

Edwin Nii Bonney, Ph.D.

EDUCATION

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| May 2021 | University of Missouri, Columbia, MO PhD in Educational Leadership and Policy Analysis Emphasis: Educational Policy Studies |
| May 2016 | University of Missouri, Columbia, MO Masters in Romance Languages (Spanish Teaching Emphasis) |
| July 2012 | Universidad de Cienfuegos Carlos Rafael Rodriguez, Cienfuegos, Cuba Diploma in Spanish Language and Literature |
| May 2013 | University of Ghana, Legon, Accra Bachelor of Arts in Spanish & Psychology |

PROFESSIONAL APPOINTMENTS

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| August 2023 - | Assistant Professor , Educational Leadership, Educational and Organizational Leadership Development, College of Education, Clemson University |
| August 2021 to July 2022 | Assistant Professor , Doctorate in Education Program, School of Teacher Education and Leadership, College of Education and Human Development Radford University |

RESEARCH SPECIALIZATION

Indigenous/African Languages, Literatures, and Literacies in Education; K-12 Educational Leadership and Policy; Decolonization & Linguistic Imperialism; Politics of Education, Education of Immigrant and Refugee Children; Improvement Science in Education;

PUBLICATIONS (*indicates author was a student at the time of writing or publication)

Peer-reviewed articles

- Bonney, E. N.**, Campbell, A. A., Fusheini, A., & *Adesina, K. A. (2025). Cultural Wealth as Pedagogy: Elders' Knowledge and Community Engagement in Sustaining Linguistic and Cultural Heritage. *International Journal of Qualitative Studies in Education*, 1–21.
- Bonney, E. N.**, Campbell, A. A., *Adesina, K. A., *Okaijah, M., & *Prempeh, F. A. (2025). “I knew I had issues with my maths, but I never thought it could be because of the language”: Student Success in Mathematics Using Home Languages and Educational Technology. *International Journal of Science and Mathematics Education*, 1-24.
- Bonney, E. N.**, Yurkofsky, M. M., & Capello, S. A. (2025). EdD students’ sensemaking of improvement science as a tool for change in education. *Journal of Research on Leadership Education*, 20(1), 3-31.

- Bonney, E. N. & *Shad, S.** (2024). Erasure of History, Colonialism, and Its Effects: A Critical Discourse Analysis of the Ghanaian and Pakistani History Curricula. *Journal of Curriculum and Pedagogy*, 1-28.
- Hinnant-Crawford, B., **Bonney, E. N.**, Perry, J., Bozack, A., Peterson, D., Carlile, S., & Crow, R. (2024). Continuous Improvement, IRB, and Resistance to Practitioner Scholarship. *Educational Researcher* 53(1), 46-53.
- Capello, S., Yurkofsky, M., & **Bonney, E. N.** (2023). Part One of the Themed Issue on Reimagining Research Methods Coursework for the Preparation of Scholar-Practitioners. *Impacting Education: Journal on Transforming Professional Practice*, 8(2), 1-3.
- Capello, S., Yurkofsky, M., & **Bonney, E. N.** (2023). Part Two of the Themed Issue on Reimagining Research Methods Coursework for the Preparation of Scholar-Practitioners. *Impacting Education: Journal on Transforming Professional Practice*, 8(4), 1-2.
- Schultz, L., **Bonney, E. N.**, Dorner, L., & Song, K. H. (2023). From attendance to collaboration: Contextual differences in teacher perceptions of multilingual family engagement. *Teachers College Record*, 125(1), 132-162.
- Bonney, E.N.** (2023). Under/Mis-representation of Ghanaian Languages in the Literature Curriculum in Senior High Schools. *Journal of Language, Identity, and Education*, 22(1), 66-82.
- Bonney, E. N.** (2022). The colonial master left yet colonial approaches to leading schools continue: Discourses from Ghanaian leaders. *International Journal of Leadership in Education*.
- Adkins, D., Moulaison Sandy, H., & **Bonney, E. N.** (2019). Creating personas on which to build services for Latinx users: A proof of concept. *Public Library Quarterly*, 38(1), 50-71.

