BCAS),
Prairie View, TX.

Through the PVAMU-TAMU partnership and reporting to the Dean of the BCAS, Dr. James provided opportunities for graduate students to improve their application of statistical research, study design, and research writing. Additionally, Dr. James focused on creating initiatives within the BCAS for student success. Dr. James was assigned a 50% TAMU and 50% PVAMU contract during the 2021-2022 academic year (paid 100% by TAMU). This academic year, Dr. James was assigned a 90% PVAMU and 10% TAMU contract (paid 100% by TAMU).

- **Student Success Score Card** - Conducted a 10-year statistical evaluation of BCAS student and course outcomes to identify critical trends in enrollment, retention, graduation, and D, F, and W rates across each program, gateway, and core courses. Presented *Student Success Score Card* to department heads as programmatic benchmarks.
- **AESS-BCAS Liaison** - Serves as the BCAS liaison to Academic Engagement and Student Success (AESS) for integrating early warning systems, student success coaches, and Panther MEN (College Algebra reform project) within BCAS. Attends AESS

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Leadership Team meetings, trainings and monthly meetings with John Gardner, and BCAS Department Heads meetings to increase communication and collaboration.

- **BCAS Student Success Initiatives** - Provided leadership to revise and implement the Title III Grant for the Writing Center and OGS. Provided leadership to revise and implement the Title III Grant for the Writing Center and OGS. This included increased hours of operations, writing workshops, and one-one writing support for graduate students. The Title III grant also will allow for the creation of the PV Promise Learning Communities that will implement a revised BCAS core curriculum with enhanced teaching methods and integrated student supports from AESS targeting incoming freshmen with a heightened probability of underperformance.
- **UT Austin Dana Center & BCAS Liaison** - Conducted a 10-year analysis of Math course outcomes, and a secondary analysis of a faculty and student survey regarding the effectiveness of mathematics courses. Created the logic model for math program enhancement which detailed faculty trainings with the Dana Center, redesign of the Math Center, and measures of classroom implementation.
- **Student Support Services** - Dr. James led the organization of the new PVAMU Toastmasters Club and presented two graduate student research workshop series for students at PVAUM and TAMU. Designing the plan to integrate student success coaches (Masters of Social Work students) across the BCAS and AESS to support social, emotional, and academic skill development among students. Dr. James is also Providing leadership to create and implement a uniform Individual Student Success Plan and Student Peer Mentor Training across AESS and BCAS.

Texas A&M University (2014 - Present)

Assistant Professor, Urban Education, College of Education & Human Development, College Station, Tx.

Prairie View A&M University (2021 - 2022)

Faculty Research Fellow, Center for Applied Research and Statistics, Prairie View, Tx.

Texas A&M University (2014 - 2016)

Associate Director, Center for Urban School Partnerships, College of Education & Human Development, College Station, Tx.

Loyola University of Chicago (2011 – 2014)

Assistant Professor, Teaching and Learning, School of Education, Loyola University, Chicago, Il.

University of Connecticut (2008 – 2011)

Assistant Professor, Educational Leadership, Neag School of Education, University of Connecticut, Storrs, CT.

Texas A&M University (2005 - 2008)

Diversity Graduate Research Fellow, Department of Teaching Learning and Culture, Texas A&M University, College Station, TX.

Parkland College (2001-2008)

Sociology Faculty, Department of Social Science, Parkland Community College, Champaign, IL.

PARTNERSHIPS

BlackStar Collaborative (2021) – Lead Faculty and Designer. Texas A&M University, Prairie View A&M University, Texas A&M San Antonio, Dallas ISD, and members of Texas State Board of Education. Explore the impact of Ethnic studies courses on student outcomes, provide professional development, policy recommendations, and summer institutes for students.

Urban Student Teachers' Advanced Residency (2015-2018) – Lead Faculty and Designer. Spring ISD and the Department of Teaching, Learning, and Culture. Year-long teacher residency program to study how to reduce urban teacher turnover and needed support structures within an urban district.

Project SOAR (2011-2013) – Lead Faculty and Designer. Kappa Leadership Institute of Chicago and School of Education, Loyola University Chicago. Urban student-teacher and high school student college preparation model, served 23 high schools in the Chicagoland area.

Excellence and Equity (2013-2014) – Lead Researcher. Loyola University Chicago, Loyola University Maryland, and Windsor ISD. Research and community development to redress equity in school services, access, and outcomes.

COMPACT Initiative (2008-2011) – Faculty Researcher. Neag School of Education, University of Connecticut, and statewide community organizations, parents, and teacher's union. Organized statewide research and data collection efforts across four urban districts to evaluate the implementation and effectiveness of the COMPACT reform.

SCHOLARSHIP (* with Student(s))

Guest Editorships Referred Journal

***James, M.**, & Lewis, C. (2014). Can you see me now: Transformative auto-ethnographies of successful African American males in education. *Journal of African American Males in Education*. 5(2)
Retrieved from: <http://journalofafricanamericanmales.com/issues/vol5no2>

Research Reports/Books

Hoffman-Miller, P., **James, M.C.**, & Hermond, D. (2019). *African American Suburbanization and the Consequential Loss of Identity*. IGI Global. Hershey, PA ISBN: 9781522578352

James, M.C., Smith, W., Simmons, R., & Levy, C. (2013). Excellence and equity: The impact of racial inopportunity on student development and achievement at Windsor High School. Chicago, IL: Center for School Evaluation, Intervention and Training, Loyola University Chicago and Center for Innovation in Urban Education, Loyola University Maryland. Retrieve free copy from: http://www.windsorct.org/files/_sElv0_/9eb34747d831247a3745a49013852ec4/Excellence_and_Equity_WHS_Master_Updated_9_3_.pdf

White Papers

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Hill-Jackson, V., Stafford, D., & **James, M.C.** & Hartlep, N.D. (2018). *The white paper: How to hire the best school leaders using Martin Haberman's protocols for selecting "Star" Teachers and Principals* (white paper). Houston, Texas: The Haberman Educational Foundation, Inc. [CLICK HERE TO ACCESS WHITE PAPER](#)

Refereed Peer-Reviewed Journal Publications (* Published with Graduate Students)

*Harmon, W. C. Jr.; **James, M. C.**, Young, J., & Scott, L. (2022). Black fathers rising: A QuantCrit analysis of Black fathers' paternal influence on son's engagement and sense of school belonging in high school. *Equity & Excellence in Education*. DOI: 10.1080/10665684.2022.2100011

*Joshi, P., & **James, M.C.** (2022). The ethnic advantage: An analysis of teacher-student ethnicity matching and academic achievement in Nepal. *Educational Inquiry*.

