

Curriculum Vitae
H. Richard Milner IV
Department of Teaching and Learning
230 Appleton Place
Peabody College of Vanderbilt University
Nashville, TN 37203

Email Address: rich.milner@vanderbilt.edu

Education

Doctor of Philosophy	The Ohio State University / Columbus, Ohio (2001) Educational Policy and Leadership
Master of Arts	The Ohio State University / Columbus, Ohio (2000) Educational Policy and Leadership
Master of Arts in Teaching	South Carolina State University / Orangeburg, South Carolina (1997) English Education
Bachelor of Arts	South Carolina State University / Orangeburg, South Carolina (1996) English, <i>cum laude</i>

Current Positions

Vanderbilt University

Cornelius Vanderbilt Distinguished Professor of Education
Professor of Education (with tenure)
Department of Teaching and Learning

Professor of Education Policy Studies (Secondary)
Department of Leadership, Policy and Organizations

Professor of Sociology (Secondary)
Department of Sociology

Editor-in-Chief, *Urban Education*

Founding Book Series Editor, Race and Education, *Harvard Education Press*

Areas of Specialization

Urban Teacher Education; African American Literature; Social Context of Education

Professional Experience

Cornelius Vanderbilt Chair of Education (2018 --)
Professor of Education (with tenure)
Vanderbilt University; Nashville, Tennessee

Founding Director (2018 --)
Initiative for Race Research and Justice

Milner, CV

February, 2022

Vanderbilt University; Nashville, Tennessee

Visiting Professor (Summer 2016)
Center for Multicultural Education
University of Washington, Seattle

Helen Faison Chair of Urban Education (2013 – 2018)
Professor of Education (with tenure)
Director, Center for Urban Education
University of Pittsburgh; Pittsburgh, Pennsylvania

Associate Professor of Education (with tenure) (2008 – 2013)
Department of Teaching and Learning, Peabody College
Vanderbilt University; Nashville, Tennessee

Lois Autrey Betts Associate Professor of Education (with tenure) (2008 – 2009)
Department of Teaching and Learning, Peabody College
Vanderbilt University; Nashville, Tennessee

Founding Director of Learning, Diversity and Urban Studies Graduate Program (2008 – 2013)
Department of Teaching and Learning, Peabody College
Vanderbilt University; Nashville, Tennessee

Visiting Scholar of Urban Education (Summer 2010)
York University, Toronto Canada

Visiting Faculty of Educational Leadership (Summer 2010, 2011, 2013)
Emphasis: Race, Class, and Gender
University of Texas, Austin

Faculty Affiliate (2009 – 2013)
Center for Community Studies
Vanderbilt University; Nashville, Tennessee

Faculty Affiliate (2009 – 2011)
Center for the Advancement of Youth Development
Rhodes College, Memphis, Tennessee

Lois Autrey Betts Assistant Professor of Education and Human Development (2006 - 2008)
Department of Teaching and Learning, Peabody College
Vanderbilt University; Nashville, Tennessee

Faculty Affiliate (2008 - 2013)
Division of Social Sciences; Teacher Education Program
Fisk University; Nashville, Tennessee

Assistant Professor of Education (2003 - 2006)
Department of Teaching and Learning, Peabody College
Vanderbilt University; Nashville, Tennessee

Faculty Affiliate; African American Studies Program
Vanderbilt University (2005 - 2006)

Research Assistant Professor of Education (2001 - 2003)
Department of Teaching and Learning, Peabody College
Vanderbilt University; Nashville, Tennessee

Adjunct Faculty (1999 - 2001)
Department of Developmental Studies
Columbus State Community College; Columbus, Ohio

Graduate Research and Teaching Associate (1998 - 2001)
Department of Philosophical, Psychological, and Comparative Studies
School of Educational Policy and Leadership
The Ohio State University, Columbus, Ohio

Teacher of English (1997 - 1998)
Lower Richland High School; Columbia, South Carolina

Teacher of English (Summer, 1998)
Upward Bound Program
University of South Carolina; Columbia, South Carolina

Teacher of English (Summer, 1998)
Summer School Program;
Keenan High School; Columbia, South Carolina

Licensure

National Teachers' Certification; Public School Grades 7-12 in English (1997 - present)

Honors & Awards

- | | |
|------|---|
| 2022 | <i>Education Week</i> , Public Presence Ranking
Rank 23 out of 200 |
| 2021 | American Educational Research Association
President-Elect |
| 2021 | National Academy of Education
Elected Member |
| 2021 | American Educational Research Association
Outstanding Reviewer Award, <i>Educational Researcher</i> |
| 2021 | Association of American Publishers PROSE Award Finalist (590 Submissions)
<i>Start Where You are Are, But Don't Stay There</i> |
| 2021 | <i>Education Week</i> , Public Presence Ranking
Rank 35 out of 200 |
| 2020 | <i>Education Week</i> , Public Presence Ranking
Ranked 25 out of 200 |
| 2019 | <i>Education Week</i> , Public Presence Ranking |

- Ranked 48 out of 200
- (2018-2019) *Educational Leadership*
Inaugural Column Contributor on Equity
- (2018) American Educational Research Association (2018)
Distinguished *Brown* Lecturer, Fifteenth Annual
- (2018) University of Pittsburgh
Alan Lesgold Award of Excellence in Urban Education
- (2017) American Educational Research Association
Outstanding Reviewer Award, *Educational Researcher*
- (2017) *Education Week*, Public Presence Ranking
Ranked 70 out of 200
- (2016) *Education Week*, Public Presence Ranking
Ranked 69 out of 200
- (2016) University of Washington, Seattle,
Center for Multicultural Education, Visiting Professor
- (2016) American Educational Research Association
Inducted Fellow
- (2016) John Dewey Society
Outstanding Achievement Award
- (2016) University of Pittsburgh
"People of the Times" *University Times*
- (2015) *Education Week*, Public Presence Ranking
Ranked 61 out of 200
- (2015) American Educational Research Association, Division K
Innovations in Research on Diversity in Teacher Education Award
- (2015) American Educational Research Association
Outstanding Reviewer Award, *Educational Researcher*
- (2014) *Education Week*, Public Presence Ranking
Ranked 89 out of 200
- (2014 - 2016) The Ohio State University, College of Education and Human Ecology
Elected, Alumni Board of Governors
- (2013) *Education Week*, Public Presence Ranking
Ranked 88 out of 200
- (2013) American Educational Research Association, Multicultural/Multiethnic
Education SIG
Dr. Carlos J. Vallejo Memorial Award for Exemplary Scholarship

- (2012) *Education Week, Public Presence Ranking*
Ranked 95 out 168
- (2012) University of Pennsylvania, Graduate School of Education
Visiting Scholar
- (2012) The Ohio State University
College of Education and Human Ecology Distinguished Alumnus Award
- (2012) American Association of Colleges for Teacher Education
Outstanding Book Award Winner
Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms. Harvard Education Press
- (2011) American Educational Studies Association
Critics' Choice Book Award Winner
Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms. Harvard Education Press
- (2011) Vanderbilt University
Distinguished Faculty Football Game Award
(Vanderbilt vs. University of Arkansas)
- (2010) National Association for Multicultural Education
Carl A. Grant Multicultural Research Award
- (2009) Vanderbilt University
Distinguished Faculty Basketball Game Award
(Vanderbilt vs. University of Georgia)
- (2007 -) National Education Policy Center
Policy Fellow
- (2006) American Educational Research Association
Early Career Award
- (2006) Vanderbilt University
Affirmative Action and Diversity Initiatives Certificate of Recognition
- (2001) The Ohio State University
College of Education Student Service Award
- (2000) The Ohio State University, Office of Minority Affairs
Mentoring Program Service Award
- (1999 – 2001) The Ohio State University
College of Education Holmes Scholar
- (1999) The Ohio State University, Office of Minority Affairs
Distinguished Mentor Team Award

Milner, CV

February, 2022

(1998-2001) The Ohio State University
PROFS (Providing Research Opportunities for Scholars) Fellow

Books and Edited Books

*=With current or former doctoral / graduate student(s) or postdoctoral fellow(s)

*Bennett, J.S. & Milner, H. R. (in preparation). *Teaching and Teacher Education* (Section Editors for 100 Entries). In M. Winn & L. Winn (Eds.), *The Encyclopedia of Social Justice in Education*. Bloomsbury.

Milner, H.R. & Lomotey, K. (Ed.) (2021). *Handbook of urban education* (Second Edition). New York: Routledge Press. (578 pages).

Milner, H.R. (2020). *Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms* (Second Edition). Cambridge, MA: Harvard Education Press.

Reviewed in *Teachers College Record* (2021)

*Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenber, E. G. (2019). *"These kids are out of control:" Why we must reimagine "classroom management" for equity*. Thousand Oaks, CA: Corwin.

Milner, H.R. (2015). *Rac(e)ing to class: Confronting poverty and race in schools and classrooms*. Cambridge, MA: Harvard Education Press.

Harvard University, Graduate School of Education, Community Book Read Selection (2015)

Reviewed in *Australian Journal of Education*, *Journal of Social Studies Research* (2016), *Language Arts* (2016), *CHOICE: Current Reviews for Academic Libraries* (2015), *Library Journal* (2015)

Milner, H.R. & Lomotey, K. (Ed.) (2014). *Handbook of urban education*. New York: Routledge Press (560 pages).

Milner, H.R. (2010). *Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, MA: Harvard Education Press.

Reviewed in *Teaching English as a Second or Foreign Language* (2013), *Urban Education* (2013), *International Journal of Pedagogies and Learning* (2012), *Two Reviews in Education Review* (2012), *Multicultural Perspectives* (2012), *Teachers College Record* (2011), *Excelsior: Leadership in Teaching and Learning* (2011), *International Journal of Pedagogies and Learning* (2011), *Reference & Research Book News* (2011), *CHOICE: Current Reviews for Academic Libraries* (2011)

Milner, H.R. (Ed.) (2010). *Culture, curriculum, and identity in education*. New York: Palgrave Macmillan.

Milner, H.R. (Ed.) (2009). *Diversity and education: Teachers, teaching, and teacher education*.

Springfield, IL: Charles C. Thomas Publisher.

Milner, H.R. & Ross, E.W. (Eds.) (2006). *Race, ethnicity, and education: The influences of racial and ethnic identity in education*. Westport, CT: Greenwood/Praeger.

Edited Special Issues of Journals

Milner, H.R. (2012). Speaking up and speaking out against dominant discourses about African Americans in education. *Educational Foundations* 26(1-2).

Milner, H.R. (2003). Teacher reflection and race in cultural contexts. *Theory Into Practice* 42(3).

Refereed Handbook Chapters

*=With current or former doctoral/graduate student(s) or postdoctoral fellow(s)

*Milner, H.R., Harmon, M. & McGee, E. (in press). Critical race theory, teacher education, and the “new” focus on racial justice (Second Edition). In M. Lynn & A.D. Dixson (Eds.), *The handbook of critical race theory in education*. New York: Routledge Press.

* Childs, J., Laughter, J. Best, B. & Milner, H.R. (2021). Supporting teacher leadership for equity in urban schools. In R. O. Guillaume, N. Arnold, & A. Osanloo (Eds.), *Handbook of Urban Educational Leadership* (pp. 151-161). Lanham, MD: Rowman and Littlefield Publishing Group.

Howard, T.C. & Milner, H.R. (2021). Teacher preparation for urban schools. In H.R. Milner & K. Lomotey (Eds.), *Handbook of urban education* (pp. 195-211). New York: Routledge Press.

*Carey, R.L, Farinde-Wu, A., Milner, H.R. & Delale-O’Connor (2018). The culture and teaching gap: What is it, and how can teacher educators help to close it? In G. Hall, L. Quinn, & D. Gollnick (Eds.) *The Wiley Handbook of Teaching and Learning* (pp. 59-78). Hoboken, NJ: John Wiley & Sons.

*Milner, H.R. Laughter, J. & Childs, J. (2015). Developing teacher leadership for equity in urban schools. In M. Khalifa, C. Grant & N. Witherspoon Arnold (Eds.), *Handbook for Urban Educational Leadership* (pp. 85-90). London: Rowman & Littlefield.

Milner, H.R. (2014). Research on classroom management in urban classrooms. In E. T. Emmer & E. Sabornie (Eds.), *The handbook of classroom management: Research, practice & contemporary issues* (2nd edition) (pp. 167-185). Mahwah, NJ: Lawrence Erlbaum.

Howard, T.C. & Milner, H.R. (2014). Teacher preparation for urban schools. In H.R. Milner & K. Lomotey (Eds.), *Handbook of urban education* (pp. 199-216). New York: Routledge Press.

*Milner, H.R. & Pearman, F.A. & McGee, E.O. (2013). Critical race theory, interest convergence, and teacher education. In M. Lynn & A.D. Dixson (Eds.), *The handbook of critical race theory in education* (pp. 339-354). New York: Routledge Press.

Milner, H.R. (2009). Preparing teachers of African American students in urban schools. In L.C.

Tillman (Ed.), *The handbook of African American education* (pp. 123-140). Thousand Oaks, CA: Sage Publications.

Milner, H.R. (2006). Classroom management in urban classrooms. In C.M. Evertson & C.S. Weinstein (Eds.), *The handbook of classroom management: Research, practice & contemporary issues* (pp.491-522). Mahwah, NJ: Lawrence Erlbaum.

Book Chapters

*=With current or former doctoral /graduate student(s) or postdoctoral fellows

Milner, H.R. (in press). Public education for the public good: Black teachers and teaching. In D. Berliner & C. Hermanns (Eds.) *Public education: Maintaining a cornerstone of American democracy*. New York: Teachers College Press.

* Bennett, J.S., Milner, H.R., Best, B. (in press). Structures we all live in: Discussing racialization of neighborhoods to close the null curriculum. In J. C. Lo (Ed.), *Making Discussion Work: Methods for Quality Dialogue in the Social Studies* (number of pages). Teachers College Press: New York, NY.

Milner, H.R. (2019). Yes, race and politics belong in the classroom. In L. Delpit's (Ed.) *Teaching When the World is on Fire*. (pp. 33-37). New York: The New Press.

Milner, H. (2019). [Culturally responsive classroom management](#). In *Oxford Research Encyclopedia of Education*. Oxford University Press.

*Milner, H.R. & Farinde-Wu (2019). Lessons from prek-12 to support Black students in STEM higher education. In E. McGee & W. Robinson's (Eds.) *Injecting Multidisciplinary Perspectives of Race and Gender for Diversification in STEM*.