Books

- Bonney, E. N.**, Capello, S. A., & Yurkofsky, M. M. (Eds.) (2024). *Improvement Science in the Field: Cases of Practitioners Leading Change in Schools*. Rowman & Littlefield
- Hinnant-Crawford, B. N., **Bonney, E. N.**, & Sandoval, C. (Contract Signed + Preparing Manuscript). *Justice and Improvement: The Critically Pragmatic Approach to Liberation*. Rowman & Littlefield.
- Ellis, A., Corey, D., & **Bonney, E.N.** (Proposal Accepted + Awaiting Contract). *Cracking the Academic Code: Navigating the Higher Education Landscape as Black Male Faculty*. Diverse Faculty in the Academy Series. IAP

Book Chapters

- Capello, S., Yurkofsky, M. M., **Bonney, E. N.**, & Burriss, T. L. (2025). What About Theory?: Incorporating Theory Into Leadership Preparation EdD Programs. In J. B. Watters, G. J. Miller, R. Rhone (Eds.). *Reimagining the P-20 Landscape for School Leadership Learning*. IGI Global.
- Bonney, E. N.**, Capello, S. A., & Yurkofsky, M. M. (2024). Introduction: The practitioner voice in improvement science. In **E. N. Bonney**, S. A. Capello, & M. M. Yurkofsky (Eds.). *Improvement Science in the Field: Cases of Practitioners Leading Change in Schools* (pp 165-167). Rowman & Littlefield
- Bonney, E. N.**, Capello, S. A., & Yurkofsky, M. M. (2024). Editors' Commentary. In **E. N. Bonney**, S. A. Capello, & M. M. Yurkofsky (Eds.). *Improvement Science in the Field: Cases of Practitioners Leading Change in Schools* (pp. xii-xvii). Rowman & Littlefield
- Capello, S., Bonney, E. N., & Yurkofsky, M. (2024). Dissertation in practice methodologies. In K. Everson, K. Torres, L. Hemmer, & S. Tamim (Eds.), *The importance of the dissertation in practice (DiP): A resource guide for EdD students, their committee members and advisors, and departmental and university leaders involved with EdD programs* (pp. 117-132). Myers Education Press.
- Yurkofsky, M., **Bonney, E. N.** & Capello, S. (2023). Navigating the Challenges of Re-Imagining Leadership Preparation by Incorporating Improvement Science as a Signature Pedagogy. In E.

- Anderson & S. D. Hayes (Eds.), *Continuous improvement: A leadership process for school improvement*
- Capello, S., Yurkofsky, M., & **Bonney, E. N.** (2023). The Practitioner Inquiry Course Sequence: Centering Improvement Science in the Design of an EdD Program. In C. Benedetti, & A. Covarrubias (Eds.), *Teaching critical inquiry and applied research in Ed.D. Programs: Moving beyond traditional methods*. Myers Education Press
- Dorner, L. M., Kim, S., **Bonney, E. N.** & Montes, I. (2023). Using Critical Discourse Analysis to Challenge and Change Educational Discourses and Practices. In M. D. Young, & S. Diem (Eds.), *Handbook of Critical Education Research: Qualitative, Quantitative, and Emerging Approaches*. Routledge
- Bonney, E. N.**, & Campbell, A. A. (2022). Dominant English-centered policies in education marginalize Ghanaian languages and literacies. In C.S. Sunal, O. M. Odebiyi, K. Mutua (Eds.), *Research on Education in Africa, the Caribbean, and the Middle East (Series). Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East*.
- Bonney, E. N.**, Bonney, V. N. A., & Sweeney, H. (2021). Schools alone cannot educate refugees, It takes a community. In D. Warriner (Ed.), *Refugee education across the lifespan: Mapping Experiences of Language Learning and Use* (pp. 17-34). Springer
- Dorner, L. M., Moon, J., **Bonney, E. N.**, & Otis, A. (2021). Dueling discourses in dual language schools: “All students can achieve” versus the “significant challenge” of educating Black students. In N. Flores, A. Tseng, & N. Subtirelu (Eds.), *Bilingualism for All?: Raciolinguistic Perspectives on Dual Language Education*. Blue Ridge Summit: Multilingual Matters
- Sweeney, H., & **Bonney, E. N.** (2021). A global American university: How Midwest University exports education to the periphery. In G. Malfatti (Ed.), *People-centered approaches toward the internationalization of higher education*. IGI Global
- Bonney, E. N.**, Dorner, L. M., Trigos-Carrillo, L., Song, K., & Kim, S. (2020). Developing inclusive and multilingual family literacy events at diverse schools. In E. Crawford-Rossi & L. M. Dorner (Eds.), *Educational Leadership of Immigrants: Case Studies in Times of Change*. New York: Routledge.

Technical Reports, E-briefs, Magazines, etc.