*Grice, S., Terry, A. M., Turner, M. A., Williams, J. A. & **James, M. C.** (2022). "But have we had enough?": An exploratory examination of teachers' exposure to culturally responsive classroom management professional development, *Journal of Transformative Learning*, 9(1), 26-46.

James, M. C., Diaz Beltrán, A. C., Williams III, J. A., Young, J., Neshyba, M., & Ogletree, Q. (2022). We matter too: Employing counterstorytelling to expose the equity paradoxes arresting mattering and racial healing among faculty of color. *International Review of Qualitative Research*, 14(4), 669-692. DOI: [10.1177/19408447211049524](https://doi.org/10.1177/19408447211049524)

Moon, C.Y., Larke, P.J., & **James, M.C.** (2022). Examining Mathematics Achievement: An Analysis of Fourth and Eighth Grade TIMSS U.S. Data by Ethnicity, Gender, and Sociocultural Variables. *Journal of Ethnic and Cultural Studies*, 9(1), 226-243.

*Joshi, P. R., Digari, S., & **James, M. C.** (2022). The difference a female teacher makes: Analysis of girls' achievement in Nepal. *Educational Studies*. <https://doi.org/10.1080/00131946.2022.2051032>

James, M. C., Williams III, J. A., Diaz Beltrán, A. C., Neshyba, M., Ogletree, Q., & Young, J. (2021). The Equity Paradox Typology: An Application of Critical Race Methodology to Redress Racial Harm Against Faculty of Color. *Qualitative Inquiry*, 27(10), 1221-1232. DOI: 10.1177/10778004211021804

Williams, J.A. III, **James, M.C.**, Díaz Beltrán, A.C., Young, J., Vásquez Neshyba, M., & Ogletree, Q. (2021). Employing the Urban Education Typology Through a Critical Race Spatial Analysis. *The Urban Review*, 37(3), 4312-4322. DOI: 10.1007/s11256-021-00625-y

***James, M.C.**, Wandix-White, D., Waxman, H., Rivera, H., & Harmon, W.C. (2021). Remixing Resilience: A critical examination of urban middle school learning environments among resilient African American learners. *Urban Education*, DOI: [10.1177/0042085921991632](https://doi.org/10.1177/0042085921991632)

* Harmon, W. C. Jr.; **James, M. C.**, and Farooq, R. (2020). Ecologies of Hope: Understanding Educational Success among Black Males in an Urban Midwestern City. *Journal of Multicultural Affairs*, 5(2), 1-18. <https://scholarworks.sfasu.edu/jma/vol5/iss2/5/>

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- *Moon, C. Y., Zhang, S., Larke, P., & **James, M.C.** (2020). We Are Not All the Same: A Qualitative Analysis of the Nuanced Differences Between Chinese and South Korean International Graduate Students' Experiences in the United States. *Journal of International Students*, 10(1), 28-49. <https://doi.org/10.32674/jis.v10i1.770>
- *Colón, I., **James, M.C.**, Chowdhury, M., Rector-Aranda, A., & Burgess, M. (2020). In Search of *Confianza*: A Qualitative Analysis of Salvadoran Parents' Experiences in U.S. Urban Schools. *International Journal of Multicultural Education*, 22(1), 35-52. <http://dx.doi.org/10.18251/ijme.v22i1.1708>
- ***James, M.C.**, & Mokuuria, V.G. (2017). Resisting total marginality: Understanding African American college students' academic success and racial identity development at a predominantly White University. *Journal of Research in Humanities and Social Science*, 5(7), 75-86. Retrieved from <http://www.questjournals.org/jrhss/papers/vol5-issue7/IJ577586.pdf>
- ***James, M.C.**, Butterfield, V., Jones, K., & Mokuuria, V.G. (2017). Opportunity for All: An Analysis of Equity in Advanced Placement Programming in a US High School. *International Journal of Innovation and Research in Educational Sciences*, 4(1), 15-21. Retrieved from http://ijires.org/administrator/components/com_jresearch/files/publications/IJIRES_748_FINAL.pdf
- ***James, M.C.**, Rupley, W.H., Hall, K. K., Nichols, J.A., Raskinski, T.V., & Harmon, W.C. (2016). Reform Stall: An Ecological Analysis of the Efficacy of an Urban School Reform Initiative to Improve Students' Reading and Mathematics Achievement. *Cogent Education*, 3(1), 1245089. <https://doi.org/10.1080/2331186X.2016.1245089>
- Blake, J.J., Gregory, A., **James, M.C.**, & Webb-Hasan, G. (2016). Early Warning Signs: Identifying Opportunities to Disrupt Racial Inequities in School Discipline Through Data-Based Decision Making. *School Psychology Forum: Research in Practice*, 10(3), 289-306.
- ***James, M.C.**, Nichols, J.A., Nichols, W.D., Rupley, W.H., Franks, A., Raskinski, T.V., & Paige, D.D. (2016). Tracking Exposed: The potential for undermining urban high school students' academic success through course placement practices. *IOSR Journal of Research & Method in Education*, 6(3), 173-180. DOI: 10.9790/7388-060304173180 <http://www.iosrjournals.org/iosr-jrme/papers/Vol-6%20Issue-3/Version-4/Y060304173180.pdf>
- * **James, M.C.**, Hall, K. K., Liles, V., Williams, T. L., & Marrero, S. M. (2016). Total Marginality: Cumulative marginality among African American students at a predominantly White institution. *Journal of Multicultural Affairs*, 1(1), 1-31. Retrieved from <http://scholarworks.sfasu.edu/jma/vol1/iss1/1>
- James, M.C.**, & Lewis, C. (2014). Kindling the spark of black male genius through education. *Journal of African American Males in Education*, 5(2), 105-110. Retrieved from <https://jaamejournal.scholasticahq.com/article/18459-kindling-the-spark-of-black-male-genius-through-education>
- James, M.C.**, & Lewis, C. (2014). Villains or virtuosos: An inquiry into blackmaleness. *Journal of African American Males in Education*, 5(2), 267-282. Retrieved from <https://jaamejournal.scholasticahq.com/article/18449-villains-or-virtuosos-an-inquiry-into-blackmaleness>