Milner, H. R. (2017). "How dare you make this about race?!": Centering race, gender and poverty. In E. Moore, A. Michael & M. Penick-Parks's (Eds). *A Guide for White Women Teaching Black Boys*. Corwin Publishing: Thousand Oaks, CA.

Milner, H.R. (2017). Socioeconomic status. In K. Lomotey (Ed.), *Education: PK-12 and higher education volume of the Contemporary issues for people of color: Living, working and learning in the U.S.* Santa Barbara, CA: Praeger, ABC-CLIO, LLC.

*Alvarez, A. J., Milner, H. R., & Murray, I. E. (2016). Responding to trauma in youth: Whose responsibility is it? In V.C. Copeland (Ed.), *People of color in the United States: Contemporary issues in education, work, communities, health, and immigration. Volume 4: Health and wellness*. (pp. 424-426). ABC-CLIO

*Alvarez, A. J., Milner, H. R. & Delale-O'Connor, L. (2016). Race, trauma, and education: What educators need to know. In T. Husband (Ed) *But I don't see color: The perils, practices, and possibilities of antiracist education* (pp. 27-40). Rotterdam, Netherlands: Sense Publishers.

Milner, H.R. (2016). Pressing toward equity for Black children: A tenacious journey. In G. Thompson, F. Bonner, and C. Lewis (Eds.), *Reaching the mountaintop* (pp. 135-149). Charlotte, NC: Information Age Publishing.

*Farinde, A. & Milner, H.R. (2016). Homeless students. In K. Lomotey (Ed.), *People of color in the United States: Contemporary issues in education, work, communities, health, and immigration*

- (pp. 184-194). Santa Barbara, CA: Praeger, ABC-CLIO, LLC.
- Milner, H.R. (2015). Black teachers as curriculum texts in urban schools. In M.F. He, B. D. Schultz & W. Schubert's (Eds.), *The SAGE guide to curriculum in education* (pp. 215-223). Thousand Oaks, CA: SAGE Publications.
- Milner, H.R. & Lomotey, K. (2014). Introduction. In H.R. Milner & K. Lomotey (Eds.), *Handbook of urban education* (pp. xv – xxiii). New York: Routledge Press.
- Milner, H.R., Allen, Q. & McGee, E.O. (2014). A framework for thinking and talking about race with teachers. In F. Bonnor's (Ed.), *Building on resilience: Frameworks and models of black male success* (pp. 25-42). Sterling, VA: Stylus Publishing.
- *Milner, H.R. & Self, E.A. (2014). Studying race in teacher education: Implications from ethnographic perspectives. In A. Dixson's (Ed.), *Researching race in education: Policy, practice and qualitative research* (pp. 3-28). Information Age Publishing.
- Milner, H.R. (2013). A talk to teachers about Black male students. In M.C. Brown, T.E. Dancy & J.E. Davis (Eds.), *Educating African American males: Contexts for consideration, possibilities for practice* (pp. 67-85). New York: Peter Lang.
- *Milner, H.R., Self, E.A. & Pearman, F.A. (2012). Cultural matters in the classroom. In P. Wyman's (Ed.), *Amazing Grades: 101 Best ways to improve your grades faster* (pp. 187-188). Las Vegas: The Center for New Discoveries In Learning, Inc.
- Milner, H.R. (2012). Developing culturally relevant classrooms for urban African American students. In J.L. Moore & C.W. Lewis (Eds.), *Urban school contexts for African American students: Crisis and prospects for improvement* (pp. 143-160). New York: Peter Lang Publishers.
- Milner, H.R. (2011). But good intentions are not enough: Doing what's necessary to teach for diversity. In J. Landsman & C.W. Lewis (Eds.), *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations and eliminating racism* (2nd Edition) (pp. 56-74). Sterling, VA: Stylus Publishers.
- Sleeter, C.E. & Milner, H.R. (2011). Researching successful efforts in teacher education to diversify teachers. In A.F. Ball & C. Tyson (Eds.), *Studying diversity in teacher education* (pp. 81-103). Washington, D.C.: American Educational Research Association. Published by Lanham: Rowman & Littlefield Publishers Incorporated.
- *Tenore, F.B., Dunn, A.C., Laughter, J. & Milner, H.R. (2010). Selection, recruitment, and Induction in teacher education: A critical analysis with implications for transformation. In V. Hill-Jackson & C. Lewis's (Eds.), *Transforming teacher education: What went wrong in teacher training and how we can fix it* (pp. 93-118). Sterling, VA: Stylus Publishing.
- *Milner, H.R. & Laughter, J. (2010). Ten suggestions when starting the doctoral process: You are still a person, too, aren't you? In R. Calabrese & P. Smith's (Eds.), *The doctoral student's advisor and mentor: Sage advice from the experts* (pp. 13-20). Lanham, MD: Rowman and Littlefield Publishers.
- *Milner, H.R. & Tenore, F.B. (2010). Curriculum planning and development: Implications

- for a new generation of teacher educators. In V. Shadoian-Gersing & G. Burns' (Eds.), *Educating teachers for diversity: Meeting the challenge* (pp. 163-183). OECD Publishing, Paris.
- Milner, H.R. (2010). Culture, curriculum, and identity in education: An introduction. In H.R. Milner (Ed.), *Culture, curriculum, and identity in education* (pp. 1-11). New York: Palgrave Macmillan.
- *Cummings, T., Whitaker, M., Darrow, C. & Milner, H.R. (2009). Identity development. In K. Lomotey (Ed.), *Encyclopedia of African American education* (pp. 1:351-353). Thousand Oaks, CA: Sage Publications.
- Milner, H.R. (2009). On the confluence of diversity and education: An introduction. In H.R. Milner (Ed.), *Diversity and education: Teachers, teaching, and teacher education* (pp. xxvii-xxxiv). Springfield, IL: Charles C. Thomas Publisher.
- *Milner, H.R., Laughter, J. & Tenore, F.B. (2008). Multicultural education in teacher education. In C.A. Lassonde, R. Michael, & J. Rivera-Wilson (Eds.), *Issues in teacher education* (pp. 156-170). Charles C. Thomas Publishers.
- Milner, H.R. (2008). Race, racism, and color-blindness. In S. Mathison & E.W. Ross (Eds.), *Battleground schools* (pp. 509-514). Westport, CT: Greenwood.
- Milner, H.R. (2006). But good intentions are not enough: Theoretical and philosophical relevance in teaching students of color. In J. Landsman & C.W. Lewis (Eds.), *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations and eliminating racism* (pp.79-90). Sterling, VA: Stylus Publishers.
- Milner, H.R. & Ross, E.W. (2006). The colorblind myth and why racial identity matters in education. In H.R. Milner & E.W. Ross (Eds.), *Race, ethnicity, and education: The influences of racial and ethnic identity in education* (17-27). Westport, CT: Greenwood / Praeger.
- *Laughter, J., Baker, A., Williams, S., Cearley, N.K., & Milner, H.R. (2006). The power of story: How personal narratives show us what teachers can do to fight racism. In H.R. Milner & E.W. Ross (Eds.), *Race, ethnicity, and education: The influences of racial and ethnic identity in education* (147-165). Westport, CT: Greenwood / Praeger.
- Milner, H.R. (2006). Motivation. In P.A. Alexander (Ed.), *Psychology in learning and instruction*. Columbus, Ohio: Merrill, 191.
- *Milner, H. R., Caldwell, L. D., & Murray, I. E. (2004). When race shows up in the curriculum: Teacher (self-) reflective responsibility in students' opportunities to learn. In K. D. Vinson & E. Wayne Ross (Eds.), *Defending public schools: Curriculum continuity and change in the 21st century* (pp. 149-160). Westport, CT: Greenwood / Praeger.
- Milner, H.R. (2004). African American graduate students' experiences: A critical analysis of recent research. In D. Cleveland (Ed.), *A long way to go: Conversations about race by African American faculty and graduate students* (pp. 19-31). New York: Peter Lang.
- Milner, H.R. (2004). The expert on diversity. In L. Flowers (Ed.), *Diversity issues in American colleges and universities: Case studies for higher education and student affairs professionals* (pp. 47-49). Springfield, IL: Charles C. Thomas Publishers.

Milner, H.R. (2003). Contributed to *The greenwood dictionary of education*. In J. W. Collins III and N. P. O'Brien (Eds), Westport: Greenwood Press.

Articles in Refereed Journals

*=With current or former doctoral /graduate student(s) or postdoctoral fellow(s)

*Milner, H.R., Fittz, L., Best, B. & Cuningham, H. (in review). Special education as a site for justice and equity. *Journal of Emotional and Behavioral Disorders*.

Milner, H.R. (in press). Whiteness at work when students call their white and Black teachers racist. *International Journal of Qualitative Studies in Education*.

<https://doi.org/10.1080/09518398.2022.2025483>

Pasque, P. A., Patton, L. D., Gayles, J. G., Gooden, M. A., Henfield, M. S., Milner IV, H. R. Peters, A., & Stewart, D-L. (2022). Unapologetic Educational Research: Addressing Anti-Blackness, Racism and White Supremacy. *Cultural Studies->Critical Methodologies*. 21(1). 3-17. DOI: 10.1177/15327086211060451.

*Milner, H.R. & Bennett, J. (2022). Lessons on pedagogy in the carceral system and teacher education. *Teachers College Record* 124(3).

*Milner, H.R., Joseph, O, Harmon, M. & Howard, J. (2021, March/ April). Eight opportunity-centered texts as curriculum anchors. *Literacy Today*, 28-31.

*Milner, H.R., Howard, J. Cornelious, T., Best, B. & Fittz, L. (2021). Opportunity centered teaching for racial justice in elementary English Language Arts classrooms. *Language Arts* 99(1), 48-55.

Milner, H.R. (2020). Disrupting racism and whiteness in researching a “science” of reading. *Reading Research Quarterly*, 55, 249-253.

Milner, H.R. (2020). Black teacher: white school. *Theory into Practice* 59(4), 400-408.

<https://doi.org/10.1080/00405841.2020.1773180>

Milner, H.R. (2020). Opportunity-centered teaching: Reading instruction that supports racial justice. *Literacy Today, September/October*, 42-43.

Milner, H.R. (2020). *Brown* Lecture: Disrupting punitive practices and policies: Rac(e)ing back to teaching, teacher preparation, and *Brown*. *Educational Researcher*, 49(3), 147-160.

<https://doi.org/10.3102%2F0013189X20907396>

*White, T., Woodward, B, Graham, D., Milner, H. R., & Howard, T. (2019). Education policy and Black teachers: Perspectives on race, policy, and teacher diversity. *Journal of Teacher Education*, p. 1-15. <https://doi.org/10.1177/0022487119879>

Milner, H.R. (2019). Race to improve teacher education: Building awareness for instructional practice. *American Educator*. Fall, p. 13-17.

*Alvarez, A. & Milner, H.R. (2018). Exploring teachers’ beliefs and feelings about race and police violence. *Teaching Education*, 29(4), 383-394.

- Milner, H.R. (2018). Relationship-centered teaching: Addressing racial tensions in the classrooms. *Kappa Delta Pi Record*, 54, 60-66.
- *Delale-O'Connor, L., Alvarez, A.J., Murray, I.E., & Milner, H.R. (2017). Self-efficacy beliefs, classroom management and the cradle-to-prison pipeline. *Theory into Practice*, 56(3), 178-186.
- Milner, H.R. (2017). Race, talk, opportunity gaps, and curriculum shifts in (teacher) education. *Literacy Research: Theory, Method, and Practice*, 66(1), 73-94.
- *Milner, H. R., Cunningham, H. B., Murray, I. E., & Alvarez, A. (2017). Supporting students living below the poverty line. *National Youth-At-Risk Journal*, 2(2), 49-68.
- Milner, H.R. (2017) The permanence of racism, critical race theory, and expanding analytic sites. *Peabody Journal of Education*, 92(3), 294-301.
- Milner, H.R. (2017). Where's the race in culturally relevant pedagogy? *Teachers College Record*, 119(1), 1-32.
- Milner, H.R. (2016). A Black male teacher's culturally responsive practices. *Journal of Negro Education* 85(4), 417-432.
- Milner, H.R. & Delale-O'Connor, L. (2016). Towards (whose) morality in teacher education? *Action in Teacher Education*, 38(3), 217-220.
- *Milner, H.R., Delale-O'Connor, L., Murray, I.E. & Farinde, A. (2016). Reflections on *Brown to understand Milliken v. Bradley*: What if we are focusing on the wrong policy questions? *Teachers College Record*, 118(3), 1-32.
- *McGee, E., Alvarez, A.J. & Milner, H.R. (2015). Colorism as a salient space of race in the preparation of teachers. *Theory into Practice*, 55(1) 69-79.
- *Murray, I.E. & Milner, H.R. (2015). Toward a pedagogy of sociopolitical consciousness in outside of school programs. *The Urban Review*, 47(5) 893-913.
- *Milner, H.R., Murray, I.E., Farinde, A. & Delale-O'Connor, L. (2015). Outside of school matters: What we need to know in urban environments. *Equity & Excellence in Education*, 48(4), 529-548.
- *Milner, H.R. & Laughter, J. (2015). But good intentions are not enough: Preparing teachers to Center race and poverty. *The Urban Review* 47(2) 341-363.
- Milner, H.R. (2014). Culturally relevant, purpose-driven teaching and learning in a middle school social studies classroom. *Multicultural Education* 21(2) 9-17.
- Milner, H.R., Pabon, A., Woodson, A. & McGee, E.O. (2013). Teacher education and Black male students in the United States of America. *Multidisciplinary Journal of Educational Research* 3(3), 235-263.
- Milner, H.R. & Howard, T.C. (2013). Counter-narrative as method: Race, policy and research for teacher education. *Race, Ethnicity and Education* 16(4) 536-561.