- Andreoli, P. M., & **Bonney, E. N.** (2025). The Role of School Leaders in Fostering Collaborative and Equitable Family Partnerships. South Carolina Family and Community Engagement (FACE) Research and Practitioner Digest. The Serve Center at UNC Greensboro.
- Crawford, E. R. & **Bonney, E. N.** (2023). *Leveraging community-based organizations to equitably serve refugee background students in the United States*. REACH. Harvard GSE.
- Dorner, L., Harris, K. M., Crawford, E., Song, K. H., **Bonney, E. N.** (2021). It limits our ability to do everything: The family-school relationship. *The Missouri Elementary Principal*, 31(3), 18-20.
- Dorner, L., **Bonney, E.**, Trigos-Carrillo, L., Song, K. & Kim, S. (2018). Developing inclusive multilingual family literacy projects. *MU Cambio Center*. Columbia, MO: University of Missouri.

Book Reviews

- Orellana, M. F. (2016). Immigrant children in transcultural spaces: Language, learning, and love. New York: Routledge.
- Reviewed by Trigos-Carrillo, L., **Bonney, E. N.**, & Dorner, L. M. (2018). *Journal of Language and Literacy Education*, 14(2), 1-8.

Dissertation

- Bonney, E. N.** (2021) Deconstructing dominant English language discourses in the Ghanaian curriculum: Reimagining a curriculum centered on Ghanaian. MO Space. University of Missouri-Columbia. <https://mospace.umsystem.edu/xmlui/handle/10355/85769>

RESEARCH PRESENTATIONS (*indicates author was a student at the time of writing or publication)

Refereed International and National Conference Papers

- *Adesina, K. A., Campbell, A. A., **Bonney, E. N.**, *Okaijah, M., *Prempeh, F. A. (2025). "*Felt Like My Brother Teaching Me Maths*": Success in Mathematics Using Home Languages and Technology. 2025 American Educational Research Association Conference. Denver, CO.
- Grant, P., Andreoli, P. M., **Bonney, E. N.**, Hinnant-Crawford, B. N., Klar, H., Paufler, N. (2025). *Curriculum Revision for Rural Leader Preparation: Clemson University's Commitment to Rural Educators in Uncertain Times*. 2025 American Educational Research Association Conference. Denver, CO.
- Bonney, E.N.** & Hinnant-Crawford, B. N. (2025). *Navigating Opposing Political Forces to Promote Equity when Leading Improvement Efforts in Education*. 2025 American Educational Research Association Conference. Denver, CO.
- Bonney, E.N.**, Capello, S., & Yurkofsky, M. (2024). *Improvement Science in the Field: Cases of Practitioners Leading Change in Schools*. 2024 Carnegie Project for the Education Doctorate CPED Convening. Honolulu, HI.
- Bonney, E.N.**, Paufler, N., Yurkofsky, M., & Capello, S. (2024). *Accelerating Success: Innovative Advising Strategies for EdD Dissertation Completion*. 2024 Carnegie Project for the Education Doctorate CPED Convening. Honolulu, HI.
- Capello, S., Yurkofsky, M. & **Bonney, E.N.** (2024). *Supporting Outside Committee Members Serving on a Dissertation in Practice Committee*. 2024 Carnegie Project for the Education Doctorate CPED Convening. Honolulu, HI.
- Bonney, E. N.** & *Shad, S. (2024). *Erasure of History, Colonialism, and its Effects in the Ghanaian and Pakistani History Curricula*. Comparative International Education Society Conference 2024, Miami, FL.
- Bonney, E. N.** & Campbell, A. A. (2024). *Lessons from Outside School: Opportunities for Learning Ghanaian Languages with Community*. Comparative International Education Society Conference 2024, Miami, FL.
- Burriss, T., **Bonney, E. N.**, & Yurofsky, M. M. (2023). "What About Theory?": The Role of Theory in Practitioner-Oriented EdD Programs. Carnegie Project on Education Doctorate [CPED] Convening 2023: Pensacola, FL
- Capello, S., Yurkofsky, M. M., & **Bonney, E. N.** (2024). A Conversation with Authors Included in the Themed Issue of Impacting Education on Reimagining Research Methods. Carnegie Project on Education Doctorate [CPED] Convening 2023: Pensacola, FL
- Yurkofsky, M. M., **Bonney, E. N.**, & Capello, S. A. (2023). Integrating improvement science into leadership preparation programs: Enduring challenges and promising strategies. American Educational Research Association Annual Conference, Chicago, IL. April 2023.
- Bozack, A., **Bonney, E. N.**, Hinnant-Crawford, B., Perry, J., & Peterson, D. (2022). *IRB and quality improvement research: Transforming understanding for student success*. Carnegie Project on Education Doctorate [CPED] Convening 2022: Pittsburgh, PA.
- Capello, S., **Bonney, E. N.** Yurkofsky, M., Bizzell, B., & Bozack, A. (2022). *Transforming the research methodology course sequence to prepare scholar-practitioner to inquire in problems of practice*. Carnegie Project on Education Doctorate [CPED] Convening 2022: Pittsburgh, PA.
- Yurkofsky, M., Cohen, S., **Bonney, E. N.** & Rease, D., (2022). Integrating Improvement Science & justice: Co-developing core principles to guide course development, program improvement, and research in leadership programs. Carnegie Project on Education Doctorate [CPED] Convening 2022: Pittsburgh, PA.
- Bonney, E. N.**, Bonney, V., Flores, J. A., Boney, S., Campbell-Montalvo, R., Christiansen, S., Gonzalves, L., Kafle, M., Polat, Z., Warriner, D., Watkins, K., & Yilnaz, A. (2022). *Refugee*