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- James, M. C.** (2014). Defiance and Black Scholar Identity Development: A Personal Reflection. *The Black History Bulletin*, 77(1), 16-20. Retrieved from <http://www.jstor.org/stable/10.5323/blachistbull.77.1.0016>
- James, M. C.** (2011). Toward systems of opportunity: How to cap pipelines to prisons in schools. In P. Robinson, & C. Lewis. (2011). A critical examination of curriculum and pedagogy in urban K-12 schools: A source of transformation or a pathway to incarceration for students of color. *Journal of Curriculum and Pedagogy*, 8(2), 123-127.
- Bonner, F., Lewis, C., Bowman-Perrott, L., Hill-Jackson, V. & **James, M.** (2010). Definition identification, identity and culture: A unique alchemy impacting the success of gifted African America. *Journal for the Education of the Gifted*, 33(2), 176-202.
- James, M.** (2010). Never give up: The complexities of promoting academic excellence among African American at a single gender school. *The Journal of African American Males in Education*, 3(1), 167-195.
- James, M.**, & Lewis, C. (2009). Exploring Possibilities: A Qualitative Analysis of a Single-gender School for Urban African American Males. *The National Journal of Urban Education & Practice*, 3(1), 230-250.
- Lewis, C., **James, M.**, Hancock, S., & Hill-Jackson, V. (2008). Framing African American students' success and failure in urban settings: A typology for change. *Urban Education*, 43(2), 127-153.
- Lewis, C. Hancock, S., **James, M.**, & Larke, P. (2008). African American students and No Child Left Behind legislation: Progression or digression in educational attainment. *Multicultural Learning & Teaching*, 3(2), 9-29.
- Lewis, C., Bonner, F., Byrd, D. & **James, M.** (2008). Recruiting African American males into urban teacher preparation programs from university athletic departments. *The National Journal of Urban Education and Practice*, 1(3), 224-238.
- Book Chapters Published** (* with Students)
- *Young, J. R., Tholen, A., Ortiz, N., **Harmon, W. C.**, & James, M.C. (In press, 2021). The influence of scholarships on the recruitment of teachers of color in STEM: Lessons learned from the Robert Noyce teacher scholarship program. In C. D. Gist & T. J. Bristol (Eds.). *The Handbook of Teachers of Color*. Thousand Oaks, CA: Sage.
- *Butterfield, V., **James, M.C.**, & Swinton, A., (2017). Demystifying Culture and Applications for English Language Learners. In K. C. Bryan & M. Vásquez Neshyba (Eds.), *ESL Methods for Achievement and Equity*. Kendall/Hunt Publishing Company.
- ***James, M.C.**, Ferguson, K., Harmon, W.C., & Jones, K. (2017). We're Not Misbehaving: Cultivating the Spirit of Defiance in Black Male Students. In N. Carter & M. Vavrus (Eds.), *Intersectionalities of Race, Class, and Gender with Teaching and Teacher Education: Movement Toward Equity in Education*. Sense Publication.
- James, M. C.**, & Hill-Jackson, V. (2012). 'Just don't quit on us': motivating and engaging African American males at a single gender middle school. In A. Cohan & A. Honigfeld (Eds.), *Breaking the mold of education for culturally and linguistically diverse students: Innovative and successful practices for the 21st century* (pp. 141-150). Lanham, MD: Rowman & Littlefield
- Hill-Jackson, V., Fox, B., Jackson, R., & **James, M.C.** (2012). Given school dropout rates, especially among poor and minority students, should college attendance be the norm for all U.S. students? Counterpoint. In F. Brown, R. Hunter, & S. Donahoo (Eds.), *Diversity in schools* (pp. 123-132), a

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volume in C. Russo and A. Osborne (Eds.), *Debating the issues in American education: A SAGE Reference set*. Thousand Oaks, CA: Sage
 Hill-Jackson, V., Stafford, D., & **James, M.C.**, & Hartlep, N.D. (2018). The white paper:
 How to hire the best school leaders using Martin Haberman's protocols for selecting 'star'
 teachers and principals (white paper). Houston, Texas: The Haberman Educational Foundation,
 Inc.

Refereed Journal Under Review (* Writing with Students)

Young, J., Williams III, J. A., Diaz Beltran, A. C., **James, M. C.**, Ogletree, Q., & Neshyba, M. (Under Review). Utilization the urban education typology: A content analysis of selected citations. *Review of Educational Research*.
 Deuermeyer, E. E., Harvey, I. S., **James, M.C.** (Under Review, 2021) Teacher Regenesi: The impact of weight loss among female urban public educators. *International Journal of Qualitative Studies in Education*.

RESEARCH PRESENTATIONS

Invited Key Notes and Lectures

- James, M.C.** (2022). Journey to Freedom: Freeing our Hearts and Minds Toward Justice, Presented for ChristUs Health, Juneteenth 2022.
- James, M.C.** (2022). A Touch of Hope: How Everyday Teachers Can Make Anything Possible Through Equity Pedagogy, Intercultural Development Research Association - Equity Assistance Center (South) Convening for Educators. 6/14/2022
- James, M.C.** (2021). Equity Matters: Forecasting Biden's educational policy agenda. Zoom Lecture presented for American University, Washington DC. 3/29/2021
- James, M.C.** (2021). The difference an educator makes. Zoom Lecture presented at 37th Annual Teach Tomorrow Summit Texas Association of Future Educators. 3/1/2021
- James, M.C.** (2021). Rising hopeful Black children amidst perils and pandemics. Facebook Live Lecture presented for Color CoED Community Convos. 2/23/2021
- James, M.C.** (2017). *Igniting the SPARK of genius in young men of color: A unifying approach for supporting the positive development of young men of color*. Lecture presented at the Annual Meeting of Texas-National Association of Multicultural Education, Stephen F. Austin State University in Nacogdoches, TX.
- James, M. C.** (2015). *Kindling the SPARK of Black male genius in education*. Lecture presented at the Annual First Friday Lecture Series in Texas A&M University, African-American Professional Organization, College Station, TX.
- James, M. C.** (2014). *Poverty and possibility: An autoethnography of assets and strengths in diverse communities*. Educational Research Center at TAMU, Lecture Series, College Station, TX.
- James, M. C.** (2013, November 4). *Starting at Home: How communities and students benefit from equity in common core standards?* [For Parents, Students, Community and Common Core Conference]. Yale University, Afro-American Cultural Center. New Haven, CT.
- James, M. C.** (2013, June 6). *A Higher Calling: Guidance for aspiring social justice researchers in unjust times*. [Centre for Critical and Cultural Theory (at) and the Fulbright organization "Engaged" / Promoting Collaborative Skills Development by Engaging Local Communities: An Interdisciplinary Symposium in collaboration with the Fulbright Commission]. Butetown History & Arts Centre Cardiff University, England. <http://www.cardiff.ac.uk/encap/newsandevents/events/conferences/engaged.html>

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James, M. C. (2009). *The Expectations Cycle: Building school cultures that fosters excellence among urban learners*. Keynote speaker at the Annual Meeting of Accelerated Schools Plus National Conference, San Diego, CA.