- Milner, H.R. (2013). Analyzing poverty, learning, and teaching through a critical race theory lens. *Review of Research in Education* 37(1), 1-53.
- *Madyun, N., Williams, S.M., McGee, E. & Milner, H.R. (2013). On the importance of African American faculty in higher education: Implications and recommendations. *Educational Foundations*.
- *Milner, H.R. & Self, E. (2012). Getting real about race: Colorblindness as complicit instructional ineffectiveness. *The National Journal of Urban Education and Practice* 6(1) 1-17.
- Milner, H.R. (2012). Beyond a test score: Explaining opportunity gaps in educational practice *Journal of Black Studies* 43(6), 693-718.
- Milner, H.R. (2012). Challenging negative perceptions of Black teachers. *Educational Foundations* 26(1-2), 27-46.
- Milner, H.R. (2012). Speaking up and speaking out against dominant discourses about African Americans in education. *Educational Foundations* 26(1-2), 3-10.
- Milner, H.R. (2011). Culturally relevant pedagogy in a diverse urban classroom. *The Urban Review* 43(1), 66-89.
- Demerath, P., Lynch, J., Milner, H.R., Peters, A., & Davidson, M. (2010). The secrets of their success: A middle-class logic of individual advancement in a U.S. suburb and high school. *Teachers College Record* 112(12), 2935-2987.
- *Milner, H.R. & Tenore, F.B. (2010). Classroom management in diverse classrooms. *Urban Education* 45(5), 560-603.
- Milner, H.R. (2010). What does teacher education have to do with teaching? Implications for diversity studies. *Journal of Teacher Education* 60(1/2), 118-131.
- Milner, H.R. & Cleveland, D. (2009). In pursuit of democratic practices in teacher education. *Teacher Education and Practice* 22(4) 468-471.
- *Milner, H.R. & Williams, S.M. (2008). Analyzing education policy and reform with attention to race and socio-economic status. *Journal of Public Management and Social Policy* 14(2), 33-50.
- Milner, H.R. (2008). Disrupting deficit notions of difference: Counter-narratives of teachers and community in urban education. *Teaching and Teacher Education* 24(6), 1573-1598.
- Milner, H.R. (2008). Critical race theory and interest convergence as analytic tools in teacher education policies and practices. *Journal of Teacher Education* 59(4), 332-346.
- Milner, H.R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher* 36(7), 388-400.
- Milner, H.R. (2007). African American males in urban schools: No excuses—teach and empower. *Theory into Practice* 46(3), 239-246.
- Milner, H.R. (2007). Race, narrative inquiry, and self-study in curriculum and teacher education. *Education and Urban Society* 39(4), 584-609.

- Milner, H.R. (2006). The promise of Black teachers' success with Black students. *Educational Foundations* 20(3-4), 89-104.
- Milner, H. R. (2006). Preservice teachers' learning about cultural and racial diversity: Implications for urban education. *Urban Education*, 41(4), 343-375.
- Milner, H.R. (2006). Culture, race, and spirit: A reflective model for the study of African Americans. *International Journal of Qualitative Studies in Education*, 19(3), 267-285.
- Milner, H.R. (2005). A study of a high school English teacher's responsive curriculum. *Teacher Education and Practice*, 18(1), 74-88.
- Milner, H.R. (2005). Developing a multicultural curriculum in a predominantly White teaching context: Lessons from an African American teacher in a suburban English classroom. *Curriculum Inquiry*, 35(4), 391-427.
- Milner, H.R. (2005). Stability and change in prospective teachers' beliefs and decisions about diversity and learning to teach. *Teaching and Teacher Education*, 21(7), 767-786.
- Milner, H.R. & Howard, T.C. (2004). Black teachers, Black students, Black communities and Brown: Perspectives and insights from experts. *Journal of Negro Education*, 73(3), 285-297.
- Milner, H.R. & Smithey, M. (2003). How teacher educators created a course curriculum to challenge and enhance preservice teachers' thinking and experience with diversity. *Teaching Education*, 14(3), 293-305.
- Milner, H. R., Flowers, L.A, Moore, E., Moore, J. L., & Flowers, T. (2003). Preservice teachers' awareness of multiculturalism and diversity. *The High School Journal*, 87(1), 63-70.
- Milner, H.R. (2003). Reflection, racial competence, and critical pedagogy: How do we prepare preservice teachers to pose tough questions? *Race, Ethnicity, and Education*, 6(2), 193-208.
- Milner, H.R., & Woolfolk Hoy, A. (2003). A case study of an African American teacher's self-efficacy, stereo-type threat, and persistence. *Teaching and Teacher Education*, 19, 263-276.
- Flowers, L. A., Milner, H. R., & Moore, J. L. (2003). Effects of locus of control on African American high school seniors' educational aspirations: Implications for preservice and inservice high school teachers and counselors. *The High School Journal*, 87(1), 39-50.
- Milner, H.R. (2003). A case study of an African American English teacher's cultural comprehensive knowledge and (self) reflective planning. *Journal of Curriculum and Supervision*, 18(2), 175-196.
- Milner, H.R. (2003). Teacher reflection and race in cultural contexts: History, meaning, and methods in teaching. *Theory into Practice* 42(3), 173-180.
- Milner, H.R. (2003). This Issue: Teacher reflection and race in cultural contexts. *Theory into Practice*, 42(3) 170-172.
- Milner, H.R., & McCutcheon, G. (2002). A high school social studies teacher's planning and the 21st century: A call for more studies. *Teacher Education and Practice*, 15(3), 95-109.

Milner, CV

February, 2022

- Milner, H.R. (2002). A case study of an experienced English teacher's self-efficacy and persistence through "crisis" situations: Theoretical and practical considerations. *The High School Journal*, 86(1), 28-35.
- Milner, H.R. (2002). Affective and social issues among high-achieving African American students: Recommendations for teachers and teacher education. *Action in Teacher Education*, 24(1), 81-89.
- McCutcheon, G., & Milner, H.R. (2002). A contemporary study of teacher planning in a high school English class. *Teachers and Teaching: Theory and Practice*, 8(1), 81-94.
- Milner, H.R., Husband, T., & Jackson, M.P. (2002). Voices of persistence and self-efficacy: African American graduate students and professors who affirm them. *Journal of Critical Inquiry into Curriculum and Instruction*, 4(1), 33-39.

Web-Based Research Scale

- Milner, H.R., Delale-O'Connor, L. Murray, I., Alvarez, A. (2016) Teachers' Race Talk Survey. https://pitt.col.qualtrics.com/jfe/form/SV_cIsNBHIZ1Afqx6t

Invited, Inaugural Column on Racial Equity in *Educational Leadership* (2017 -)

- Milner, H.R., (2019, May). Confronting inequity / Bringing after-school to school *Educational Leadership*, 76(8), 86-87. Retrieved from: http://www.ascd.org/publications/educational_leadership/may19/vol76/num08/Bringing_After-School_to_School.aspx
- Milner, H.R., (2019, April). Confronting inequity / Lessons from pre-brown teachers. *Educational Leadership*, 76(5), 89-90. Retrieved from: http://www.ascd.org/publications/educational_leadership/apr19/vol76/num07/Lessons_from_Pre-Brown_Teachers.aspx
- Milner, H.R., (2019, February). Confronting inequity / No more "waiting on 16". *Educational Leadership*, 76(5), 86-87. Retrieved from: <http://www.ascd.org/publications/educational-leadership/feb19/vol76/num05/No-More-%C2%A3Waiting-on-16%C2%A3.aspx>
- Milner, H.R., (2018, December/2019, January). Confronting inequity / More than a math and science teacher. *Educational Leadership*, 76(4), 89-90. Retrieved from: <http://www.ascd.org/publications/educational-leadership/dec18/vol76/num04/More-Than-a-Math-and-Science-Teacher.aspx>
- Milner, H.R., (2018, October). Confronting inequity / Social-learning opportunities must be protected for vulnerable students. *Educational Leadership*, 76(2), 84-85. Retrieved from: <http://www.ascd.org/publications/educational-leadership/oct18/vol76/num02/Broadening-the-Curriculum.aspx>
- Milner, H.R., Cunningham, H.B., Delale-O'Connor, L., and Kestenber, E.G. (2018, September). Confronting inequity / Are the kids really out of control?. *Educational Leadership*,

- 76(1), 86-87. Retrieved from: <http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Are-the-Kids-Really-Out-of-Control%C2%A2.aspx>
- Milner, H.R. (2018, May). Confronting inequity / The Black male teacher gap. *Educational Leadership*, 75(8), 90-91. Retrieved from: <http://www.ascd.org/publications/educational-leadership/may18/vol75/num08/The-Black-Male-Teacher-Gap.aspx>
- Milner, H.R. (2018, April). Confronting inequity / Writing for freedom. *Educational Leadership*, 75(7), 88-89. Retrieved from: <http://www.ascd.org/publications/educational-leadership/apr18/vol75/num07/Writing-for-Freedom.aspx>
- Milner, H.R. (2018, March). Confronting inequity / Development over punishment. *Educational Leadership*, 75(6), 93-94. Retrieved from: <http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/Development-Over-Punishment.aspx>
- Milner, H.R. (2018, February). Confronting inequity / Assessment for equity. *Educational Leadership*, 75(5), 88-89. Retrieved from: <http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Assessment-for-Equity.aspx>
- Milner, H.R. (2017, December/2018, January). Confronting inequity / Unconscious bias hurts. *Educational Leadership* 75(4), 86-87. Retrieved from: <http://www.ascd.org/publications/educational-leadership/dec17/>
- Milner, H.R. (2017, November). Confronting inequity / Reimagining the null curriculum. *Educational Leadership*, 75(3), 88-89. Retrieved from: <http://www.ascd.org/publications/educational-leadership/nov17/vol75/num03/Reimagining-the-Null-Curriculum.aspx>
- Milner, H.R. (2017, October). Confronting inequity / Cultivating problem solvers in shifting cultural contexts. *Educational Leadership*, 75(2), 89-90. Retrieved from: <http://www.ascd.org/publications/educational-leadership/oct17/vol75/num02/Cultivating-Problem-Solvers-in-Shifting-Cultural-Contexts.aspx>
- Milner, H.R. (2017, September). Confronting inequity / Building community knowledge. *Educational Leadership*, 75(1), 88-89. Retrieved from: <http://www.ascd.org/publications/educational-leadership/sept17/vol75/num01/Building-Community-Knowledge.aspx>

Forewords and Afterwords

- Milner, H.R. (in press). In J. Duncan-Andrade's *Equality or equity: Toward a model of community responsive education*. Harvard Education Press.
- Milner, H.R. (in press). In L. Elish-Piper, M. Matthews & V. Risko's *Reading Assessment to Promote Equitable Learning: An Empowering Approach*. Guilford Publishers
- Milner, H.R. (in press). Foreword. In S. Hood, R. Hopson, H. Frierson, & K. Arbuthnot's *The*

- Importance of Race-Based Culturally Responsive Educational Inquiry in Research, Evaluation.* Harvard Education Press.
- Milner, H.R. (in press). Foreword. In T. Chambers's *Opportunity Cost: A Framework for Understanding the Costs of Academic Success for High-Achieving Students of Color*. Harvard Education Press.
- Milner, H. R. (in press). Foreword. In C. Royal's *Not paved for us*. Harvard Education Press.
- Milner, H.R. (in press). Foreword. In L. Fenwick's *Jim Crow's Pink Slip: Public Policy and the Decimation of Black Educational Leadership in American Education*. Harvard Education Press.
- Milner, H.R. (2021). Foreword. In C. Compton-Lilly, T. Lewis Ellison, K. Perry, & P. Smagorinsky's *Whitewashed critical perspectives: Restoring the edge to edgy ideas in literacy education*. Routledge.
- Milner, H.R. (2020). Foreword. In D. Wolter's *Restorative literacies*. Teachers College Press.
- Milner, H.R. (2020). Foreword. In R. Kholi's *Resisting pushout across the pipeline*. Harvard Education Press.
- Milner, HR. (2020). Foreword. In L. Taylor's *Implications of race and racism in student evaluations of teaching: The hate u give*. Lanham, Maryland: Lexington Books.
- Milner, H.R. (2020). Foreword. In G.Q. & N. Acevedo's *The Chicana/o/x dream: Hope, resistance and educational success*. Harvard Education Press.
- Milner, H.R. (2020). Foreword. In S. Diem & A.D. Welton's *Anti-racist leadership and policy: Addressing racism in public education*. New York: Routledge.
- Milner, H.R. (2019) Foreword. In B. Brown's *Science in the city: Culturally relevant stem education*. Harvard Education Press.
- Milner, H.R. (2019). Foreword. In J.N. Singer's *Race sports and education: Improving opportunities and outcomes for black male college athletes*. Cambridge, MA: Harvard Education Press.
- Milner, H.R. (2019). Foreword. In T.C. Howard, P. Camangian, E.J. Edwards, M. Howard, A.C. Minkoff, T. Orange, J.D. Tunstall, & K.T. Watson's *All students must thrive: Transforming schools to combat toxic stressors and cultivate critical wellness*. Rexford, NY: International Center for Leadership in Education.
- Milner, H.R. (2018). Foreword. In M.T. Winn's *Justice on both sides: Transforming education through restorative justice*. Cambridge, MA: Harvard Education Press.
- Milner, H.R. (2018). Foreword. In C.R. Hodges & O.M. Welch's *Truth without tears: African American women deans share lessons in leadership*. Harvard Education Press.
- Milner, H.R. (2018). In M.E. Dilworth's *Millennial teachers of color*. Harvard Education Press.
- Milner, H.R. (2018). Foreword. In M. Khalifa's *Culturally responsive school leadership*. Harvard Education Press.

- Milner, H.R. (2017). Foreword. In C.N. Pimentel's *The (Im)possible multicultural teacher: A critical approach to understanding white teachers' work*. Rotterdam: Sense Publishers
- Milner, H.R. (2017). Foreword. In A. Farinde-Wu, A. Allen-Handy, & C.W. Lewis' (Eds.). *Black female teachers: Diversifying the United States' teacher workforce*. United Kingdom: Emerald.
- Milner, H.R. (2017). Foreword. In K.R. Endo & F. Hernandez's *Developing and supporting critically reflective teachers: Diverse perspectives in the 21st century*. Rotterdam: Sense Publishers.
- Milner, H.R. (2017). Foreword. In C.A. Warren's *Urban preparation: Young black men moving from Chicago's south side to success in higher education*. Harvard Education Press.
- Milner, H. R. (2017). Foreword. In C. R. Monroe (Ed.), *Race and colorism in education*. New York, NY: Routledge.
- Milner, H.R. (2017). Foreword. In J. Justice and F. B. Tenore's (Eds.) *Becoming critical teacher educators: Narratives of resistance, possibility and praxis*. New York, NY: Routledge.
- Milner, H.R. (2017). Afterword. In A. C. da Silvia's (Ed.) *Re-designing teacher education for culturally and linguistically diverse students: A critical-ecological approach*. New York, NY: Routledge Press.
- Milner, H.R. (2015). Foreword. In J. Martin's (Eds.) *Racial battle fatigue: Insights from the front lines of social justice advocacy*. Santa Barbara, CA: Praeger.
- Milner, H.R. (2014). Afterword. In Y. Sealey-Ruiz, C.W. Lewis & I. Toldson's (Eds.) *Teacher education and Black communities: Implications for equity, access and achievement*. Charlotte, NC: Information Age Publishing.
- Milner, H.R. (2014). Foreword. In L. Mawhinney's *We got next: Urban education and the next generation of Black teachers*. New York, NY: Peter Lang Publishing.
- Milner, H.R. (2013). Foreword. In C.B. Dillard & C.L. Okpalaoka's (Eds.) *Engaging culture, race and spirituality in education*. New Visions. New York, NY: Peter Lang Publishing.