- education across the lifespan in unsettling Times*. American Anthropological Association Conference (November, 2022).
- Bonney, E. N.** (2021). *The colonial master left yet colonial aspects of educational leadership persist today: Discourses from Ghanaian leaders*. University Council for Educational Administration [UCEA]. Columbus, Ohio.
- Montes, I. & **Bonney, E. N.** (2022). *The academic capitalist regime in the global south: Trends and prospects in the Ghana and Colombia*. Comparative and International Education Society [CIES]
- Bonney, E. N.** & Campbell, A. (2021). *Dominant English-centered policies in education marginalize Ghanaian languages and literacies*. African Studies Association Conference..
- Bonney, E. N.** (2021). *Where Ghanaian Languages Die: A Critical Content Analysis of Literature in Ghanaian Classrooms*. Critical Content Analyses: Exploring Marginalized Populations and Languages in Literature [Symposium Paper]. American Educational Research Association
- Bonney, E. N.** (2020). *Where Ghanaian Languages Die: A Critical Content Analysis of Literature in Ghanaian Classrooms*. Literature SIG Business Meeting and Invited Talk. Critical Content Analyses: Exploring Marginalized Populations and Languages in Literature. American Educational Research Association (Conference Cancelled due to COVID-19)
- Schultz, L., Dorner, L. M., & **Bonney, E. N.** (2020). *Attendance or Collaboration? Contextual Differences in Teacher Perceptions of Engagement of Immigrant and Refugee Families*. American Educational Research Association (Conference Cancelled).
- Dorner, L. M. & **Bonney, E. N.** (2020). *Dueling Discourses in Dual-Language Schools Designed to Serve Black Students*. Symposium on Bilingualism for All? Raciolinguistic Perspectives on Dual-Language Education. American Educational Research Association (Conference Cancelled due to COVID-19).
- Bonney, E. N.** (2019). *The need for equality in dialogue: When English is the education, indigenous languages are silenced*. Symposium on The United Nations at 75: Listening, Talking, and Taking Action in a Multilingual World. Language and the UN. The Study Group on Language and the United Nations, New York, NY.
- Song, K., Dorner, L. M., Schultz, L. M., Child, G., & **Bonney, E. N.** (2019). *Working towards equity and linguistically, racially, and culturally sustaining pedagogies for English learners*. National Professional Development Conference. US Department of Education, Washington, DC.
- Hopkins, M., Dorner, L. M., Schultz, L. M., Bjorklund, P., **Bonney, E. N.**, Matsukata, L., & Song, K. H. (2019). *Measuring effects of English learner-focused professional development across contexts*. American Educational Research Association. Toronto, Canada.
- Bonney, E. N.**, & Moon, J. (2018). *Supporting refugee students in schools: An analysis of state and local policies*. University Council for Educational Administration (UCEA), Houston, TX.

Invited Lectures and Papers

- Capello, S., Yurkofsky, M. M., & **Bonney, E. N.** (2024). Using research to inform teaching and program design: Teaching/program design as contexts for research. Radford STEL Scholar Series. Radford University School of Teacher Education and Leadership
- Bonney, E. N.** & Hinnant-Crawford, B. N. (2023, September 24). Educational Equity. NAACP Prince William County Chapter, VA
- Bizzell, B., Bozack, A., Yurkofsky, M., **Bonney, E. N.**, & Capello, S. (2022). *Re-envisioning Inquiry Courses to Prepare Scholar-Practitioners*. Challenge Friday Session. Carnegie Project on Education Doctorate.
- Bonney, E. N.** (2022). *The colonial master left, yet colonial aspects of educational leadership persist today: Discourses from Ghanaian leaders*. UCEA Center for International Study of School Leadership.
- Bonney, E. N.** (2022). *Challenges regarding CRT; Book-Banning and Tip Lines as Threats to Free Speech*. Session on Ideological Threats to Education. Justice Advocates of Southwest Virginia

Bonney, E. N. & Campbell, A. (2021). *Dominant English-centered policies in education marginalize Ghanaian languages and literacies.* Seminar, Department of Linguistics, University of Ghana.