Presentations International-National Conferences

- Neshyba, M., Ogletree, O., **James, M.C.**, Young, J., Williams, J., and Diaz-Beltran, A. (2022, Nov 7) *Talking Back: Critical Race Theory (CRT) in Educational Research*. Paper presented at the International Conference on Urban Education International Conference, Cancun, Mexico.
- ***James, M.C.**, Waxman, H., Rivera, H., Wandix-White, D., Harmon, W. (2021, Apr 8) Reconsidering Black resilience: A Critical Examination of Urban Middle School Learning Environments Among Resilient African American Learners. [Round Table]. AERA Annual Meeting Virtual.
- *Moon, C.Y., Larke, P., & **James, M.C.** (2021, Apr 11) An Analysis of TIMSS Mathematic Achievement by Ethnicity, Gender, Grade, and Environmental Factors. [Round Table]. AERA Annual Meeting Virtual.
- *Young, J., Tholen, A., Ortiz, N. A., Harmon, W. C. & **James, M. C.** (2021, Apr 8) *Recruiting Teachers of Color in Science and Mathematics for High-Need Schools: Lesson Learned From the Robert Noyce Teacher Scholarship Program* [Paper Session]. AERA Annual Meeting Virtual.
- W. C., Scott, L. L., **James, M. C.** & Young, J. (2020, Apr 17 - 21) *Black Fathers Rising: An Analysis of Paternal Influence on Sons' Sense of Belonging and Engagement* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/t9lc9x6> (Conference Canceled)
- * Young, J., Tholen, A., Ortiz, N. A., Harmon, W. C. & **James, M. C.** (2020, Apr 17 - 21) *Recruiting Teachers of Color in Science and Mathematics for High-Need Schools: Lesson Learned From the Robert Noyce Teacher Scholarship Program* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yxxqmt2u> (Conference Canceled)
- * Farooq, R., **James, M.C.**, Harmon, C., & Rector-Aranda, A. (2019). Ecologies of Hope: Remixing resilience from the perspectives of academically successful black males. Paper presentation at Annual Meeting of American Educational Research Association National Conference, Toronto, Canada.
- * **James, M.C.**, Rector-Aranda, A., Gilley, T., & Moon, C.Y. (2019). I Will Never Be The Same: Centering the voices of educators from the urban student teacher advanced residency (USTAR). Paper presentation at Annual Meeting of American Educational Research Association National Conference, Toronto, Canada.
- *Figuro-Chares, M., **James, M.C.**, & Harmon, C. (2018). *Exponential Genius: Counternarratives of African American Male Mathematicians and Cultivating Mathematical Expertise in Black Male Youth*. Paper presentation at Annual Meeting of American Educational Research Association National Conference, New York, NY.
- ***James, M.C.**, Otten, A., Mokuria, V., & Wandix-White, D. (2018). *Reform Amid Resistance: Transformational Potential and Stakeholder Readiness for Urban School Change*. Paper presentation at Annual Meeting of American Educational Research Association National Conference, New York, NY.
- James, M.C.** (2017). *Intersectionality of Black male identity with Policies and practices in teaching and teacher education*. Paper presentation at Annual Meeting of American Educational Research Association National Conference, San Antonio, TX.
- ***James, M.C.**, Williams, L., & Jones, K. (2017). *A different Mirror: Nurturing Black male life and success through community wisdom*. Paper presentation at Annual Meeting of American Educational Research Association National Conference, San Antonio, TX.
- *Hall, K., **James, M.C.**, Nichols, J., Rupley, W., & Butterfield, V. (2017). *Much reform, little change: How inefficiencies stalled an urban school reform initiative*. Presentation at Annual Meeting of American Educational Research Association National Conference, San Antonio, TX.

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- *James, M.C., & Swinton, A. (2016).** *It's not all academics: How systemic microaggressions undermine students of color academic and socio-emotional identities.* Paper presented at the International Conference on Urban Education International Conference, San Juan, Puerto Rico.
- *James, M.C., & Jones, K. (2016).** *Ecologies of Hope: How urban communities empower African American males to persist educationally.* Paper presented at the International Conference on Urban Education International Conference, San Juan, Puerto Rico.
- *James, M.C., & Butterfield, V. (2016).** *Equality and Equity: An analysis of equity in advanced placement programming in a us urban high school.* Paper presented at the International Conference on Urban Education International Conference, San Juan, Puerto Rico.
- James, M. C. (2016).** *An opportunity for authentic collaborative research: My brothers keeper and methodological dilemmas.* Paper presented at the Annual Meeting of American Educational Research Association National Conference, Washington, DC.
- James, M. C., & Lewis, C. (2015).** *Villains or virtuosos: An inquiry into Blackmaleness.* Paper presented at the Annual Meeting of American Educational Research Association National Conference, Chicago, IL.
- *Carter, N., James, M. C., Marrero, S., Liles, V., & Deurmeyer, B. (2015).** *Educational research: Dilemmas and strategies for examining racial inequalities with urban schools and communities.* For AERA SIG - Critical Examination of Race, Ethnicity, Class and Gender. Graduate Research Breakfast. The Annual Meeting of the American Educational Research Association, Chicago, IL.
- James, M. C. (2014).** *Research as an Act of defiance to digital resistance to educational research.* Paper presented at the International Conference on Urban Education International Conference, Montego Bay, Jamaica.
- James, M. C. (2014).** *Keeping our promises: Exposing and subverting educational inequities in urban schools in the 21st century.* Paper presented at the International Conference on Urban Education International Conference, Montego Bay, Jamaica.
- James, M. C., & Hill-Jackson, V. (2014).** *Critical examination of an urban middle school serving African American males: Motivation and engagement.* Paper presented at the Annual Meeting of American Educational Research Association National Conference, Philadelphia, PA.
- *James, M. C., and Senior Class of the Kappa Leadership Institute of Chicago (2012).** *Hear our voices, teach us to dream: Promoting academic excellence and college readiness from the perspectives' of college bound African American males.* Presented at the Loyola University Chicago, School of Education, Annual Research Symposia, Chicago, IL.
- James, M. C., & Hill-Jackson, V. (2012).** *'Just don't quit on us': The paradox of motivating and engaging African American males at a single gender middle school.* Paper presented at the Annual Meeting of American Educational Research Association National Conference, Vancouver, Canada.
- James, M. C. (2010).** Never give up: The complexities of promoting academic excellence among African American at a single gender school. *The Journal of African American Males in Education*, 3(1) 167-195. Paper presented at the Annual Meeting of American Educational Research Association National Conference, New Orleans, LA.
- James, M. C. (2010, August 8-12).** *Minority Males in STEM*, Invited NSF-Sponsored Colloquy, Baltimore, MD.
- James, M. C., & Tucker, S. (2009).** *Instructional complexities at a single gender charter school serving urban African American males.* Paper presented at the Annual Meeting of The University Council for Educational Administration Convention, Anaheim, CA.
- James, M. C., & Tucker, S. (2010).** *The systemic inefficiencies compromising an urban school reform.* Paper presented at the Annual Meeting of American Educational Research Association National Conference, Denver, CO.