Urban Education Editorials

- Milner, H.R. (2015). Reform starts with the self. *Urban Education*, 50(2), 135-138.
- Milner, H.R. (2014). Studying and addressing homelessness in urban communities. *Urban Education*, 49(1), 3-7.
- Milner, H.R. (2013). Why are students of color (still) punished more severely and frequently than White students? *Urban Education* 48(4) 483-489.
- Milner, H.R. (2013). But subject matter content knowledge is not enough. *Urban Education* 48(3), 347-349.
- Milner, H.R. (2013). Scripted and narrowed curriculum reform in urban schools. *Urban Education*, 48(2), 63-170.

Milner, CV

February, 2022

- Milner, H.R. (2013). Rethinking achievement gap talk in urban education. *Urban Education*, 48(1), 3-8.
- Milner, H.R. (2012). Understanding urban education from the outside in and inside Out. *Urban Education*, 47(6) 1019-1024.
- Milner, H.R. (2012). Losing the colorblind mind in the urban classroom. *Urban Education*, 47(5) 868-875.
- Milner, H.R. (2012). Challenges in teacher education for urban education. *Urban Education*, 47(4), 700-705.
- Milner, H.R. (2012). But what is urban education. *Urban Education*, 47(3), 556-561.
- Milner, H. R. (2012). Towards Transformative Knowledge Construction in Urban Education. *Urban Education*, 47(2), 351–353.
- Lomotey, K., & Milner, H. R. (2012). Inner-city education in times of transition: The journal, *Urban Education*, 46 Years Young. *Urban Education*, 47(2), 347–350.

Policy Reviews and Briefs

- Delale-O'Connor, L.& Milner, H. R. (2016) Disrupting dangerous narratives in early childhood education. In *Being black is not a risk factor: Statistics and strengths-based solutions in the state of Pennsylvania*. Philadelphia, PA: Black Childhood Development Institute. <http://nbcidi.org/sites/default/files/resource-files/>
- Milner, H.R. (2013). *Policy Reforms and De-professionalization of Teaching*. Boulder, CO: National Education Policy Center. <http://nepc.colorado.edu/publication/policy-reforms-deprofessionalization>.
- Milner, H.R. (2010). Review of “Teacher Evaluation 2.0.” Boulder: National Education Policy Center. <http://nepc.colorado.edu/thinktank/review-teach-eval-TNTP>

Encyclopedia Entries

*=With current or former doctoral/graduate student(s)

- Milner, H.R. (2015). Urban schools. In W. G. Scarlett’s (Ed.) *The SAGE encyclopedia of classroom management* (pp. 859-862). Thousand Oaks, CA: SAGE.
- *Milner, H. R. & Laughter, J.C. (2012). Preservice and inservice diversity courses. In J.A. Banks (Ed.) *Encyclopedia of Diversity in Education* (pp. 1699-1702). Thousand Oaks, CA: SAGE.
- *Self, E. A. & Milner, H.R. (2012). Cultural discontinuities and education. In J.A. Banks (Ed.) *Encyclopedia of Diversity in Education* (pp. 513-517). Thousand Oaks, CA: SAGE.
- *Kane, B. D. & Milner, H.R. (2012). Research on diversity and teacher education. In J.A. Banks (Ed.) *Encyclopedia of Diversity in Education* (pp. 1843-1847). Thousand Oaks, CA: SAGE.

Media Citations, Mentions and Interviews

- Rogers, M.S. Peabody researchers among top in country in new *Education Week* rankings. <https://news.vanderbilt.edu/2022/01/05/peabody-researchers-among-top-in-country-in-new-education-week-rankings/>
- Mangrum, M. (2021, June 30). Nashville education advocates premiere documentary tracing th history of segregation. <https://www.tennessean.com/story/news/education/2021/06/30/nashville-education-advocates-premiere-public-school-segregation-film/7810184002/>
- Mazel, L. (2021, May 26). At the capitol there was much ado about critical race theory – or was there? <https://www.nashvillescene.com/news/features/article/21147438/at-the-capitol-there-was-much-ado-about-critical-race-theory-or-was-there>.
- The Journal of Blacks in Higher Education*. (2021, April 5). Richard Milner to lead the American Educational Research Association. <https://www.jbhe.com/2021/04/richard-milner-to-lead-the-american-educational-research-association/>
- Kyaw, A. (2021, March 29). Dr. H. Richard Milner IV voted president-elect of AERA. <https://diverseeducation.com/article/209627/>
- Curran, E. (2021, March 25). Peabody faculty H. Richard Milner IV elected to membership in the National Academy of Education. <https://news.vanderbilt.edu/2021/03/25/peabody-faculty-h-richard-milner-iv-elected-to-membership-in-the-national-academy-of-education/>
- Hess, A. (2020, December 14). 27% of Teachers are considering quitting because of Covid-19, survey finds. <https://www.cnbc.com/2020/12/14/27percent-of-teachers-are-considering-quitting-because-of-covid-survey.html>
- Beach, H. (2020, November 20). Connecting individual actions to systemic change: An interview with Professor Rich Milner. <https://xqsuperschool.org/rethinktogether/systemic-changes-education-rich-milner/>
- Widakuswara, P. (2020, September 21). Trump plans to promote patriotic education. <https://www.voanews.com/episode/trump-plans-promote-patriotic-education-4426661>
- Cusumano, K. (2020, September 5). How to both work and school from home. *New York Times*. Retrieved from <https://www.nytimes.com/2020/09/05/at-home/work-school-from-home.html>
- Vanderbilt News (2020, Winter) Recent news. <https://news.vanderbilt.edu/2020/02/19/recent-books-winter-2020/>
- Brasher, J. (2019, November 22). Noguera: Education policymakers are focused on the wrong things. *Vanderbilt News*. Retrieved from <https://news.vanderbilt.edu/2019/11/22/noguera-education-policymakers-are-focused-on-the-wrong-things/>
- Torres, M. (2019, November 19). MNPS teacher placed on leave for homework about the n-word. *Channel 5 News*. Retrieved from: <https://www.newschannel5.com/news/mnps-teacher-placed-on-leave-for-homework-about-the-n-word>

- Brasher, J. (2019, September 30). Vanderbilt joins research alliance to bring STEM training to prisoners. *Researcher News@Vanderbilt*. Retrieved from https://news.vanderbilt.edu/2019/09/30/vanderbilt-joins-research-alliance-to-bring-stem-training-to-prisoners/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+vanderbilt-news+%28Vanderbilt+News%29
- Will, M. (2019, May 14). 65 years after 'Brown v. Board,' where are all the Black educators? *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2019/05/14/65-years-after-brown-v-board-where.html?cmp=eml-enl-eu-news2&M=58832571&U=1808115&UID=972a90a40974e05b725fb6afa9e1b167>
- Gilbertson, E. (2019, April 18). Social studies collaboration supports new teacher growth. *College of Education University of Georgia*. Retrieved from <https://coe.uga.edu/news/2019/04/social-studies-collaboration-supports-new-teacher-growth>
- Gilbertson, E. (2019, April 18). Milner visit sparks critical consciousness discussion. *College of Education University of Georgia*. Retrieved from <https://coe.uga.edu/news/2019/04/milner-visit-sparks-critical-consciousness-discussion>
- Thompson, E. (2019, March 9). Conference at Worcester State focuses on race, education. *Telegram.com*. Retrieved from <https://www.telegram.com/news/20190309/conference-at-worcester-state-focuses-on-race-education>
- Brasher, J. (2019, February 26). Cultural responsiveness is key to classroom management. *Research News @Vanderbilt*. Retrieved from https://news.vanderbilt.edu/2019/02/26/cultural-responsiveness-is-key-to-classroom-management/?utm_source=myvupreview&utm_medium=myvu_email&utm_campaign=myvupreview-2019-02-27
- Norfleet, K. (2018, November 6). Rich Milner delivers Brown lecture centered on disrupting punitive practices and policies. *Ed Prep Matters*. Retrieved from <http://edprepmatters.net/2018/11/rich-milner-delivers-brown-lecture-centered-on-disrupting-punitive-practices-and-policies/>
- Rebora, A. (2018, October 29). Richard Milner on why racial inequity persists in schools. *ASCD in Service*. Retrieved from <http://inservice.ascd.org/richard-milner-on-why-racial-inequity-persists-in-schools/>
- Author interview with Rich Milner: "Reimagining 'classroom management' for equity". *Education Week*. (2019, January 13). Retrieved from http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/01/author-interview-with-rich-milner-re-imagining-classroom-management-for-equity.html?cmp=eml-enl-eu-news3&M=%MESSAGE_ID%&U=%CF_ICNACCOUNTNUMBER%&UID=%MD5_EMAIL%
- Where is the race in culturally relevant pedagogy? With H.R. Milner IV. *The Voice on Dialogues*. Teachers College Record. (2018, March 16). Retrieved from

<http://www.tcrecord.org/>

Coming soon: Philly's first statue to honor an African American (Sasko, C.). *Philadelphia* (2017, August 30). Retrieved from <http://www.phillymag.com/news/2017/08/30/philly-statue-octavius-catto/>

When swastikas show up in the classroom (Sparling, H. & BieryGollick, K.). *Cincinnati.com* (2017, August 18). Retrieved from <https://www.cincinnati.com/story/news/education/>

Swain and Davis accepted into Heinz fellowship (Zimba, R.). Pittsburgh Flag Football League website 2017, July 31). Retrieved from https://www.pghflagfootball.com/news_article/

The changing face of schools (Solt, L.). NPR.com/KERA News (2017, March 8). Retrieved from <http://think.kera.org/2017/03/08/the-changing-face-of-schools/>

What happens when students notice racial bias (Howard, J.). CNN.com (2017, February 11). Retrieved from <http://www.cnn.com/2017/02/10/health/>

Why keeping minority teachers in the classroom matters. (Kenworthy, J.) *Christian Science Monitor – EqualEd* (2017, January 10). Retrieved from <http://www.csmonitor.com/EqualEd/2017/0110/>

Race and racism in the classroom. Interview in studio with Solomun Jones, "Wake Up With WURD Show" on 900 AM - WURD, Philadelphia, PA (2017, January 10).

How teachers learn to discuss racism (Anderson, M.). *The Atlantic* (2017, January 9). Retrieved from <https://www.theatlantic.com/education/archive/2017/01/>

How to inspire positivity in the classroom during an election that's anything but. Interview with Virginia Alvino Young, WESA-FM (2016, November 2). Retrieved from <http://wesa.fm/post/>

Students of all races favor teacher diversity, and here's why. Interview with Jaqueline Howard, CNN.com (2016, October 14). Retrieved from <http://www.cnn.com/2016/10/14/>

Penn Hills hoodie ban lifted, but questions remain. *Pittsburgh Post-Gazette* (2016, October 9). Retrieved from <http://www.post-gazette.com/news/education/2016/10/09/>

At Pittsburgh's University Prep, task force on school violence to disband. *Pittsburgh Post-Gazette* (2016, October 3). Retrieved from <http://www.post-gazette.com/news/education/2016/10/03/>

2016's Best and worst states for teachers. Interview with Richie Bernardo, Wallet Hub (2016, September 26). Retrieved from <https://wallethub.com/edu/>

Ready to learn mentor program makes progress at Pittsburgh's Millions UPrep. *Pitt Chronicle* (2016, September 19). Retrieved from <http://www.chronicle.pitt.edu/story/>

RACE: How faculty can address the issue of race & police shootings. *University Times* (2016, September 15). Retrieved from <http://www.utimes.pitt.edu/?p=40274> - <http://www.utimes.pitt.edu/?p=40274>

Milner, CV

February, 2022

As superintendent debate continues, new board's agenda is stalled. *Pittsburgh Post-Gazette* (2016, June 17). Retrieved from <http://www.post-gazette.com/local/city/2016/06/17/>

Pitt creates new urban education certificate. *The Pitt News* (2016, May 17). Retrieved from <http://pittnews.com/article/107927/top-stories/pitt-creates-new-urban-education-certificate/>

Pitt unveils certificate program in urban education. *Pittsburgh Business Times* (2016, May 17). Retrieved from <http://www.bizjournals.com/pittsburgh/news/2016/05/17/>

Teacher ed shifts focus to address increasing multicultural needs. *Teaching across cultural lines, Pittsburgh Urban Media* (2016, May). Retrieved from <http://www.pittsburghurbanmedia.com/>

H. Richard Milner IV Named 2016 AERA Fellow. *Pittsburgh Urban Media* (2016, May). Retrieved from <http://www.pittsburghurbanmedia.com/H-Richard-Milner-IV-Named-2016-AERA-Fellow-/>

Pitt scholar Milner named 2016 AERA Fellow. *New Pittsburgh Courier* (2016, March 21). Retrieved from <http://newpittsburghcourieronline.com/2016/03/21/>

Florida education on trial; Lawsuit seeks to redefine public education to benefit poor. *Florida Bulldog* (2016, March 7). Retrieved from <http://www.floridabulldog.org/2016/03/12292/>

Does the key to ending racism lie in schools? Interview with Marc Lamont Hill, Huffington Post Live (2015). Retrieved from <http://huff.lv/1Lc6Yru>

Confronting poverty and race in schools and classrooms. Interview with Lynn Hayes-Freeland, KDKA-TV (2015). Retrieved from <http://kdka.com/lynnehayesfreelandshow>

Uncomfortable Conversations: Talking about race in the classroom; Interview with NPR (2015, April 24). Retrieved from <http://www.npr.org/blogs/ed/2015/04/24/401214280/>

The testing obsession and the disappearing curriculum. Interview with Tim Walker, *NEA Today*. (2014, September 2). Retrieved from <http://neatoday.org/2014/09/02/>

Successful urban/high poverty schools; Interview with WTAE. Pittsburgh, PA. (2014).