Bonney, E. N. (2019). *What our books tell us about our language and culture: Literature in Ghanaian classroom.* Focus on Africa Series. University of Missouri: African Interdisciplinary Studies Hub.

Regional and State Conferences

Capello, S., **Bonney, E. N.**, & Yurkofsky, M. (2022). *Rethinking the teaching of research in practitioner-oriented doctoral programs.* Conference of Higher Education Pedagogy [CHEP], Blacksburg, Virginia

Bonney, E. N. (2019). *English linguistic dominance in the curriculum erases indigenous languages and culture.* Educational Leadership and Policy Analysis Exchange. University of Missouri

Bonney, E. N. (2019). “*Selam yerakbena cadam*”: *Learning from the discomfort of the unknown.* Cambio de Colores Conference. Columbia, MO.

Song, K. H., Dorner, L. M., Deng, Y., Schultz, L. M., & **Bonney, E. N. (2019).** *Mixed-methods study of Immigrant family engagement program development: Families at the center of program planning, implementing and assessing.* Cambio de Colores Conference. Columbia, MO.

Song, K., Dorner, L., Trigos-Carrillo, L., **Bonney, E. N.**, & Ai, Y. (2018). *Enhancing bi-literacy through multi-language family stories in urban schools: Opportunities & challenges.* Cambio de Colores Conference, Kansas City, MO.

Bonney, E. N. & Dorner, L. (2017). *Learning through stories: Collaboration of parents and children in family literacy events.* Cambio de Colores, St. Louis, MO.

GRANTS AND CONTRACTS

School District of Pickens County EdD Spring 2025 Cohorts (2025)

Funder (External): School District of Pickens County
Amount: \$5,135
Role: Co-PI
Status: Funded

School District of Pickens County EdD Cohorts (2025)

Funder (External): School District of Pickens County
Amount: \$51,350
Role: Co-PI
Status: Funded

South Carolina Public Charter School District Improvement Science Workshop (2025)

Funder (External): SC Charter School Leadership Instructional Conservatory (CLIC)
Amount: \$5400
Role: Co-PI
Status: Funded

IDEAS Grant (2025)

Funder (External): US State Department

Spencer Vision Grant - Small (2025)

Funder (External): National Academy of Education
Project Title: Sankofa Learning With and Through Our Past: Generating Narrative for Reparative Pedagogy through Slavery Heritage Sites
Amount: \$75,000
Role: Co-PI
Status: Under Review

Women In Digital Economic Fund (WiDEF) (2024)

Funder (External): USAID
Project: Breaking Barriers, Building Futures: Enhancing College Access and Career Opportunities through Math Education in Ghanaian Languages (2024)
Amount: \$217,799
Role: Co-PI
Status: Not Funded

Spencer Research-Practice Partnership Grant (2023)

Project Title: Teaching Across Cultures: Immersive Education in Ghanaian Schools
Amount: \$35,000
Role: PI
Status: Qualified for Phase Two, Submitted.

Spencer Research Grant - Small (2025)

Funder (External): National Academy of Education
Project Title: Breaking Language Barriers in Math: Enhancing Learning, Confidence, and Achievement Through Indigenous Language Instruction in Ghana
Amount: \$50,000
Role: PI
Status: Under Review

Funder (External): National Academy of Education
Project: Teacher Recruitment and Retention in Southwest Virginia
Amount: \$400,000
Role: Co-PI
Status: Not Funded

Spencer Research-Practice Partnership Grant (2022)

Funder: National Academy of Education
Project: Teacher Recruitment and Retention in Southwest Virginia
Amount: \$400,000
Role: Co-PI
Status: (Finalist) Not Funded