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- James, M. C.** (2010). *Never give up: The complexities of promoting academic excellence among African American at a single gender school*. Paper presented at the Annual Meeting of American Educational Research Association National Conference, Denver, CO.
- Lewis, C., **James, M. C.**, Hancock, S., & Hill-Jackson, V. (2010). *Framing African American students' success and failure in urban settings: A typology for change*. Paper presented at the Annual Meeting of American Educational Research Association National Conference, Denver, CO.
- James, M. C.**, & Tucker, S. (2009). *The front line: Complexities of promoting school reform*. Paper presented at the Annual Meeting of The University Council for Educational Administration Convention, Anaheim, CA.
- James, M. C.** (2009). *African American students and No Child Left Behind legislation: Progression or digression in educational attainment*. Paper presented at the Annual Meeting of American Educational Research Association National Conference, San Diego, CA.
- *Tucker, S., Fems-Bagwell, M., & **James, M. C.** (2009). *Partnering for success: A university/principal center mentoring partnership*. Paper presented at the Annual Meeting of American Educational Research Association National Conference, San Diego, CA.
- James, M. C.** (2009). *The spirit of a boy: Creating classrooms and lessons that are responsive to the needs of urban boys*. Presented at the Annual Meeting of Accelerated Schools Plus National Conference, San Diego, CA.
- Lewis, C., Bonner, F., Byrd, D., & **James, M. C.** (2008). *Diversifying teacher education: Recruiting African American males into teacher preparation programs from university athletic departments*. 6th Annual Meeting of the Hawaii International Conference on Education. Honolulu, HI.

Presentations Regional-State Conferences (*with Students)

- James, M.C.** (2022-2023). *Thesis and Dissertations Writing Workshops* (4 Part Series). Center for Writing and Public Discourse at Prairie View A&M University.
- Metofe, P., & **James, M.C.** (2021-2022). *Excellence in Statistical Research Series* (5 Part Series). Center for Applied Statistics and Research at Prairie View A&M University.
- ***James, M.C.**, Mokuria, V., & Wandix-White, D. (2017). *The Impact of a Year-long Preservice Teacher Clinical Model on Cultural and Pedagogical Competence*. Paper presented at the Annual Meeting of Texas-National Association of Multicultural Education, Stephen F. Austin State University in Nacogdoches, TX.
- ***James, M.C.**, Ferguson, K., Jones, K., Harmon, W., & Harmon, F. (2017). *Not misbehaving: understanding Black male defiance as a marker of success*. Paper presented at the Annual Meeting of Texas-National Association of Multicultural Education, Stephen F. Austin State University in Nacogdoches, TX.
- *Otten, A. S., LeBlanc, J. K., & **James, M.C.**, (2016). *Understanding Teachers' Perspectives of Community School Reform in Urban Schools*. Paper presented at the Southwest Educational Research Association 2016 Annual Conference, New Orleans, LA.
- James, M.C.** (2008). *Understanding the experiences of successful African American college students attending a predominantly White Institution*. Annual Meeting of the Southwestern Educational Research Association Conference. New Orleans, LA.
- Lewis, C., & **James, M. C.** (2007). *African American k-12 students and No Child Left Behind legislation: Progression or digression in Texas*. Paper presented at the 6th Annual Texas National Association of Multicultural Education Conference. College Station, TX.
- Hill-Jackson, V., & **James, M. C.** (2007). *Developing cultural sensitivity among pre-service teachers using video based learning*. Paper presented at the 6th Annual Texas National Association of Multicultural Education Conference. College Station, TX.
- James, M. C.** (2013). *An opportunity for excellence: Policy implications for institutionalizing equity and equality in CT Public Schools*. Report to CT State Board of Education. New Haven, CT.

School and Community Workshops

Marlon C. James, Ph.D.

James, M., & Ferguson, INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION, TX. (2022 - Present)

- Developed structures for conducting teacher roundtables across 11 states on censorship in classrooms
- Developing curriculums, lessons plans, activities and content for 11 states and Washington D.C. for culturally responsive teaching.

James, M., & Ferguson, INSTITUTE FOR RACIAL JUSTICE at LOYOLA UNIVERSITY CHICAGO, IL. - MEN OF MATH FELLOWSHIP (2021 - 2022)

- Provided project management for a five-month-long teaching fellowship committed to increasing the capacity of Black and Latinx male math educators as culturally-informed instructional leaders.
- Developed and monitored systems and processes for recruitment and selection of male teachers of color for the program.
- Organized facilitators for the ten virtual workshops.

