

Edwin Nii Bonney, Ph.D.

EDUCATION

- 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

- August 2023 - **Assistant Professor**, Educational Leadership, Educational and Organizational
Leadership Development, College of Education, **Clemson University**
- August 2021 to **Assistant Professor**, Doctorate in Education Program, School of Teacher
July 2022 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. (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. (2023). Continuous Improvement, IRB, and Resistance to Practitioner Scholarship. *Educational Researcher* 53(1), 46-53.
- Bonney, E. N.**, Yurkofsky, M., & Capello, S. (2024). EdD Students' Sensemaking of Improvement Science as a Tool for Change in Education. *Journal of Research on Leadership 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.
- 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.). *Improvement Science in the Field: Cases of Practitioners Leading Change in Schools*. Rowman & Littlefield

Book Chapters

- 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 (Ed.), *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.

Reports, E-briefs, Magazines, etc.

- 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

Invited Presentations

- 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
- 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

- 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: Pittsburg, 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.

TEACHING EXPERIENCE

Courses Regularly Taught at Clemson University (2023 till present)

EDEF 9200: Systemic Educational Reform (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)

DOCTORAL STUDENT ADVISEES (AS CHAIR)

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. (Expectation Graduation: December 2024)
11. Denise Woods, Ed.D. "*Effect of Bias on the Low Enrollment of Black Students in AP Classes.*" Radford University. (Expectation Graduation: December 2024)
12. Johnelle Torbert, Ed.D. Radford University. (Expectation Graduation: December 2024)

SERVICE

Service to the university

- 2024 to date **Faculty Advisor**, Ghanaian Students in Clemson, Clemson University.
- 2024 to 2024 **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 profession

- 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
- 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