

Edwin Nii Bonney, Ph.D.

EDUCATION

- January 2017-May 2021 University of Missouri, Columbia, MO
PhD in Educational Leadership and Policy Analysis
Emphasis: Educational Policy Studies
- August 2014-May 2016 University of Missouri, Columbia, MO
Masters in Romance Languages (Spanish Teaching Emphasis)
- September 2011- July 2012 Universidad de Cienfuegos Carlos Rafael Rodriguez, Cienfuegos, Cuba
Diploma in Spanish Language and Literature
- August 2008 - May 2013 University of Ghana, Legon, Accra
Bachelor of Arts in Spanish & Psychology

PROFESSIONAL APPOINTMENTS

- 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;

HONORS & AWARDS

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

PUBLICATIONS

Peer-reviewed Journals

Bonney, E. N. & Shad, S. (Accepted with minor revision). Erasure of History, Colonialism, and Its Effects: A Critical Discourse Analysis of the Ghanaian and Pakistani History Curricula.

Hinnant-Crawford, B., **Bonney, E. N.**, Perry, J., Bozack, A., Peterson, D., Carlile, S., & Crow, R. (revised and resubmitted). *Improvement Science, IRB, and Resistance to Practitioner Scholarship*

Montes, I., Sigahi, T., **Bonney, E. N.**, & Aguillar-Barrientos, S. (revising to resubmit). *Revisiting the Theory of Academic Capitalism: A Critical View of Neoliberalism as a Taken-for-Granted Backdrop.*

Bonney, E. N., Yurkofsky, M., & Capello, S. (revised and resubmitted). *EdD Students' Sensemaking of Improvement Science as a Tool for Change in Education.*

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.*

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

Bonney, E.N. (2023). Under/Mis-representation of Ghanaian Languages in the Literature Curriculum in Senior High Schools. *Journal of Language, Identity, and Education.*

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.). (In press). *Improvement Science in the Field: Cases of Practitioners Leading Change in Schools.* Rowman & Littlefield

Book Chapters

Yurkofsky, M., **Bonney, E. N.** & Capello, S. (In press). 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.** (In press). The Practitioner Inquiry Course Sequence: Centering Improvement Science in the Design of an EdD Program. In C. Benedetti, & A. Covarrubias (Ed.), *Teaching critical inquiry and applied research in Ed.D. Programs: Moving beyond traditional methods*. Myers Education Press
- Capello, S., **Bonney, E. N.**, & Yurkofsky, M. (In press). 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*.
- 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*. 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. (2020). 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.** (2020). 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.
- Reports, E-briefs, Magazines, etc.**
- 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.

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.

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

Invited Presentations

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.

Research/Conference Presentations

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: Pittsburg, 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: Pittsburg, 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).
- 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.** (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]
- 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.** & 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). *English linguistic dominance in the curriculum erases indigenous languages and culture*. Educational Leadership and Policy Analysis Exchange. University of Missouri
- 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.
- 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.
- 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.
- 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.
- 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.

RESEARCH PROJECTS/EXPERIENCE

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- 2022 to date **Principal Investigator**, Practitioner Sense-making of Improvement Science as a Tool for Disruption and Change in Education.
Co-PIs: Drs. Max Yurkofsky & Sarah Capello
- 2017-2021 **Research Assistant**, *Strengthening Excellence & Equity for Teachers of English Learners (SEE-TEL)*, Missouri
Supervisors: Drs. Lisa Dorner & Kim Song
Project: National Professional Development (NPD) Grant for “Strengthening Excellence & Equity for Teachers of English Learners”, Missouri
Overall Duties: Survey creation and validation; on-site data collection and analysis; organizing PD for teachers.
- 2018-2020 **Principal Investigator**, *More than an English Learner: How A Sense of Community for Refugees in Community Based Spaces Fosters Learning*
Developed an ethnographic research study on understanding how community-based organizations can create learning spaces for refugee-background students to complement school’s efforts.
- 2017-2018 **Research Assistant**, MU Cambio Center, Columbia, MO
Project: OCLC-ALISE Library & Information Science Research Grant on “Midwestern Latino Information Seeking and Technology Use”
Supervisors: Drs. Denice Adkins & Heather Moulaison Sandy
Travelled to towns in the Midwest to conduct interviews of participants and gatekeepers; reviewed literature on the digital divide, personae development, and technology use of immigrant populations in order to assist with writing research papers.