James, M., & Ferguson, K. SUPERINTENDENTS' COMMISSION FOR THE STUDY OF DEMOGRAPHICS AND DIVERSITY, IL. (2021)

- Diversity, Equity, and Inclusion 101
- Developed the Equity Praxis Framework for leadership in diversity, equity & inclusion.
- Designed and delivered DEI workshops for 38 districts to build understandings related to key DEI terminology, organizational change when addressing equity issues, data analysis to inform a strategic plan for equity in schools, and a framework to actualize culturally responsive curriculum development and instruction.
- Introduced the key elements of critical race theory, its uses, and limits in education.

James, M., & Ferguson, K. ALVIN INDEPENDENT SCHOOL DISTRICT, TX. (2020-2021)

- Consulted with district leadership to develop a five-year equity plan.
- Evaluated district professional developments related to equity and culturally responsive teaching for compliance with Senate Bill 3 commonly referred to as the anti-critical race theory bill.
- Designed and facilitated a three week-long train-the-trainer workshop series with Alvin's English Learners and Cultural Service Department to redesign their district wide DEI professional developments to align with the requirements of SB-3.
- Provided workshops for district leadership on equity education and planning for equality and equity.
- Designed, distributed and analyzed a survey for leaders measuring their sense of social-emotional wellness, and used results to customize two different equity professional developments for principals and assistant principals.

James, M., & Ferguson, K. (2016-2019). Culturally Responsive Education Series (Hybrid Delivery). Three Year program designed to shift teacher beliefs and practices. Christ the King High School, Chicago Catholic Schools.

James, M. (2013) Windsor School Board Workshop. Excellence and Equity: Why School Reform is not Reforming Schools. Steps that Windsor Can Take to Move Forward. Special Session of Windsor School Board.

James, M. (2012) Leadership workshop for Stratford Public Schools. The Power of Culturally Dynamic Leadership and Teaching. Stratford Public Schools, CT.

James, M. (2012) P.O.W.E.R. HOUR – Strategies to help Fathers and Father Figures Organize for Student Success. Workshop presented at the U.S. Department of Health and Human Services, Strong Fathers, Strong Families, Strong Schools: A Forum for Fathers & Father Figures, Saturday, June 2, 2012, Malcolm X College, 1900 W. Van Buren Street, Chicago, IL.

James, M. (May 19, 2011), Refining the Reformers: Personal Steps to Prepare for Service in the Name of Justice: Presented for the Middlesex United Way. Middletown, CT.

James, M. (2010-2011) POWER HOUR - Workshops Series for Parents who Desire to create academic structures in homes. Stratford Public Schools.

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- James, M. (2010-2011). Excellence for All: Building the Capacity of Educators to Meet the Needs of Diverse Learners. District-wide 3rd Order Change Initiative. Stratford School District. Stratford, CT.
- James, M (2010) Statewide Introduction of the 3K Parent Empowerment Curriculum. State of Black CT Alliance.
- James, M. (2010). Just Across the River: Meeting the Needs of Diverse Learners, Canton Public School, Canton, CT.
- Forum Facilitator and Organizer, State of Black CT Alliance & UCONN Center of Educational Policy Analysis, Statewide Forum for Effective Implementation of School Governance Counsels, (August, 5th 2010).
- James, M. (2009 - 2010). Response to Cultural Diversity: Creating a system of responses to meet the academic, social and emotional needs of Diverse Learners. Granby School District Online and site based professional development.
- James, M. (2009-2010). Planning Team for the 2010 Symposium on the Intersection of Race and Education, Connecticut State Department of Education (CSDE), the Stakeholders' Planning Group, and State Education Resource Center (SERC).
- James, M. (2009). Community Forum: Helping Black males Success, Harding High School, Bridgeport, Ct.
- James, M. (2009). Meeting the needs of Choice Students, Granby Leadership Team Meeting, Granby, Ct.
- James, M. (2009). Student Workshop on Earning Potential of College Graduates, East Hartford High School, East Hartford, Ct.
- James, M. (2009). Establishing Senior Year Experience for Amistad Academy. New Haven, CT
- James, M. (2008). From expectations to excellence: Revitalizing school cultures and communities. Professional Development for K-8. Bridgeport ISD, Bridgeport, CT.
- James, M. (2008). The spirit of a boy: Adopting your teaching and classroom management to meet the needs of African American boys in urban schools. Professional Development for K-6th. Aldine ISD, Houston TX.
- James, M. (2006). Making a Difference: Strategies for engaging African American boys in urban schools. Professional Development for K-6th. Aldine ISD, Houston TX.

Grants and Contracts

Research Grants Funded

2019-2021 X-Grant Program, Office of the President Texas A&M University. Eliminating Bias in School Discipline Through Teacher Training. Jamilia Blake [PI], **Marlon James** [Co-Investigator] [Internal Funding \$1.4 million]

2019 Texas Education Agency (TEA)-Grow Your Own Grant for Teachers, Round 2/Path 3. Aggie Teacher Education Residency Model (aggieTERM). Valerie Hill-Jackson (PI + Grant Writer); Chery Craig, **Marlon James**, Miranda Walichowski, Andrew Kwok, and Barbara Ybarra (Co-PIs); Michele Kwok (evaluator) [External-\$220,000.00]

James, M. (2013-2014) Excellence and Equity in Windsor High School. (Funded by State of Connecticut Department of Education, Alliance Grant. (\$108,000.00)
Excellence and Equity (E&E) is an action research professional development model designed to build and organize the capacity of communities and schools to meet the academic, emotional and social needs of culturally and economically diverse learners. This three year-long process draws upon 60 years of educational research for creating excellent schools serving racially and economically diverse learners.

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Moreover, at Windsor High School the latest CAP data indicates a 3-4 year gap in learning across subjects between African American and European American students. This gap can't be explained by student-family income, language acquisition needs, or special education status. This proposal details the *Structuring Excellence Framework and Process*®, which is designed to:

1. Year One Objective - Provide critical insights into learning, teaching and leadership impacting the change process at Windsor High School by conducting an *Excellence and Equity Review*®.
2. Year Two Objective - Redress capacity shortfalls and strengthen progressive strategies that are effective with the infusion of community, corporate, and familial capital in a process called *Community Assets and Resources for Excellent Schools*® (C.A.R.E.S.).
3. Year Three Objective – Build the capacity of the district to apply for external grants, pursue additional corporate partners, and leverage local university partnerships to sustain the community support structures advanced during the C.A.R.E.S. initiative.