HONORS & AWARDS

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| 2025 | 2025 AERA Improvement Science SIG Early Career Award , American Educational Research Association. |
| 2022 | 2022 Jeffery Bennett Award , UCEA Center for International Study of School Leadership for Paper Titled“Colonial Aspects of Educational Leadership Persist Today: Discourses from Ghanaian Leaders” |
| 2020 | Richard V. Hatley Educational Leadership Research Award , Department of Educational Leadership and Policy Analysis, University of Missouri: \$500 |
| 2020-2021 | Valerie J. Goodin Global Tiger Alumni Scholarship , University of Missouri Alumni Center: \$1000 |
| 2020 | Selected by the MU College of Education to participate in the Global Education Deans Forum (postponed to 2021 due to COVID-19) |
| 2020 | David Clark Scholars Class of 2020 Research Seminar , American Educational Research Association/University Council for Educational Administration/University of Missouri, Columbia: \$1000 |
| 2019-2020 | Meharry Fellowship , College of Education, University of Missouri, Columbia, MO: \$500.00 |
| 2019-2020 | Carolyn Dorsey Minority Scholarship , College of Education, University of Missouri, Columbia, MO: \$1500.00 |
| 2019-2019 | Conference Presentation Travel Award , MU Graduate Professional Council General Assembly: \$200 |
| 2019-2019 | Educational Leadership Graduate Student Association Travel Award , MU Educational Leadership Graduate Student Association: \$924 |
| 2018-2020 | Barbara Jackson Scholar , University Council for Educational Administration (UCEA): \$4000.00 |
| 2018-2019 | Neil C. Aslin Scholarship , College of Education, University of Missouri, Columbia, MO: \$2000.00 |
| 2017-2018 | Neil C. Aslin Scholarship , College of Education, University of Missouri, Columbia, MO: \$1,750.00 |
| 2018-2018 | Cambio Student Fellow , MU Cambio Center, University of Missouri, Columbia, MO: \$4,505.00 |
| 2017-2017 | Cambio Student Fellow , MU Cambio Center, University of Missouri, Columbia, MO: \$4,207.65 |

TEACHING & ADVISING

TEACHING

Courses Regularly Taught at Clemson University (2023 till present)

EDLL 8100: Organizational Improvement for School Leadership (once a year)

EDIS 9200: Systemic Educational Reform (once a year)

EDIS 9430: Applied Improvement Science Investigations II (once a year)

EDIS 9910: Dissertation Research (Structured Advising) (three semesters a year)

EDIS 9910: Dissertation Research (Introduction to Academic Writing) (once a year)

Courses Regularly Taught at Radford University (2021-2023)

EDEF 870: Equity & Social Justice in Education (once a year)

EDEL 880: Leadership for Social Justice (once a year)

EDEF 850: Practitioner Inquiry IV (once a year)

EDEF 890: Doctoral Dissertation (one credit every semester)

ADVISING

Chair of Dissertation Committee

1. Cheryl Burrell-Graves, Ed.D. "*The disproportionality of suspensions and restorative justice as an intervention: Montgomery County, VA Schools.*" Radford University (Graduated: December 2023)
2. Chris Benson, Ed.D. "*Disproportionality of the English Opportunity Gap Among Black Students.*" Radford University. (Graduated: December 2023)
3. Megan Arthur, Ed.D. "*Alternatives to Exclusionary and Punitive Disciplinary Practices That Teach Prosocial Skills In Elementary School Aged Children.*" Radford University. (Graduated: December 2023)
4. Felicia Preston, Ed.D. "*Creating Effective Alternatives to Suspension for Student Success: A Continuous Improvement Effort.*" Radford University. (Graduated: December 2023)
5. Kenya Gravely, Ed.D. "*A Whole New World: A Study of Trauma in a Rural Educational Setting.*" Radford University. (Graduated: May 2024)
6. Katelyn Singleton, Ed.D. "*Disrupting the cascade: using improvement science to mitigate negative outcomes associated with exclusionary discipline practices in schools.*" Clemson University. (Graduated: August 2024).
7. Ellen Borland, Ed.D. "*Using Improvement Science to Reduce Student Retention in High School through School-Based Mentoring.*" Clemson University. (Graduated: August 2024)
8. Audrey Gilden, Ed.D. "*Do I Belong?.*" Clemson University. (Graduated: August 2024)
9. Katrina Jackson Bigham, Ed.D. "*An improvement science study on the impact of community building circles on teacher efficacy and discipline referrals for African American males.*" Clemson University. (Graduated: August 2024)
10. Megan Crew, Ed.D. "*Salem City Schools: The Quest to create a climate for educational achievement, inclusivity, and encouragement for English Learners and their families.*" Radford University. (Graduated: December 2024)
11. Denise Woods, Ed.D. "*Effect of Bias on the Low Enrollment of Black Students in AP Classes.*" Radford University. (Graduated: December 2024)
12. Johnelle Torbert, Ed.D. "*The Retention of Special Education Teachers.*" Radford University. (Graduated: December 2024).
13. Eleni Koukoularis. Clemson University. (Expected Graduation: August 2025).
14. Meghan Greer, Ed.D. "*Improving Reading Proficiency Through a Structured MTSS Framework: Bridging the Gap Between Evidence and Practice.*" Clemson University. (Expected Graduation: August 2025).
15. Susan Chapman. "*Teacher Efficacy in Reading Intervention: The Role of Coaching And Professional Development in Foundational Literacy.*" Clemson University. (Expected Graduation: August, 2025).
16. Traci Boyles. Clemson University. (Expected Graduation: August 2025).
17. Lindsay Stewart, EdD. "*From Collaboration to Achievement: Exploring Coteaching as a Strategy to Close the Gap in Mathematics for Students with Disabilities* Clemson University." (Expected Graduation: August 2025).
18. Shannon Sharkey, Ed.D. "*Studying the Impact of Co-Teaching on Students with Disabilities Self-Efficacy in an Algebra 1 Course.*" Clemson University. (Expected Graduation: August 2025).