Program aims to attract black males into teaching: Teens encouraged to join the profession. *Pittsburgh Post-Gazette*. Interview. Pittsburgh, PA (2014).

Media Contributions

Milner, H.R. (2021, June 17). The time has come to stop assigning letter and number grades. *The Hechinger Report*, Retrieved from: <https://hechingerreport.org/opinion-the-time-has-come-to-stop-assigning-letter-and-number-grades/>

Milner, H.R. (2020, October 22). How to really close opportunity gaps during our national racial reckoning. *Education Week*, Retrieved from: <https://www.edweek.org/education/how-to-really-close-opportunity-gaps-during-our-national-racial-reckoning/2020/10/22>

- Milner, H.R. (2020, September 14). Mostly white schools need to focus on racial justice the most. *The Tennessean*. Retrieved from: <https://www.tennessean.com/story/opinion/2020/09/10/school-where-racial-equality-can-blossom-racism/5759114002/>
- Milner, H.R. (2019, August 29). Parent's, here's why your most important partner may be your child's teacher (and vice versa): Seven ways that family collaboration can benefit students. *The Hechinger Report*. Retrieved from: <https://hechingerreport.org/opinion-parent-teacher-partnerships/>
- Vanderbilt Professors (2019, May 6). Who is to blame for Nashville's school struggles? Not Shawn Joseph. *The Tennessean*. Retrieved from <https://www.tennessean.com/story/opinion/2019/05/06/nashville-schools-shawn-joseph/1094845001/>
- Milner, H.R. (2019, February 19). Opportunity gap: To create a more just and equitable society, black students need a true education, 'not just more schooling'. *Vanderbilt Magazine*. Retrieved from https://news.vanderbilt.edu/vanderbiltmagazine/opportunity-gap-to-create-a-more-just-and-equitable-society-black-students-need-a-true-education-not-just-more-schooling/?utm_source=newsletter&utm_medium=email&utm_content=http%3A//d31hzhk6di2h5.cloudfront.net/20190227/12/88/f1/09/98cd5c7c86043e6bbc0aa955_1280x584.jpg&utm_campaign=Ideas%20in%20Action%3A%20Feb%202019
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *Houston Chronicle*. Retrieved from <https://www.chron.com/news/article/How-T-M-Landry-College-Prep-failed-black-families-13474178.php>
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *SF Gate: San Fransisco Cronicles*. Retrieved from <https://www.sfgate.com/news/article/How-T-M-Landry-College-Prep-failed-black-families-13474178.php>
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *Beaumont Enterprises*. Retrieved from <https://www.beaumontenterprise.com/news/article/How-T-M-Landry-College-Prep-failed-black-families-13474178.php>
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *Lee Interprises*. Retrieved from https://trib.com/opinion/columnists/how-t-m-landry-college-prep-failed-black-families/article_5697cf6d-0f9d-5870-9793-76812416e80f.html
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *The Seattle Post-Intelligencer*. Retrieved from <https://www.seattlepi.com/news/article/How-T-M-Landry-College-Prep-failed-black-families-13474178.php>
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *The Canaan News*. Retrieved from <https://www.newcanaanewsonline.com/news/article/How-T-M-Landry-College-Prep-failed-black-families-13474178.php>
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *Albany*

- Times Union*. Retrieved from <https://www.timesunion.com/news/article/How-T-M-Landry-College-Prep-failed-black-families-13474178.php>
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *Idaho Press Tribune*. Retrieved from https://www.idahopress.com/opinion/conversation/how-t-m-landry-college-prep-failed-black-families/article_19a95d5f-3c90-59fc-9e17-89d50908fa24.html
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *Connecticut Post*. Retrieved from <https://www.ctpost.com/news/article/How-T-M-Landry-College-Prep-failed-black-families-13474178.php>
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *The Conversation*. Retrieved from https://theconversation.com/how-t-m-landry-college-prep-failed-black-families-108746?utm_source=twitter&utm_medium=twitterbutton
- Milner, H.R. (2018, December 18). How T.M. Landry College Prep failed black families. *Raw Story*. Retrieved from <https://www.rawstory.com/2018/12/t-m-landry-college-prep-failed-black-families/>
- Milner, H.R. (2018, May 8). Who is taking care of teachers? *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2018/05/09>
- Milner, H.R. (2017, December 17). Response: 'Ethnic studies courses benefit all students'. *Education Week*. Retrieved from <http://blogs.edweek.org/teachers/classroom>
- Milner, H.R. (2017, August 15). Yes, race and politics belong in the classroom: Ten tips for teachers to engage students in difficult conversations. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2017/08/16/>
- Milner, H.R. (2016, October 31). Ten teacher recommendations in facilitating conversations about race in the classroom. *Voices in Education, Harvard Education Publishing Group*. Retrieved from <http://hepg.org/blog/>
- Milner, H.R. (2015, October 2). Confronting white bias: bringing my research to my parenting. *Raising Race Conscious Children*. Retrieved from <http://www.raceconscious.org/2015/10/>
- Milner, H.R. (2015, July 1). Getting race and poverty right in education. *Diverse: Issues in Higher Education*. Retrieved from <http://diverseeducation.com/article/76058/>
- Milner, H.R. (2015, July 1). Educators shouldn't avoid the tough conversations. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/op_education/2015/07/
- Milner, H.R. (2014, November 12). Not all students have access to homework help. *The New York Times*. Retrieved from <http://www.nytimes.com/roomfordebate/2014/11/12/>
- Milner, H.R. (2014, June 3). Racial disparity starts early: A Black father's search for a diverse preschool. *Education Week*. 33(33), 22-23. Retrieved from <http://www.edweek.org/ew/articles/2014/06/04/>
- Milner, H.R. (2012, September/October). Six ways schools can build relationships with families. *Harvard Education Letter*, 28(5). Retrieved from <http://www.hepg.org/hel/article/547>

- Milner, H.R. (2011, November 8). Understanding diversity: What's a parent to do? *The Blog of Harvard Education Publishing*. Retrieved from <http://www.hepg.org/blog/65>
- Milner, H.R. (2011). Teaching outside of the urban district. *Teachers of Color Magazine*, 30-32.
- Milner, H.R. (2011, May 6). Let's focus on opportunity, not achievement. *Education Week*, 30(30). Retrieved from <http://www.edweek.org/ew/articles/2011/05/06/30milner.h30.html>
- Milner, H.R. (2011, January/February). Five easy ways to connect with students. *Harvard Education Letter*, 27(1). Retrieved from <http://www.hepg.org/hel/article/492>
- Milner, H.R., Buchanan, S.L. & Moseley, W.N. (2011). The expensive nature of talk about diversity. *Independent School*, 70(3) 116.
- Milner, H.R. (2005). Does diversity or culture matter in learning? *Learning Sciences Institute Newsletter*, 2(1), 4.

Articles Reprinted

- Milner, H.R. (2010). Developing a multicultural curriculum in a predominantly white teaching context: Lessons from an African American teacher in a suburban English classroom. *Curriculum Inquiry* 35(4), 391-427 (originally published in 2005) Reprinted / Adapted in H.R. Milner (Ed.), *Culture, curriculum, and identity in education* (pp. 37-74). New York: Palgrave Macmillan.
- Milner, H.R. (2010). Race, narrative inquiry, and self-study in curriculum and teacher education. *Education and Urban Society* 39(4), 584-609 (originally published in 2007) Reprinted / Adapted in H.R. Milner (Ed.), *Culture, curriculum, and identity in education* (pp. 181-206). New York: Palgrave Macmillan.
- Milner, H.R. (2009). African American males in urban schools: No excuses—teach and empower. *Theory into Practice* 46(3), 239-246 (originally published in 2007) Reprinted / Adapted in H.R. Milner (Ed.), *Diversity and education: Teachers, teaching, and teacher education* (pp. 5-16). Springfield, IL: Charles C. Thomas Publisher.

Book Reviews

- Milner, H.R. (2003). Book review of *What's going on* by Nathan McCall. New York: Vintage Books. *Educators for Urban Minorities*, 2(1), 135-138.
- Milner, H.R. (2003). High achieving African American students and teacher education. Book review of *A hope in the unseen* by Ron Suskind. New York: Broadway Books. *Journal of Teacher Education*, 54(2), 173-176.
- Milner, H.R. (2002). Book review of *Culturally, responsive teaching: Theory, research, & practice* by Geneva Gay. New York: Teachers College Press. *Urban Education*, 37(1), 149-156.
- Milner, H.R. (2002). Book review of *The new structure of school improvement: Inquiring schools and achieving students* by Bruce Joyce, Emily Calhoun, and David Hopkins. Buckingham and Philadelphia: Open University Press. *Teachers and Teaching: Theory and Practice*, 8(2), 232-237.

Scholarly Presentations

*=With current or former doctoral/graduate student(s)

Milner, H.R. (2019, April). Race, Talk and Teacher Education. Presenter at the annual meeting for the American Educational Research Association, Toronto, Canada

Milner, H.R. (2019, April). "You Can NEVER Be Too Sure About Parents": Responses from the Teacher Race Talk Survey. Presenter at the annual meeting for the American Educational Research Association, Toronto, Canada

Milner, H.R. (2019, April). Exploring White Teachers' Beliefs about Race and Police Violence. Presenter at the annual meeting for the American Educational Research Association, Toronto, Canada

Milner, H.R. (2019, April). The 23rd annual continuation of conversations with senior scholars on advancing research and professional development related to black education. Chair at the annual meeting for the American Educational Research Association, Toronto, Canada

Milner, H.R. (2019, April). Methodological Challenges to the Measurement, Assessment, Accountability, and Evaluation of Race/Ethnicity and Racial Matters in Schools. Discussant at the annual meeting for the American Educational Research Association, Toronto, Canada

Milner, H.R. (2018, April). The 22nd annual continuation of conversations with senior scholars on advancing research and professional development related to black education. Co-chair at the annual meeting for the American Educational Research Association, New York, NY

Milner, H.R. (2018, April). Division K Teaching and Teacher Education; Invited Speaker Session. A talk to teacher educators: The significance of Baldwin for the work of preparing teachers. Invited speaker participant at the annual meeting for the American Educational Research Association, New York, NY

Milner, H.R. (2018, April). From the "color line" to free schools & the white house: (Re)centering race in discourse about equity in public. Invited speaker participant at the annual meeting for the American Educational Research Association, New York, NY

Milner, H.R. (2017, April). AERA Presidential Session; Invited Speaker Session. Chair at the annual meeting for the American Educational Research Association, San Antonio, TX

Milner, H.R. (2017, April). Division K Teaching and Teacher Education Symposium. Invited speaker participant at the annual meeting for the American Educational Research Association, San Antonio, TX

Milner, H.R. (2017, April). The Importance of and approaches for conducting community-based research: The 21st annual continuation of conversations with senior scholars on advancing research and professional development related to black education. Invited roundtable discussant at the annual meeting for the American Educational Research Association, San Antonio, TX

- Milner, H.R. (2017, April). Division K Teaching and Teacher Education Graduate Student Seminar. These challenges are not new to us: Lessons from teacher education at minority-serving institutions. Discussant at the annual meeting for the American Educational Research Association, San Antonio, TX
- Milner, H.R. (2016, April). Division A Early Career Session. Early career mentoring for equity and social justice-focused faculty: Insights from the leadership, research, and activism of senior scholars. Invited Speaker at the annual meeting for the American Educational Research Association, Washington D.C.
- Milner, H.R. (2016, April). Division L Junior Faculty Mentoring Session. Facilitator at the annual meeting for the American Educational Research Association, Washington D.C.
- Milner, H.R. (2016, April). Going beyond the obvious: University centers leveraging public scholarship for K-12 equity. Invited speaker participant at the annual meeting for the American Educational Research Association, Washington D.C.
- Milner, H.R. (2016, April). The Importance of and approaches for conducting community-based research: The 20th annual continuation of conversations with senior scholars on advancing research and professional development related to black education. Invited roundtable discussant at the annual meeting for the American Educational Research Association, Washington D.C.
- Milner, H.R. (2016, April). Promoting gap-closing outcomes for diverse learners through asset-based teaching. Discussant at the annual meeting for the American Educational Research Association, Washington D.C.
- Milner, H.R. (2016, April). Teacher education, race, curriculum moves, and community: Where do we go from here? Chair at the annual meeting for the American Educational Research Association, Washington D.C.
- Milner, H.R. (2016, April). Division K New Faculty Seminar. Facilitator at the annual meeting for the American Educational Research Association, Washington D.C.
- Milner, H.R. (2015, April). Teacher education for equity: Community and school-based practice. Presenter at the annual meeting for the American Educational Research Association, Chicago, Illinois.
- Milner, H.R. (2015, April). Research-based explanations for silencing racism in U.S. schools and colleges. Presenter at the annual meeting for the American Educational Research Association, Chicago, Illinois.
- Milner, H.R. (2015, April). A Dream deferred: A 20-year retrospective on culturally relevant pedagogy. Presenter at the annual meeting for the American Educational Research Association, Chicago, Illinois.
- Milner, H.R. (2015, April). Division K New Faculty Seminar. Facilitator at the annual American Educational Research Association, Chicago, Illinois.
- Milner, H.R. (2014, Summer). Association for Teacher Educators Conference, (Keynote) Niagara, NY.

Milner, CV

February, 2022

- Milner, H.R. (2014, March). Recent research on classroom management: Toward a new edition of the handbook of classroom management, Paper presented at the annual meeting for the American Educational Research Association, Philadelphia, Pennsylvania.
- Milner, H.R. (2014, March). Critical place-based pedagogies in teacher education. Chair at the annual meeting for the American Educational Research Association, Philadelphia, Pennsylvania.
- Milner, H.R. (2014, March). Division K New Faculty Seminar. Facilitator at the annual American Educational Research Association, Philadelphia, Pennsylvania.
- Milner, H.R. (2013, April/May). Honoring Derrick Bell's contribution to research on teacher education/critical race theory and counter-narrative as methods in teacher education. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Milner, H.R. (2013, April/May). STEM Professional development in a high-poverty urban secondary school. Chair at the annual meeting of the American Educational Research Association, San Francisco, California.
- Milner, H.R. (2013, April/May). Division K, New faculty preconference seminar. Presenter/Facilitator at the annual meeting of the American Educational Research Association, San Francisco, California.
- Milner, H.R. (2012, April). Division K, New faculty preconference seminar. Presenter/Facilitator at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- Milner, H.R. (2012, April). Black males in the education pipeline: Asset-based pedagogy for the 21st century. Chair at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- Milner, H.R. (2012, May). Preparing teachers to be culturally responsive: Challenges we face. Invited Keynote at Lincoln Memorial University, Knoxville, Tennessee.
- Milner, H.R. (2011, October). Teaching and learning in a diverse society. Invited Presentation, Office of Leadership Development and Intercultural Affairs, Vanderbilt University, Nashville, Tennessee.
- Milner, H.R. (2011, October). Teaching science in the city. Invited Presentation, Center for Science Outreach, Vanderbilt University, Nashville, Tennessee.
- Milner, H.R. (2011, September). A state of education for diversity. Invited Keynote Address, Warren Center, Vanderbilt University, Nashville, Tennessee.
- Milner, H.R. (2011, September). Academic citizenship. Invited Keynote Address, Hamline University, Minneapolis, Minnesota.
- Milner, H. R. (2011, September). Fireside chat on *Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Peabody Library of Vanderbilt University, Nashville, Tennessee.