Departmental Grants Funded

James, M.C., (2018) CEHD Catapult Grant - Addressing Critical Junctures in Teaching and Teacher Education: The USTAR+1 Program” \$30,000. PI

Carter, N., & **James, M.C.** (2016-2017) Start Up Funding for USTAR. Dean's Office College of Education and Human Development & Houston Endowment. Co PI - \$30,000.

James, M.C. (2016-2017) Keeping Our Promise: Overcoming Educational Inopportunity In US Urban Schools. TLAC Graduate Assistant Research: PI - \$7,875.

Larke, P., Wijekumar, K., Webb-Hasen, G., Davis, T., **James, M.C.**, Caldwell, L. Singleton, J. & Quek, F.. (2015). Elementary Girls Engaging in Math and Science (E-GEMS) and Teacher education Transformation and Research. (TETR) TLAC Research Grant. Co PI - \$2,000/\$26,200.

James, M.C., & Waxman, H. C. (2015-2016). Use Of Data To Improve Urban Middle Schools. TLAC Research Grant. Co PI - \$5,000/\$30,000.

School Based Contracts Funded

James, M.C. (2016-2017). Paul Public Charter Schools, Igniting the SPARKK of Genius in Young Men of Color: A Practical Guide for Organizing School and Community Support Systems. Paul Public Charter. PI - \$10,000

Carter, N., **James, M.C.**, Webb-Hasan, G., & Williams, K. (2016). Houston ISD Overview of Professional Development Services for Baylor College of Medicine Academy at Ryan - Teaching All Students: Making It Work. Houston Independent School District. Co-PI \$1,500/5,057.50

Carter, N., **James, M.C.**, Webb-Hasan, G., & Williams, K. (2016). Spring ISD PD Educating in an Urban Environment. Spring Independent School District. Co PI - \$2,000/\$12,507.33

Carter, N., Williams, C., & Webb-Hasan, & **James, M.C.** (2014). Professional Development on Urban Students Initial Training. Spring Independent School District. Co PI - \$2,000/\$8,000.

James, M. (2011-2012). The Power of Culturally Dynamic Leadership and Teaching Workshop Series. Contract Funded by for Stratford Public Schools. (\$25,000).

James, M. (2010-2011). Excellence for All: Culturally Dynamic Teaching Workshop Series. Contract Funded by for Stratford Public Schools and Stratford Education Association. (\$25,000).

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James, M. (2010-2011). Workshop Series on Social Justice Educators and Closing the Achievement Gap. Contract Funded by The Minority Affairs Commission of the Connecticut Education Association. (\$25,000).

James, M. (2008-2011). District and School Auditing of Instructional Practices: Achieving Vertical and Horizontal Alignment. Contract Funded by Westbury Union Free School District, N.Y. (\$20,000).

Unfunded Grants and Contracts

Craig, C., James, M.C., Webb-Hasan, G., & Hill-Jackson, V. (Submitted, 2017). *Addressing Critical Junctures in Teaching and Teacher Education: The USTAR+*. Program US Department of Education, Office of innovation and Improvement (OII): Investing in Innovation (I3) Fund. \$2,346,084.00

Rupley, W., **James, M.C.**, Paige, D. (Submitted, 2017). *Adaptive Reading Instruction for Success in Early Elementary Reading (ARISE)*. Supporting Effective Educator Development (SEED) Grant.

Craig, C., **James, M.C.**, & Hill-Jackson, V. (2017). *Urban Pre-service and In-service Teacher Development in the Spring Independent School District*. Sid W. Richardson Foundation. \$245,793.00

Waxman, H., Bowen, D., Rivera, H., Stillisano, J. & **James, M.C.** (Submitted, 2016). *Examining Teacher Retention and Quality*. US Department of Education, Institute of Education Sciences (IES): Partnerships and Collaborations Focused on Problems of Practice or Policy. \$399,877.00

Carter, N., Webb-Hasan, G., Williams, K., Bright, L., **James, M.C.**, & **Larke, P.** (2015). Texas A&M University Mandela Washington Fellowship Institute on Civic Leadership. Department of State: International Research & Exchange Board. Co PI - 16% credit/\$139,494.00.

Carter, N., & **James, M.C.** (2015). New Pathways for Fathers and Families. Sponsored by Department of Health and Human Services: Healthy Marriage Promotion and Responsible Fatherhood Grants. Co PI - 50% credit/9,573,329.00.

James, M.C., Ompedoguelet, L., & Montague, M. (2015). AMMASE (Accelerating Minority Male Achievement and Success in Education). Texas Higher Education Coordinating Board. PI - \$100,000.

TEACHING

Courses Taught

Dr. James' List of Courses Taught at TAMU (2014-2022)

INST 222 – Foundations in Education in a Multicultural Society (Undergraduate)

EDCI 602 – Cultural Foundations of Education (Masters)

EDCI 603 – Professional Dev Strategies for Teachers (Masters)

EDCI 604 – E-Learning Classroom Management (Masters)

EDCI 629 – Historical Analysis of Urban School Reform (Ph.D.)

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EDCI 630 – Urban Education (Masters)

EDCI 636 – Educator as Researcher (Masters)

EDCI 637 – Urban Education Policy Analysis (Ph.D.)

EDCI 641 – African American Learner in Urban Schools (Ph.D.)

EDCI 642 – Multicultural Education Theory, Research and Practice (Ph.D.)

EDCI 643 – Teaching in Urban Environments (Masters)

EDCI 644 – Curriculum Development (Masters)

EDCI 673 – Analysis of Teaching Behavior (Masters)

EDCI 677 – Strategies for Teaching in a Culturally Pluralistic Society (Ph.D.)

SERVICE

Service International & National

- Editorial Board, Journal of Urban Mathematics Education (2019 -)
- National Advisory Board, Campaign for Black Male Achievement. (2016 - 2020)
- AERA SIG: Critical Examination of Race, Ethnicity, Class and Gender, Co-Chair for Research, (2015-2019)
- Sage Open, Education Journals, National Editorial Review Board, (2013-Present)
- Article Reviewer (2014-Present). National Journal of Urban Education and Practice.
- Article Reviewer (2016-). Equity & Excellence in Education.
- Article Reviewer (2016-). Journal of Multicultural Affairs.
- Article Reviewer (2017 -) Bank Street Occasional Paper Series

Service Regional, State and Local

- HEROH Foundation, Board Member and Education Chair, Chicago, IL. (2013 – Present)
- Micro Learning Communities for STREAM Education, Board Member, Indianapolis, IN. (2012 – Present)
- Community Forum on Equity in Education, Navasota, Texas (February, 2015)
- WATCH (Dad of Great Students) D.O.G.S. (2014-Present) Farney Elementary. Cy-Fair ISD, Cypress, TX.