TEACHING EXPERIENCE

Courses Regularly Taught (at Radford University)

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)

Previous Teaching Experience

- 2022 **Instructor**, EDEF: 850: Program Evaluation
(Spring)
- 2021 (Fall) **Instructor**, EDEF 840: Qualitative Research Methods
- 2020-2021 **Family Engagement Coach**, SEE-TEL (Hybrid)
I coached teachers in one partner SEE-TEL districts on how to engage with immigrant families and refugees in a way that valorizes their cultural wealth in educating students
- 2020 **Teaching Assistant/Co-Instructor**, ED_LPA 8955: Discourse Analysis In Education
Supervisor/Teaching Partner: Dr. Lisa Dorner
I supported designing the course syllabus. My teaching partner and I will alternate between teaching discourse theory and method on Zoom. I facilitated small group discussions and guided students about conducting their research projects.
- 2020 **Graduate Teaching Assistant**, TCHED 6210: Foundations of Teaching English to Speakers of Other Languages. University of Missouri-St. Louis (Online)
Supervisor: Dr. Gregory Child.
Read and reviewed students' (in-service teachers) discussion posts, graded and provided feedback.
- 2019 **Graduate Teaching Assistant/Guest Lecturer**, ED_LPA 8957: Qualitative Research Methods in Educational Research 1
Supervisor: Dr. Lisa Dorner
Guest lectured on ethnographic research methods on 09-24-2019.
Reviewed graduate students' discussion posts and also facilitated group discussions to provide feedback on research designs, questions, and data collection.
- 2018 **Graduate Teaching Assistant**, TCHED 6220: Principles of Second/Foreign Language Acquisition. University of Missouri-St. Louis. (Online)
Supervisors: Drs. Yuwen Deng & Kim Song
Read and reviewed students' (in-service teachers) discussion posts, graded and provided feedback for in-service teachers.
- 2017-2018 **Writing Intensive Tutor**, Writing Center, University of Missouri, Columbia, MO
Supervisors: Adam Harms, Drs. Stephanie Kimmey & Rachel Harper
Read and reviewed students' online submissions and provided feedback for revisions;
Met one-on-one with students to help brainstorm ideas for their writing assignments and provided them with feedback for revisions.

- 2014-2016 **Spanish Instructor**, Department of Romance Languages, University of Missouri, Columbia, MO
Courses: SPAN 1100 & SPAN 1200
Supervisors: Jacquelyn Kay (SPAN 1100) & Dr. Dawn Heston (SPAN 1200)
Prepared lessons and taught two sections of beginner and intermediate Spanish at the undergraduate level; Part of exam teams that created written exams and administered oral exams for Spanish students.
- 2013-2014 **Teaching Assistant**, Modern Languages Department, University of Ghana, Accra
Courses: SPAN 221, SPAN 222, & SPAN 225
Supervisors: Belén Nieto & Dr. Joanna Boampong

DOCTORAL STUDENT ADVISEES

1. Cheryl Burrell-Graves, Assistant Principal, Christiansburg Elementary School, Virginia
Dissertation Proposal Defended. (Expected Graduation: December 2023)
2. Kenya Gravely, Principal, Campbell Court Elementary Virginia,
Dissertation Proposal Defended. (Expected Graduation: December 2023)
3. Chris Benson, Principal, Hidden Valley Middle School, Virginia
Dissertation Proposal Defended. (Expected Graduation: December 2023)
4. Megan Arthur, Principal, Morningside Elementary School, Virginia,
Dissertation Proposal Defended. (Expected Graduation: December 2023)
5. Felicia Preston, Director of Pupil Personnel & Foster Care/Homeless Liaison,
Dissertation Proposal Defended. (Expected Graduation: December 2023)
6. Megan Crew, Coordinator of Early Childhood and English Learner Programming, Salem City Schools, Virginia.
Writing Dissertation Proposal (Expected Graduate: December 2024)
7. Denise Woods, High School Teacher, Chesapeake Public Schools, Virginia
Writing Dissertation Proposal (Expected Graduate: December 2024)
8. Johnelle Torbert, Director, Office of Teacher Education, Virginia Department of Education.
Writing Dissertation Proposal (Expected Graduate: December 2024)

SERVICE

Service to the department

- 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.
- 2021-2022 **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 university

- 2021 to date **Committee Member**, Quality Enhancement Plan (QEP) Development Committee, Radford University
Committee Chairs: Merrie Winfrey & Sarah Kennedy

Service to the profession

- 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
- 2021 to date **Peer Reviewer**, Journal of Curriculum Studies, International Journal of Multilingualism, Impacting Education Journal

- 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.
- 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 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

SPONSORED RESEARCH ACTIVITIES

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

Spencer Research-Practice Partnership Grant (2021)

Funder: National Academy of Education

Project: *Strengthening Refugee Education and Equity in Middle America: A Research-Practice Community Ethnography with City of Refuge*

Amount: \$400,000

Role: Co-PI

Status: (Finalist) Not Funded

Spencer Dissertation Fellowship Award 2020

Funder: National Academy of Education

Project: *Deconstructing Dominant English Discourses in the Ghanaian Curriculum: Reimagining a Curriculum Centered on Ghanaian Languages and Literacies.*

Amount: \$27,500

Role: Principal Investigator

Status: Not Funded

Opportunity Challenge Grant 2020

Funder: World Education Services Mariam Assefa Fund

Project: *The Community and School Navigation Project for Refugee Economic Well Being*

Amount: \$100,000

Role: Co-Consultant and Co-Evaluator

Status: Not Funded

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