19. Joshua Oxendine, Ed.D. *“Exploring the Impact of Co-Teaching on High School Math Achievement for Students with Disabilities.”* Clemson University. (Expected Graduation: August 2025).

Membership on Doctoral Advising Committee

1. Matthew C. Woods, Ed.D. *“Political ramifications of principal decision making”* Radford University. (Graduated: December 2022)
2. Laura S. Lusk, Ed.D. *“Students willing and ready to motivate to graduate: An alternative pathway to graduation.”* Clemson University. (Graduated: May 2024)
3. Jamie McCarty, Ed.D. *“Using improvement science to increase the achievement of multilingual learners.”* Clemson University. (Graduated: August 2024)
4. Carlita S. King, Ed.D. *“Don’t waste our time: Key transformative structures for fast track learning.”* Clemson University. (Graduated: August 2024)
5. Gales Scroggs, Ed.D. *“Addressing the Black-White AP Participation Gap: An Improvement Science Project.”* Clemson University. (Graduated: August 2024)
6. James Ford, Ed.D. *“Creating a culture of college and career readiness: Strategies and interventions for African American students.”* Clemson University. (Graduated: August 2024)
7. Monteiz J. Hicks, Ed.D. *“Transforming Literacy Education for Black Youth Juvenile Detention: A Culturally Responsive Approach.”* Radford University. (Graduated: December 2024)
8. Alexander Jose Velasquez Escalona. *“Implementing a modified schedule program in South Carolina schools: An alternative method to graduate students.”* Clemson University. (Graduated: August 2025)
9. Lacey Hale Rogers. *“Mathematics achievement: The impact of cooperative learning strategies on math anxiety and self-efficacy among adult basic education students.”* Clemson University. (Graduated: August 2025)
10. Lauren Looper Merck. *“Using Tier 1 Multi-Tiered Systems of Support (MTSS) for Student Behavior to Decrease Discipline Referrals among Black Ninth-Grade Students.”* Clemson University. (Graduated: August 2025)
11. Meredith Lynn Drake. *“Parent perception of preschool programs: Improving parent knowledge of preschool programs through targeted recruitment.”* Clemson University. (Graduated: August 2025)
12. Toshawnka Mahone. *“Tiered Structured Intervention Program to Prevent Student Pushout in High School.”* Clemson University. (Graduated: August 2025)
13. Wanda Lee Hughes. *“The impact of Read 180 on struggling readers in a rural title 1 school.”* Clemson University. (In Process, Expected Graduation: August 2025)
14. Brittney Hailey. Clemson University. (In Process, Proposal Defended)
15. Orija Morohunkeji. *““Do we belong?”: Supporting culturally and linguistically diverse students through teacher education”* Clemson University. (In Process, Proposal Defended).