Service to Texas A&M University

- *Diversity Fellowship* Reviewer, (2016).
- Presentation at State of *Black Aggie Symposium* (February, 2015).
- Presentation to TAMU *Black Graduate Student Association* (February, 2015).
- Presentation of Texas A&M Black Male Think Tank to *Distinguished Gentlemen's Club and Aggie Black Male Connection* (April, 2015)

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- Presentation to TAMU *African American Student Leadership Institute (September, 2015)*.
- Presentation to TAMU *University Scholars (December, 2015)*.

Service to College of Education and Human Development

- Chair of Review Committee for the CEHD Outstanding Faculty Mentoring Award (2020)
- Chair of Planning Committee for Celebration of Black Culture and Education (2016 - Present)
- Director of USTAR (2015-2018)
- CEHD Grand Challenge Committee (2014-2015)

Service to Department of Teaching, Learning, and Culture

- Support Committee for Dr. Ladson-Billings (2020-21)
- Member of TLAC Budget Reduction Committee (2020)
- Associate Director, Center for Urban School Partnerships (2014-2016)
- Science Education Faculty Search Committee Member (2015-2016)
- Coordinator, Urban Student Teacher Advanced Residency (U-STAR) with Spring ISD (2016-2019)
- Diversity TIGER Team (2018-present)
- TLAC A1 Revision Committee (2015-2016)
- TLAC A1 Review Committee (2014-2016)

Service to Urban Education Program

- Program Coordinator, Urban Education (2016-2019)
- Assistant Program Coordinator, Urban Education (2014-2016)
- Co-coordinator of INST 222 Courses (2014-Present)
- Urban Education Recruiting Visits (2014-2016)
- Workshop for TLAC Graduate Student Association (March, 2016)
- Kappa Delta Pi-Mu Chi Chapter keynote (April, 2015)
- WIST Wednesday (Frontier Lecture Series), Urban Education (November, 2015)

GRADUATE ADVISING

Dissertation Chair/Co-Chair (Graduates)

- Co-Chair – Chi Yun Moon. (2020). *Examining Mathematics Achievement: An Analysis of Fourth and Eighth Grade Trends in International Mathematics and Science Study (TIMSS) 2015 U.S. Data by Ethnicity, Gender, Bullying, Parental Involvement and Engaging Teaching*. Texas A&M University.
- Chair – Lauren Williams. (2020). *The Heart of Teaching: An Autoethnographic Analysis of a Teacher's Socialization of Care*. Texas A&M University.
- Co-Chair - Gibson-McClain, Kimberly. (2019). *A Functioning Dystopia: How the Voices of Students of Color Expose the Moral Debt in a Diverse Upper Class High School*. Texas A&M University.
- Chair - Farooq, Muhammad Rasheedah. (2017). *Remixing resilience: A case study of academically successful black males in an urban midwestern city*. Texas A&M University.
- Chair - Neill, Anne Rebecca. (2017). *Expectations Divergence: Exploring The Competing Nature Of Teacher Beliefs In An Urban High School*. Texas A&M University.
- Chair – Figuero Charles, Mary Anne (2017). *Exponential genius: How African American male actuaries develop mathematical expertise*. Texas A&M University
- Chair- Otten, St. Clair Amanda. (2016). *Too much reform, not enough change: A case study of ecological inefficiencies in reforming an urban middle school*. Texas A&M University.
- Chair- Hall, Kistner Kristin. (2016). *Praxis Convergence: How Special Educators in One Texas District Reimagined Inclusion Through Reflective Action*. Texas A&M University.

Marlon C. James, Ph.D.

- Chair- Hargrett, Melvin (2015). Recipe for Resilience: Factors Contributing to Urban African American Males' Post-secondary Academic Achievement. Loyola University Chicago.

Current Students Dissertation Chair

Texas A&M University

- Willie Harmon ((Expected Graduation, Spring 2021)
- Amanda Kelly (Expected Graduation, Spring 2021)
- Taylor Gilley (Expected Graduation, Summer 2021)
- Emily Holtz (Expected Graduation, Spring 2022)

Master's Students Graduates

Beaudoin, Ryan

Booker, Bonita

Bouldwin, Trinity

Bowler, Maggie

Branford, Ernest

Constance, Monique

Curry, Christina

Elbert, Sarah

Filardo, Angela

Fontenot, Mitchell

Gibbs, Kaitlin

Glover, Chynna

Grice, Salandra

Hallam, Eman

Han, Eunhae

Hawkins, Whitney

Hughes, Soledad

Osawemweneze, Ashley

Rodriguez, Valeria

Ruwe, Dalitso

Sanchez, Hannah

Soto, Andrew

Stout, Laura

Terry, Alexes

Marlon C. James, Ph.D.

Thomas, Courtney

Thouin, Caroline

Turner, Maiya

Williams, Ketina

MEMBERSHIPS AND BOARDS

American Education Research Association (2008- present)
 Research Focus on Black Education SIG
 Urban Learning, Teaching and Research SIG
 Critical Examination of Race, Ethnicity, Class and Gender.

HEROH Foundation, Board Member and Education Chair, Chicago, IL. (2013 – Present)

Micro Learning Communities for STREAM Education, Board Member, Indianapolis, IN. (2012 – Present)

National Association of Multicultural Education (2008-2018)

AWARDS

2020 College of Education and Human Development Faculty Climate Award. Texas A&M University.

The 2011 *Outstanding Alumni Award* from the Department of Anthropology and Sociology at Illinois State University.

The 2010 *Leadership by Example Award* by The State of Black Connecticut Alliance for service and leadership in closing the achievement gap.

The 2005 *Texas A&M University PhD Diversity Fellow*, which provided a full scholarship for PhD studies with research and teaching graduate opportunities.

The 1998 *Future Professor Scholarship* Recipient from Parkland College. Provided scholarship and professional development during B.S. and M.S at Illinois State University, and a tenure at Sociology Instructor position from 2000-2004.