- Milner, H.R. (2011, September). We can do this: Meeting the needs of all students. Invited Keynote Address, Middleton Wisconsin School District.
- Milner, H.R. (2011, May). What is common about a curriculum of diversity study and practice in teacher education? Invited Keynote address. University of South Carolina, Columbia.
- Milner, H.R. (2011, April). Division K, New faculty preconference seminar. Presenter/Facilitator at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Milner, H.R. (2011, April). Division K, New faculty professional development workshop. The road to tenure and promotion: Supports, challenges, and options at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Milner, H.R. (2011, April). Students and research: Cultural consciousness, inquiry, and exploration. Chair at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Milner, H.R. (2011, April). Teachers as innovative learners. Chair at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Milner, H.R. (2011, April). African American males and achievement. Presenter at the Community Summit on African American Families, our Youth, and Academic Achievement of the Nashville Urban League.
- Milner, H.R. (2010, July). Toward(s) a more common curriculum of diversity study and practice in teacher education. Invited Keynote address and panel discussant. York University Summer Institute Toronto, Canada.
- Milner, H.R. (2010, April). Division K, New faculty preconference seminar. Presenter/Facilitator at the annual meeting of the American Educational Research Association, Denver, Colorado.
- Milner, H.R. (2010, April). Narrative and practices of African American mathematics teachers in contemporary schooling contexts. Discussant at the annual meeting of the American Educational Research Association, Denver, Colorado.
- Milner, H.R. (2010, February). Choosing a job: Understanding the differences between academic institutions. Panel discussant at the Prof 101 workshop: Launching successful faculty careers, Nashville, Tennessee, Vanderbilt University.
- Milner, H.R. (2009, April). Culturally responsive teaching: Equity and multiculturalism in teacher education. Discussant at the annual meeting of the American Educational Research Association, San Diego, California.
- Milner, H.R. (2009, April). Perspectives on the education of African Americans. Chair at the annual meeting of the American Educational Research Association, San Diego, California.
- Milner, H.R. (2009, April). Hearing from the silenced, seeing the invisible, touching the untouchable. Discussant at the annual meeting of the American Educational Research Association, San Diego, California.

- Milner, H.R. (2009, April). Division K, New faculty seminar. Presenter /Facilitator at the annual meeting of the American Educational Research Association, San Diego, California.
- Milner, H.R. (2009, April). Division K, Professional development: Preparing for tenure and promotion and is there life after tenure? Presenter /Facilitator at the annual meeting of the American Educational Research Association, San Diego, California.
- Milner, H.R. (2009, March). African American males and education: Beyond excuses and toward solutions. Loyola College, Baltimore, Maryland.
- Milner, H.R. (2008, October /November). On being a Black man in the academy. American Educational Studies Association, Savannah, Georgia.
- Milner, H.R. (2008, October). Learning, teaching, and diversity dilemmas: Working to make complex connections in (teacher) education. Lois Autrey Betts Chair Lecture, Vanderbilt University, Nashville, Tennessee.
- Milner, H.R. (2007, October). Black males in P-12 schools. Invited roundtable discussant. Temple University; Philadelphia, Pennsylvania.
- Milner, H.R. (2007, June). Diversity in preservice teacher education: Thinking about scientific knowledge. Invited presenter for Teacher professional continuum research project. University of Pittsburgh; Pittsburgh, Pennsylvania.
- Milner, H.R. (2007, February). Neo-liberalism and preparing teachers for diversity. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, New York.
- Irizarry, J. & Milner, H.R. (2007, February). Perspectives and experiences of teacher educators of color: Issues of equity, diversity, and urban Education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, New York.
- Milner, H.R. (2007, April). Racialized theories of teaching: How do we know what we know? Paper to be presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Milner, H.R. (2007, April). Neo-liberalism and preparing teachers for diversity. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Milner, H.R. (2007, April). Chair to Reducing problem behaviors and enhancing achievement at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- *Tenore, F.B. & Milner, H.R. (2006, November). Urban teachers' learning to teach high achieving Black students. Intermediate Presentation at the annual meeting of the National Association for Gifted Children Conference. Charlotte, North Carolina.
- Milner, H.R. (2006, April). Urban teachers' struggles and successes in classroom management: Implications for research and practice. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

- Milner, H.R. (2006, April, Invited Session, Division K). A light in darkness: Black male teachers' pedagogical and curricular success in an urban context. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Milner, H.R. (2006, April). White teachers in diverse classrooms: Implications for African American student achievement. Panel discussant at the annual meeting of the American Educational Research Association, San Francisco, California.
- *Milner, H.R., Laughter, J., Williams, S. & Moses, V. (2005, November). Building and sustaining parental involvement: A model for retaining culturally diverse gifted students. Intermediate Presentation at the annual meeting of the National Association for Gifted Children Conference. Louisville, Kentucky.
- *Milner, H.R., Cearley, N.K., Mann, H. & Brophy, S. (2005, June). An exploratory look at what diversity needs are pertinent to African American undergraduates in the sciences. Poster Presentation at the Vanderbilt University VaNTH Annual NSF Site Visit. Nashville, Tennessee.
- Milner, H.R. (2005, May) Panel discussant for Project ASSERT's Diversity focus. Harvard University. Cambridge, Massachusetts.
- Milner, H.R. (2005, January). Learning and change in prospective teachers' beliefs and pedagogies about diversity. Paper presented at the annual meeting of Hawaii International Conference on Education. Honolulu, Hawaii.
- Milner, H.R. (2004, June). Update on a critical issue: Diversity. Presentation at the Vanderbilt University VaNTH Annual National Science Foundation Site Visit. Nashville, Tennessee.
- Thompson, P.W., Milner, H.R. & Liu, Y. (2004, April). Teacher reflection and reflective abstraction: Viewing mathematics teachers' change from two perspectives. Poster presentation at the annual meeting of the American Educational Research Association, San Diego, California.
- Milner, H.R., & Howard, T.C. (2003, January). Addressing the underachievement of African American students in pre-service teacher education. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, Hawaii.
- Milner, H.R., & Smithey, M. (2003, April). The process and results of a course curriculum to challenge preservice teachers' thinking and experience with diversity. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Tillman, L., Milner, H.R., & Gooden, M. (2003, April). Mentoring African American doctoral students and junior faculty. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Howard, T.C. & Milner, H.R. (2003, January). Reflecting on race in teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, Louisiana.

- Milner, H.R. & Smithey, M. (2003, January). Chair and discussant to Addressing the needs of students of color in P-12 classrooms by changing teacher education practices at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, Louisiana.
- Milner, H.R. & Smithey, M. (2003, January). How teacher educators created a course curriculum to challenge preservice teachers' thinking and experience with diversity. Paper to be presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, Louisiana.
- Stephens, N.M, Milner, H.R., & Gooden, M. (2002, March). Reawakening the "gods": keeping African American boys in school through spirituality, and community responsibility in the 21st century. Paper presented at the annual meeting of the Association for the Study of Classical African Civilizations, Philadelphia, Pennsylvania.
- Milner, H.R. (2002, April). Teacher efficacy and student achievement: A case study of an African American teacher in a white school. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Milner, H.R. & Woolfolk, A. (2002, April). Respect, social support, and teacher efficacy: A case study. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Gooden, M., & Milner, H.R. (2002, January). Lifting as we climb: Pitfalls, and potentials of the job search for Holmes Scholars from new Holmes Scholar alumni. Roundtable discussion at the annual meeting of the Holmes Scholars, San Antonio, Texas.
- Ammah, J., Gaston, J., Gooden, M., McDaniel, G., Milner, H.R., Lazarus-Steward, D. (2001, January). Assessing the multiple facets of institutional diversity: The Holmes Scholars' perspective. Roundtable discussion at the annual meeting of the Holmes Scholars, Albuquerque, New Mexico.
- PROFS FELLOWS. (2001, April). Opening the doors, letting me in, and seeing me through: The experiences of students of color in a support organization (PROFS) on a predominantly White degree granting research institution of higher learning. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.
- Demerath, P., Lynch, J., & Milner, H.R. (2000, November). Denaturalizing privilege in a suburban U.S. high school: Understanding the young, the restless, and the "stressed out." Paper presented at the annual meeting of the American Anthropological Association, San Francisco, California.
- Milner, H.R. (2000, April). African-American students' attributional perceptions of their academic probation. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, Louisiana.
- Milner, H.R. (2000, April). African-American students' attributional perceptions of their academic probation. Paper presented at the annual meeting of the Edward F. Hayes Graduate Research Forum. The Ohio State University, Columbus, Ohio.
- Milner, H.R. (1999, June). African American students' judgments of factors relating to academic

successes and failures. Paper presented at The Ohio State University College of Education 4th Annual Diversity Forum and Graduate Student Symposium, Columbus, Ohio.

Milner, H.R. (2000, April). The role of Black Greek letter organizations on university campuses. Panel Discussant. Office of Minority Affairs Mentoring Program. The Ohio State University, Columbus, Ohio.

Milner, H.R. (2000, January). A hope in the unseen: Perspectives and implications. Book Lecturer. The College of Education, Educational Policy and Leadership. The Ohio State University, Columbus, Ohio.

Howard, T.C., Milner, H.R., Stephens, N.M., & Sunami, C. (1999, May). The roles and needs of culturally relevant pedagogy in the public school system. Panel Discussant. Office of Language, Literacy and Culture Diversity Awareness Program. The Ohio State University, Columbus, Ohio.

Milner, H.R. (1999, July). The graduate college web site: Findings, implications, recommendations, and limitations. Paper presented at Lancaster University's Annual Research and Internship Graduate Student Symposium, Lancaster, England.

Funded Grants/ Evaluations

Principal Investigator: Cross Community Student Dialogues. Spencer Foundation (2022, Funded, \$20,000)

Travel Grant: Southeastern Conference (SEC) Faculty Travel: Building Diversity, Equity and Inclusion Partnerships Texas A & M University (2021-2022, Funded \$1,410)

Initiative for Race Research and Justice Development: Dollar General Literacy Foundation, Project REAL: Reinforcing Education and Learning, Family Literacy, Initiative for Race Research and Justice, Vanderbilt University (2021-2022, Funded, \$10,000)

Initiative for Race Research and Justice Development: Dollar General Literacy Foundation, Project REAL: Reinforcing Education and Learning, Culturally Relevant Books, Initiative for Race Research and Justice, Vanderbilt University (2020-2021, Funded, \$3,700)

Principal Investigator: Initiative for Race Research and Justice (RRJ). Trans-Institutional Programs (TIPs), Vanderbilt University (2020-2022, Funded, \$140,000)

Co-Principal Investigator: Alliance, STEM Opportunities in Prison Settings (STEM-OPS). National Science Foundation as part of its [national INCLUDES network](#) (2019-2024, Funded, \$5,229,896)

Co-Principal Investigator: Project REAL: Reinforcing Education and Learning. (with Jacob S. Bennett). Peabody College Small Grant (2019-2021, Funded \$15,000)

Principal Investigator: The Heinz Fellows Project, Heinz Foundation (2018-2019, Funded \$850,000)

Milner, CV

February, 2022

Co-Principal Investigator: Urban Special Education Scholars (USES) (with D.E. Kostewicz, R. Robertson, S. Conway). Office of Special Education Projects, U.S. Department of Education (2018-2023, Funded \$1,027,584)

Center Development: ODI Mini-Grant Award, Office of Diversity and Inclusion, University of Pittsburgh (2018, Funded \$2,000)

Center Development: Laptops for Ready to Learn Seniors, P & W BMW of Pittsburgh (2018, Funded \$1,500)

Co-Principal Investigator: Designing for Equity by Thinking in and about Mathematics, National Science Foundation and Education Development Center, Inc. (2013-2018, Funded \$29,000)

Principal Investigator: Research in Diversity Grant, University Research Council, University of Pittsburgh (2017-2018, Funded \$4,800)

Center Development: Extra Yard for Teachers, University of Pittsburgh Athletics, Support for Heinz Fellows, School of Education Teacher Education Students, and Pittsburgh Public School Mentor Teachers (2017, Funded \$5,000)

Principal Investigator: The Heinz Endowment Supplemental Grant (2017-2018, Funded \$40,000)

Principal Investigator: The Heinz Fellows Project, Heinz Foundation (2017, Funded \$850,000)

Center Development: University Prize for Strategic Inclusive and Diverse Excellence (UPSIDE) Award, University of Pittsburgh (2016-2017, Funded \$10,000)

Center Development: The Grable Foundation, University of Pittsburgh, Lecture Series, Connecting Communities and Schools (2016-2017, Funded \$10,000)

Principal Investigator: Ready to Learn Research and Development Project. Community Foundation for Greater Atlanta (2016-2017, Funded \$20,000)

Principal Investigator: Ready to Learn Research and Development Project. Heinz Foundation (2016-2018, Funded \$200,000)

Center Development: Office of the Provost, Year of the Humanities, Event Award, University of Pittsburgh, Lecture Series, Disrupting the School-to-Prison Pipeline (2016, Funded \$3,000)

Principal Investigator: Studying and Enhancing Urban Education in Pittsburgh. Heinz Foundation (2015-2016, Funded \$50,000)

Principal Investigator: Ready to Learn Research and Development Project. Community Foundation for Greater Atlanta (2015-2016, Funded \$32,600)

Co-Principal Investigator: Integrated Student Supports Needs Assessment and Evaluation, Pittsburgh Public Schools (2014-2015, Funded \$139,450)

Senior Adviser: Learn and Earn Summer Evaluation, Three Rivers Workforce Investment Board 3RWIB (2014-2015, Funded \$55,000)