SERVICE

Service to Field of Scholarship

2024 to date **Advisory Board Member**, Language Matters: Studies in the Languages of Africa Journal

- 2021 to date **Peer Reviewer**, Journal of Curriculum Studies, International Journal of Multilingualism, Impacting Education Journal, Educational Research for Policy and Practice, Teachers College Record, Educational Studies - A Journal of the American Educational Studies Association, International Journal of Quality and Service Sciences, and Open Education Studies
- 2021 (Fall) **Chapter Reviewer**, *Critical Consciousness in Dual Language Bilingual Education: Case Studies on Policy and Practice* Edited by Lisa M. Dorner; Deborah Palmer; Claudia Cervantes-Soon; Emily R. Crawford and Daniel Heiman
- 2019-2020 **Reviewer**, TESOL Quarterly
Reviewed manuscripts for special topic issue on Equity for English Learners in Dual Language Bilingual Education, co-edited by Drs. Lisa M. Dorner and Claudia Cervantes-Soon

Service to Profession

- 2020 **Panelist**, Qualitative Conversations (QualCon) – “Doing Qualitative Research in a Pandemic”.
I was part of a panel that discussed/explored how the global pandemic has shaped and impacted my research, the constraints/affordances of doing research in a pandemic, and advice to researchers/students conducting research during COVID19.
- 2019 **Planning Committee**, Cambio de Colores 2019
MU Cambio Center Co-ordinator: Verónica Perez-Picasso
Reviewed proposals for the conference, provided feedback to presenters, and selected accepted presentations.

University Service

- 2023 to date **EdD Admissions Committee Member**, Education Systems Improvement Science, EOLD, Clemson University.
- 2024 to date **Faculty Advisor**, Ghanaian Students in Clemson, Clemson University.
- 2024 to date **Committee Member**, MEds/EdD Curriculum Committee, EOLD, Clemson University.
- 2023 to date **Committee Member**, Inclusive Excellence Committee, (EOLD Representative) College of Education, Clemson University
- 2023 to 2024 **Member**, HyFlex Workgroup, College of Education, Clemson University.
- 2022 to 2023 **Co-chair**, Diversity, Equity and Inclusion Committee, School of Teacher Education & Leadership, Radford University
- 2022 to 2023 **Organizer and Facilitator**, **STEL Scholar Series**, School of Teacher Education & Leadership, Radford University
Started a scholar exchange where a faculty in the department was invited to share monthly their research and be in conversation with faculty, students, and staff of the university.
- 2021 to 2023 **Committee Member**, Quality Enhancement Plan (QEP) Development Committee, Radford University
Committee Chairs: Merrie Winfrey & Sarah Kennedy
- 2021-2022 **Curriculum Development**, **“Social Justice Course Sequence”** Ed.D. Program, School of Teacher Education and Leadership, Radford University.
Lead the creation of a social justice course sequence for students that included 3 new courses: Equity and Social Justice in Education, Leadership for Social Justice, Facilitating Educational Change.
- 2021-2022 **Curriculum Development**, **“Practitioner Inquiry Sequence”** Ed.D Program, School of Teacher Education and Leadership, Radford University.
Reimagined and Co-created an applied research methods sequence that was applicable to scholar-practitioners rather than traditional doctoral students. Instead of 3 research courses, we co-created 5 Practitioner Inquiry courses for the program

- 2018-2019 **PK-12 Faculty Representative**, Department of Educational Leadership & Policy Analysis. University of Missouri-Columbia
- 2018 **Postdoctoral Fellow Search Committee Member**, Strengthening Equity and Effectiveness for Teachers of English Learners (SEE-TEL). Educational Leadership of Policy Analysis Department. University of Missouri
Conducted reviews of post-doctoral applications; Conducted team interviews of shortlisted candidates; Welcomed final two candidates to campus and helped organized a campus tour and job talk.
- Service to the Community*
- 2019 **Panel Facilitator**, Family Engagement and Immigrant Advocacy Panel. SEE-TEL Summer Institute, Columbia, MO
Asked panel of immigrant parents and refugee support organization personnel about their experience with schools in the US, school- family engagement, and how non-schools organizations support refugees and other immigrants in schools.
- 2018 **Parent Panel Discussant**, Learning Together: New Perspectives on Parent Engagement with Immigrant Families. SEE-TEL Summer Institute, St. Louis, MO
Shared my experiences as an immigrant with parent in the US public schools with in-service teachers and answered questions from them.
- 2018 (till date) **Volunteer**, City of Refuge, Columbia, MO
Supervisor: Leah Glenn
Serve as an English Buddy where I tutor a refugee in English every week for at least a year; Assist with Homework Helper night to read books with refugee children or help refugee students who have difficulties with specific content in their school work

AFFILIATIONS & MEMBERSHIP

American Educational Research Association
University Council for Educational Administration
African Studies Association
MU Cambio Center
Barbara L. Jackson Scholars Network
David L. Clark Alumni
Comparative and International Education Society
Carnegie Project on the Education Doctorate