Milner, CV

February, 2022

Principal Investigator: Studying and Enhancing Urban Education in Pittsburgh. Heinz Foundation (2014-2015, Funded \$50,000)

Principal Investigator: Ready to Learn Research and Development Project. Community Foundation for Greater Atlanta (2014-2015, Funded \$32,600)

Senior Researcher: Equity and Access to High-Quality Instruction in Middle School Mathematics (with K. Jackson, P. Cobb, & R. Jiménez). National Science Foundation (2008-2011, Funded \$199,000)

Principal Investigator: Contextual Effects and Teacher Self-Efficacy: Voices of Persistence, Tenacity, and Frustration. Peabody College, Dean's Office Grant (2002, Funded \$9,398)

Teaching

Vanderbilt University, Nashville, Tennessee

EDUC 8800/ Doctoral Course on Scientific Writing
(Fall 2021)

EDUC 7600/ Graduate Course on Urban Education: Theory, Research and Practice
(Fall 2018, Fall 2019, Spring 2020, Fall 2020)

Developed this Course

EDUC 6020/ Graduate Course on Culturally Responsive Pedagogy
(Fall 2018, Fall 2019, Summer 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022)

Developed this Course

University of Washington, Seattle, Washington

Race and Poverty in Schools and Society: Implications for Teaching
(Summer 2016)

Developed this Course

University of Pittsburgh, Pittsburgh, Pennsylvania

ADMPS 3089/ Graduate Course on Theory, Research, and Practice in Urban Education
(Fall 2017)

Developed this Course

EDUC 2011/ Graduate Course on Culturally Responsive Pedagogy
(Fall, 2014, Fall 2015)

Developed this Course

EDUC 2103/ Graduate Course on Race and Racism in Education and Society
(Fall, 2014, Fall, 2015)

Vanderbilt University, Nashville, Tennessee

EDUC 3900/ Graduate Course on Culturally Responsive Pedagogy
(Summer, 2011; Summer, 2013)

Developed this Course

EDUC 3900/Graduate Course on Introduction to Qualitative Research
(Spring, 2012; Spring, 2013)

Developed this Course

EDUC 3050/Graduate Course on Advanced Social and Philosophical Aspects of
Education
(Spring, 2010)

EDUC 3640/Graduate Course on Learning, Diversity, and Urban Studies II
(Spring, 2010; Spring, 2012; Spring, 2013)

Developed this Course

EDUC 3630/Graduate Course on Learning, Diversity, and Urban Studies I
(Fall, 2009; Fall, 2010; Fall, 2011)

Developed this Course

EDUC 3080/Graduate Course on Diversity and Equity in Education
(Spring, 2007; Fall, 2007; Fall, 2008; Fall, 2010)

Developed this Course

EDUC 3954/Graduate Practicum on Curriculum and Supervision
(Spring, 2005)

EDUC 3900/Doctoral Seminar on Contemporary Issues in Race-Based Research
(Spring, 2005)

Developed this Course

EDUC 2920/Undergraduate Course on Social and Philosophical Aspects of Education
(Fall, 2003; Spring, 2004; Fall, 2004; Spring, 2006; Fall, 2006; Fall, 2008; Fall, 2011)

ENED 2280/Undergraduate Course on Language Study in Elementary and Secondary
Schools/ENED 3040/Graduate Course on Perspectives of the English Language
(Combined Undergraduate and Graduate Course)
(Fall, 2004; Fall, 2005; Fall, 2006)

EDUC 3612/Graduate Course on Curriculum Development: Designing and
Constructing Curriculum
(Fall, 2003)

EDUC 3611/Graduate Course on Curriculum Foundations
(Fall, 2002)

VV 0001/Vanderbilt Visions, Freshman Seminar
(Fall, 2008; Fall, 2009; Fall, 2010; Fall, 2011)

University of Texas, Austin, Texas

Educational Administration 395/ Graduate Course on Class, Gender, and Race in
Schools, Department of Educational Administration, Visiting Faculty
(Summer, 2010; 2011; 2013)

York University, Toronto, Canada

Education 5440/Urban Education
Faculty of Education, Visiting Scholar
(Summer, 2010)

Fisk University, Nashville, Tennessee

EDUC 340/Undergraduate Course on General Secondary Education Methods I
(Spring, 2008; Fall, 2009)

Columbus State Community College, Columbus, Ohio

Developmental Studies 044/Critical Reading and Thinking
Department of Developmental Education, Adjunct Faculty
(Fall, 2000-Spring 2001)

Developmental Studies 090/College Success Skills
Department of Developmental Education, Adjunct Faculty
(Fall, 2000- Spring, 2001)

The Ohio State University, Columbus, Ohio

Educational Policy and Leadership 259/Individual Learning and Motivation In College
College of Education, Graduate Teaching Associate
(Winter, 1999-Spring, 2001)

Academic Advising

Summer Academic Orientation and Advising Program; Secondary Education (Summer 2003)
Vanderbilt University, Peabody College

Advising All Masters Level Students of Learning, Diversity, and Urban Studies (as well as some
Learning and Instruction Students)
Vanderbilt University, Peabody College

Doctoral Student Advising after Returning to Vanderbilt University

Committee (Member) for Madison Knowe (PhD, Department of Teaching and Learning)

Committee (Member) for Sarah Lee (PhD, Department of Teaching and Learning)

Committee (Member) for Katherine McGugan (Department of Teaching and Learning)

Committee (Member) for Benjamin Schwartz (PhD, Department of English)

Committee (Member) for Devin White (PhD, Department of Teaching and Learning)

Committee (Member) for Mariah Harmon (PhD, Department of Teaching and Learning)

Committee (Chair) for Bryant Best (PhD, Department of Teaching and Learning)

Committee (Chair) for Laura Fitz (PhD, Department of Teaching and Learning)

Milner, CV

February, 2022

Committee (Member) for Alfred Dunn (PhD, Department of Leadership and Policy Studies)

Committee (Member) for Janna McClain (PhD, Department of Teaching and Learning)

Committee (Member) for Abigail Do (PhD, Department of Teaching and Learning)

Doctoral Student Advising at the University of Pittsburgh

Committee (Member) for Christina Ashwin (Ph.D., Department of Instruction and Learning)
Dissertation Proposal Defense February 8, 2018;

Committee (Member) for Clyde Pickett (Ed.D., Department of Instruction and Learning)
Dissertation Proposal Defense December 14, 2016; Dissertation Defense

Committee (Member) for Charles Herring, Jr. (Ed.D., Department of Instruction and Learning)
Dissertation Proposal Defense October 12, 2016; Dissertation Defense

Committee (Member) for Sherri Korpella (Ph.D., Department of Instruction and Learning)
Dissertation Proposal Defense May 2, 2016

Committee (Member) for Jennifer Briggs (Ph.D., Department of Psychology in Education)
Comprehensive Exam January 22, 2016

Committee (Chair) for Heather Cunningham (Ph.D., Department of Instruction and Learning)
Dissertation Defense August 3, 2015 (Employment: Tenure-Track, Chatham University)

Committee (Member) for Joshua Childs (Ph.D., Learning Sciences and Policy Center)
Dissertation Defense July 29, 2015 (Employment: Tenure-Track, University of Texas at Austin)

Committee (Member) for Tracy Pelkowski (Ph.D., Department of Administrative and Policy Studies)
Dissertation Defense November 25, 2014

Committee (Chair) for Paul Spradley (Ed.D., Department of Administrative and Policy Studies)
Dissertation Defense May 11, 2017 (Employment: Director, Center for Student Success)

Committee (Chair) for Ira Murray (Ph.D., Department of Administrative and Policy Studies)
Dissertation Defense May 31, 2018 (Employment: President, United Way, Jackson, Mississippi)

Committee (Chair) for Adam Alvarez (Ph.D., Department of Administrative and Policy Studies)
Dissertation Proposal Defense September 27, 2017; Dissertation Defense April 10, 2018
(Employment: Tenure-Track, Rowan University)

Committee (Chair) for Jawanza Rand (Ph.D., Department of Administrative and Policy Studies)

Committee (Chair) for Derric Heck (Ph.D., Department of Administrative and Policy Studies)

Committee (Chair) for DaVonna Graham (Ph.D., Department of Administrative and Policy Studies)

Postdoctoral Fellow Mentorship, Vanderbilt University

Jacob Bennett (2018 - 2021)

Postdoctoral Fellow Mentorship, University of Pittsburgh

Dena Lane-Bonds (2021 --)

Abiola Farinde-Wu (2013 – 2016) (Employment: University of Massachusetts-Boston)

Maxine McKinney de Royston (2015 - 2016) (Employment: University of Wisconsin-Madison)

Roderick Carey (2015 — 2017) (Employment: University of Delaware)

Doctoral Student Advising while at Vanderbilt University (2001-2012)

Committee (Member) for Isi Ero-Tolliver (Ph.D., Interdisciplinary Studies of Science and Education) Major Area Paper Defense September 2010; Dissertation Proposal Defense September 2011; Dissertation Defense August 2012 (Employment: Asst. Professor, Hampton University)

Committee (Member) for Alfred Dunn (Ph.D., Leadership, Policy, and Organizations) Dissertation Proposal Defense Date June 13, 2011;

Committee (Member) for Brian Rose (Ph.D., Language, Literacy, and Culture) Major Area Paper Defense December 15, 2009; Dissertation Proposal Defense September 2, 2010 (Employment: Tenure-Track, University of Northern Colorado)

Committee (Member) for Michael Alston (Ed.D., Leadership, Policy, and Organizations) Dissertation Proposal Defense September 15, 2009; Dissertation Defense April 5, 2011 (Employment: Asst. Vice Chancellor for Equity, Diversity and Student Rights & Title IX, University of Tennessee, Chattanooga)

Committee (Chair) for Jud Laughter (Ph.D., Language, Literacy, and Culture) Major Area Paper Defense March 11, 2008; Dissertation Proposal Defense December 2, 2008; Dissertation Defense May 20, 2009 (Employment: Tenure-Track, University of Tennessee, Knoxville)

Committee (Co-Chair) for Blake Tenore (Ph.D., Language, Literacy, and Culture) Major Area Paper Defense June 9, 2009; Dissertation Proposal Defense May 12, 2010 (Employment: Tenure-Track, Florida State University)

Committee (Member) for John Patrick Tiedemann (Ph.D., Language, Literacy, and Culture) Major Area Paper Defense January 31, 2007; Dissertation Proposal Defense November 11, 2008; Dissertation Defense February 28, 2011

Committee (Member) for Shin Ji Kang (Ph.D., Early Childhood Education) Major Area Paper Defense January 17, 2006; Dissertation Proposal Defense September 26, 2006; Dissertation Defense March 21, 2008; (Employment: Tenure-Track, James Madison University)

Committee (Member) for Jim Furman (Ph.D., Language, Literacy and Culture) Major Area Paper Defense May 22, 2006; Dissertation Proposal Defense February 1, 2007; Dissertation Defense March 11, 2009;

Committee (Member) for Nancy K. Kiel (Ed.D., Curriculum and Instructional Leadership) Dissertation Defense December 6, 2004

Milner, CV

February, 2022

Committee (Member) for Charmaine Lowe (Ed.D., Language, Literacy, and Culture)
Major Area Paper Defense March 2, 2005; Dissertation Proposal Defense December 19, 2005;
Dissertation Defense February 20, 2008

Committee (Member) for Mary Saunders (Ed.D., Leadership, Policy, and Organizations)
Dissertation Proposal Defense September 30, 2004; Dissertation Defense October 20, 2006

Committee (Member) for J. Christopher Fleming (Ed.D., Leadership, Policy, and Organizations)
Dissertation Proposal Defense June 22, 2006; Dissertation Defense April 16, 2007

Doctoral Student Committee Membership Outside Employment Institution

Committee (Member) for Kenyon Bonner (Ed.D., Department of Higher Education and
Administration, University of Pennsylvania) Dissertation Proposal Defense June 20, 2017;
Dissertation Defense April 20, 2018

Committee (Member) for Max Altman (Ph.D., University of Michigan)
Pre-Oral Dissertation Defense April 14, 2017; Dissertation Defense July 12, 2017 (Employment:
McREL's REL Pacific Lab – Honolulu)

Committee (Member) for Pooja Dharamshi (Ph.D., Department of Curriculum, Teaching, and
Learning, Ontario Institute for Studies in Education, University of Toronto) Dissertation
Defense June 22, 2016

Committee (Member) for Lisa Wills (Ph.D., Educational Psychology, University of South
Carolina) Dissertation Defense October 28, 2011

Committee (Member) for Brian Woodward (Ph.D., Urban Schooling, UCLA) Dissertation
Proposal Defense

External Faculty Reviewer, Promotion from Assistant Professor to Associate Professor with Tenure

Boston College (2019)
Chapman University (2014)
City University of New York – The Graduate Center (2017)
Columbia University, Teachers College (2015, 2014, 2022)
Indiana University (2013)
Louisiana State University (2014)
Massachusetts Institute of Technology (2020)
Michigan State University (2018, 2017, 2016, 2011)
Mount Union University (2017)
Oakland University (2014)
Roger Williams University (2012)
Tennessee State University (2010)
The College of New Jersey (2012)
The Ohio State University (2019, 2020)
Texas A & M University (2021)
Texas Tech University (2010)
University of Arkansas, Pine Bluff (2013)
University of California, Los Angeles (2021, 2014)
University of California, Berkeley (2018, 2020, 2021)
University of California, Davis (2021)

Milner, CV

February, 2022

University of Georgia (2014)
 University of Maryland, College Park (2019)
 University of Missouri, Columbia (2017, 2014)
 University of North Carolina, Charlotte (2013)
 University of Pittsburgh (2020)
 University of Rochester (2015)
 University of South Carolina (2011)
 University of Texas, Austin (2017, 2011)
 University of Toronto, Ontario Institute for Studies in Education (2010)
 University of Wisconsin, Madison (2012)
 University of Wyoming (2010)
 Washington University, St. Louis (2014)

External Promotion Reviewer

Promotion from Associate Professor to Full Professor

Chapman University (2021, 2015)
 College of William and Mary (2021)
 Columbia University, Teachers College (2019, 2022)
 Duquesne University (2016)
 Howard University (2018)
 Humboldt State University (2014)
 Illinois State University (2019)
 Indiana University – Purdue University, Indianapolis (2019)
 Lehigh University (2019)
 Loyola University, Maryland (2015)
 Michigan State University (2016, 2018)
 Rutgers University, Newark (2021)
 The Ohio State State University (2020)
 Texas State University (2018)
 University of Arkansas Pine Bluff (2015)
 University of California, Berkeley (2019)
 University of California, Davis (2016)
 University of California, Los Angeles (2020)
 University of Colorado, Boulder (2016)
 University of Connecticut (2019)
 University of Georgia (2019)
 University of Illinois, Urbana-Champaign (2015)
 University of Kentucky (2020)
 University of Maryland, College Park (2017)
 University of Nevada, Las Vegas (2020)
 University of North Carolina, Charlotte (2016)
 University of South Carolina (2018)
 University of Southern California (2021)
 University of Texas-Austin (2019)
 University of Texas, San Antonio (2015)
 Washington University, St. Louis (2019)

Journal Editor-in-Chief

Urban Education (2012 -)

Journal Editorial Boards

Board, *American Educational Research Journal* (2017- 2020)
 Board, *Equity and Excellence in Education* (2014 - 2017)
 Board, *Educational Researcher* (2013 -)
 Board, *Multicultural Perspectives* (2013 - 2021)
 Board, *Theory Into Practice* (2009 - 2014)
 Board, *Teaching and Teacher Education* (2008 - 2010)
 Board, *Urban Education* (2008 -)
 Board, *Educational Foundations* (2005 - 2017)
 Board, *Journal of Curriculum and Supervision* (2004 - 2006)

Guest Journal Editor

Editor, *Educational Foundations*, Volume 26(1-2) (2012)
 Editor, *Theory into Practice*, Volume 42(3) (2003)

Book Editorial Service

Advisory Board, Pittsburgh Studies in Comparative and International Education Book Series
 International Advisory Board Member (2015- present)
 Editor (with K. Lomotey), *Handbook of urban education* (2014)
 Editor, *Culture, curriculum, and identity in education* (2010)
 Editor, *Diversity and education: Teachers, teaching, and teacher education* (2009)
 Consulting Editorial Board Member, *Curriculum Studies Reader* (2007)
 Editorial Advisory Board Member, *National Reading Conference Yearbook* (2007)
 Co-Editor (with E.W. Ross), *Race, ethnicity, and education: The influences of racial and ethnic identity in education* (2006-2007)

Book Endorsement/Back Cover Blurbs:

Martin, J. L., & Brooks, J. N. (in press). *Mentoring the mentor: Celebrating the intersection of learning together, a reciprocal journey*. New York, NY: DIO Press.

Davis, R. J. & Connolly, M. (in press). *Adaptable teaching: 30 practical strategies for all school contexts*. Rowman & Littlefield.

Young, M. D., O'Doherty, A., & Cunningham, K. M. (in press). *Redesigning Educational Leadership Preparation for Equity: Strategies for Innovation and Improvement*. Routledge.

Perry, T., Zemelman, S. & Smith, K. (in press). *Teaching for racial equity: Becoming interrupters*. Portsmouth: Stenhouse Publishers.

Banks, J. (in press). *Transforming multicultural education policy and practice: Expanding educational opportunity*. New York: Teachers College Press.

Whitaker, M. (in press). *Public school equity: Educational leadership for justice*. New York: WW Norton and Company.

Boutte, G. (in press). *Educating African American students: And how are the children?* (Second Edition) New York: Routledge.

Peurach, D., Russell, J. L., Cohen-Vogel, L., & Penuel, B. (2022.) *The foundational handbook on*

improvement research in education. Rowman-Littlefield.

- Golann, J.W. (2021). *Scripting the moves: Culture and control in a "no-excuses" charter school*. Princeton: Princeton University Press.
- Boutte, G. S., King, J.E., Johnson, G. L., & King, L. J. (2021). *We be lovin' Black children*. Myers Education Press.
- Ellis, A., Hartlep, N, Ladson-Billings, G. & Stovall, D. (2021). *Effective teachers as windows and mirrors*. New York: Teachers College Press.
- Price-Dennis, D. & Sealy-Ruiz, Y. (2021). *Advancing racial literacies in teacher education: Activism for equity in digital spaces*. New York: Teachers College Press.
- France, P. (2020). *Humanizing distance learning: Centering equity and humanity in a time of crisis*. Thousand Oaks: Corwin Press.
- Kim, Y. & Hinchey, P. (2019). *Educating English language learners in an inclusive environment*. New York, NY: Peter Lang Publishing.
- Easton-Brooks, D. (2019). *The impact of ethnic matching: Academic success of students of color*. New York: Rowman & Littlefield.
- Boda, P. A. (Ed.) (2019). *Essays on exclusion: Our critical, collective journey toward equity in education*. New York, NY: DIO Publishers.
- Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Thousand Oaks: Corwin Press.
- Petcheauer, E. (2019). *Navigating teacher licensure exams*. New York, NY: Routledge
- Knight-Manuel, M. & Marciano, J. (2018). *Classroom cultures: Equitable schooling for racially diverse youth*. New York, NY: Teachers College Press.
- Hartlep, N. D., Kahlon, A. K., & Ball, D. (Eds.). (2018). *Asian/American scholars of education: 21st century pedagogies, perspectives, and experiences*. New York: Peter Lang.
- Watson, V. (2018). *Transformative schooling: Towards racial equity in education*. Abingdon: Routledge.
- Bains, J., Tisdale, C. & Long, S. (2018). *"We've been doing it your way long enough": Choosing the culturally relevant classroom*. New York: Teachers College Press.
- Godley, A. J. & Reaser, J. (2018). *Critical language pedagogy: Interrogating language, dialects and power in teacher education*. "Social Justice Across Contexts in Education" Series. Peter Lang Publishing.
- Zeichner, K. (2017). *The struggle for the soul of teacher education*. New York: Routledge Press.
- Sirrakos, G. & Emdin, C. (Eds.) (2017). *Between the world and the urban classroom*. Rotterdam: Sense Publishers.

Milner, CV

February, 2022

- Travis, S., Kraehe, A.M, Hood, E.J. & Lewis, T.E. (Eds.) (2017). *Pedagogies in the flesh: Teaching, learning, and the embodiment of sociocultural differences in education*. New York: Palgrave Macmillan.
- Sleeter, C.E. & Carmona, J.F. (2017). *Un-standardizing curriculum*. Second edition, New York: Teachers College Press
- Pollock, M. (2017). *Schooltalk: Redesigning everyday talk about and with young people for student success*. New York: The New Press.
- Cobb, F. (2017). *Leading while Black: Reflections on the racial realities of Black school leaders through the Obama era and beyond*. New York, NY: Peter Lang.
- Martin, J. L. & Beese, J. A. (2016). *Teaching for educational equity: Case studies for professional development and principal preparation*, volume 1. Lanham: Rowman & Littlefield.
- Brown, K.D. (2016). *After the "at-risk" label: Reorienting educational policy and practice*. New York: Teachers College Press.
- Schaffer, C. White, M. & Brown, C.M. (2016). *Questioning assumptions and challenging perceptions: Becoming an effective teacher in urban environments*. Lanham: Rowman and Littlefield.
- Decuir-Gunby, J. T. & Paul A. Schutz, P.A. (2016). *Race and Ethnicity in the Study of Motivation in Education*. New York: Routledge.
- Boutte, G. (2016). *Educating African American students: And how are the children?* New York: Routledge.
- Johnes-Walker, C. (2015). *Identity work in the classroom: Successful learning in urban schools*. New York: Teachers College Record.
- Shiller, J. (2015). *The new reality for suburban schools: How changing demographics are challenging schools to address poverty and race*. New York: Peter Lang.
- Howard, T.C. (2014). *Black male(d): Peril and promise in the education of African American males*. New York: Teachers College Press.
- King, J.E. & Swartz, E.E. (2014). *"Re-membering" history in student and teacher learning: An Afrocentric culturally informed Praxis*. New York: Routledge. Press
- Knight, M. & Marciano, J. (2013). *College-ready: Preparing Black and Latina/o youth for higher education – a culturally relevant approach*. New York: Teachers College Press.
- Sadovnik, A., Cookson, P.W. & Semel, S. (2013). *Exploring education: An introduction to the foundations of education, Fourth Edition*. New York: Routledge Press.
- Weiner, L. (2012). *Social justice and teachers unions: Reversing the assault on our schools*. Chicago: Haymarket Books.
- Brown, C. (2012). *Making a difference in the classroom: The reality and truth of teaching in schools today*. Lanham: Rowman & Littlefield Publishers Incorporated.

Rios, F. & Stanton, C.R. (2011). *Understanding multicultural education*. Lanham: Rowman & Littlefield Publishers Incorporated.

Professional Affiliations

American Association of Colleges for Teacher Education (2002 - present)
 American Educational Studies Association (2005 - present)
 American Educational Research Association (1998 - present)
 National Council of Teachers of English (2002 - 2016)
 Phi Delta Kappa International Education Society (1996 - 2002)
 Literacy Research Association (2016 - present)
 Sigma Tau Delta English Honor Society (1995 - 2002)
 South Carolina Education Association (1997 - 2000)

Committee Memberships

National

Founder, Conceptualizer, Organizer

Inaugural Racial Justice in Education and Society Conference (2020)
 1427 Registrations

American Educational Research Association:

Chair, Exemplary Contributions to Practice-Engaged Research Award (2020-2022)
 Co-Chair, Division K, Exemplary Research in Teaching and Teacher Education (2019-2020)
 Member, Division G, Early Career Award Committee (2017 - 2018)
 Member, Division K, Early Career Award Committee (2017 - 2018)
 Member, Mid-Career Award Committee, Division K (2016 - 2017)
 Member, Lifetime Achievement Award Committee, Division B (2015 - 2016)
 Member, Professional Development and Mentoring Committee, Division K (2008 - 2017)
 Member, Nominating Committee, Division G (2009 - 2010)
 Member, Nominating Committee, Division B (2009 - 2011)
 Panel Proposal Reviewer, Division G, Section 2 (2009 - 2010)
 Member, Scholars of Color in Education Committee (2005 - 2008)
 Chair, Nominating Committee, Division K (2005 - 2008)
 Member, Nomination Committee, Division B (2007 - 2009)

Southern Poverty Law Center:

Member, Nomination Committee, Teaching Tolerance Award for Excellence In Teaching (2020)

State

Pittsburgh, Pennsylvania

Education Transition Team, Governor-Elect Tom Wolf (2015, January- Present)

Nashville, Tennessee

Member, 100 Black Men of Middle Tennessee (2011, August – Present)

Vanderbilt University

Roads Scholars Tour Participant (2003, August)

Milner, CV

February, 2022

Nashville, Tennessee

Appointed to the Improving Teacher Quality Grant Program Advisory Board,
State of Tennessee Higher Education Commission (2002, September)

Community

Pittsburgh, Pennsylvania

The Falk School, Member of Search Committee for School Librarian (2017 – present)
The Falk School, Member of the Board (2016 - 2018)
Hill District Education Council (2013-2018)
Hill District Education Success Plan Committee (2013-2018)
Brain Trust, Pittsburgh (2013-2018)

Nashville, Tennessee

100 Black Men of Middle Tennessee (2011- Present)
University School of Nashville, Member of Search Committee for Director of
Multicultural Affairs (2011, February-March)

University

University of Pittsburgh

Chair, American Educational Research Association's Annual Meeting Reception (2016 – 2018)
Member, Diversity Scholars Committee (2016 – 2018)
Member, Dean's Fellows Committee (2016 – 2018)
Member, Search Committee, Assistant Vice Chancellor for Community Engagement (2016)
Member, Collective Impact, Pittsburgh Public School (2015 - 2016)
Member, Search Committee, Dean, School of Education (2015 - 2016)
Board Member, Falk School (2015 - 2018)
Chair, Search Committee, Urban Education (2016 – 2017)
Chair, Search Committee, Urban Education (2014 - 2015)
Member, Black History Program Committee (2014 - 2015)
Member, Promotion and Tenure Committee, School of Education (2014 -)
Member, YWCA Pittsburgh Center for Race and Gender Equity, Racial Justice Awards Committee (2014)
Director, Center for Urban Education (2013 - 2018)
Member, School of Education, Executive Committee (2013 - 2017)

Vanderbilt University

University

Founder and Organizer, Mentoring and Learning Together (MaLT) (2019 --)
Presenter, Center for Teaching, Opportunity-Centered Practices (2021)
Panel Discussant, Athletics Department, First Year Students Summer Bridge (2020)
Panel Discussant, Office of the Provost, A Discussion on Injustice in America (2020)
Vanderbilt Leadership Academy (2019 - 2020)
Member, Faculty Athletics Council (2019 -)
Speaker/Presenter, Center for Teaching, New Faculty Orientation (2019)
Athletics' Committee (2011 - 2013)
Vanderbilt/Nashville Metropolitan School Partnership Committee (2008 - 2010)

Faculty Associate, Murray House (2008 - Present)
 VV 0001 / Vanderbilt Visions, Freshman Seminar (2008, 2009, 2010, 2011, 2012)
 Religious Affairs Committee (2008 - Present)
 Graduate Review Committee (2007 - 2008)

College

Member, Office of Equity, Diversity and Inclusion Lecture Series Committee (2021-2022)
 Presenter, Post-Election Discussion with Students, Office of Equity, Diversity and Inclusion (2020)
 Member, Postdoctoral Pathway Committee (2019)
 Speaker/Presenter, McNair Visiting Scholars, Four Imperatives for Educational Justice (2018, 2019)
 Speaker/Presenter, Pre-VU Prospective Student Visitations (2008 - 2010)
 At-Large Representative, Faculty Council (2009 - 2012)
 Chair, Faculty Affairs Committee (2009 - 2012)
 Member, Affirmative Action and Diversity Committee (2010 - Present)
 Member and Presenter, Committee on Undergraduate Admissions (2008 - 2010)
 Chair, Martin Luther King Lecture Committee (2004 - 2005)
 Member, Affirmative Action and Diversity Committee (2001, 2003-2004, 2010-2011)
 Faculty Adviser, Association of Black Graduate Students at Peabody (ABGSP) (2006 - Present)

Department

Co-Chair, Language, Literacy and Culture Search Committee (2021-2022)
 Member, Summer Capstone Evaluator for Professional Students (2020)
 Co-Chair, Promotion Committee for Ebony McGee (2020-2021)
 Co-Chair, Promotion Committee for Nicole Joseph (2019-2020)
 Otto Bassler Dissertation Award Committee (2019- 2020)
 Member, Search Committee, Professor of Language and Literacy (2019 - present)
 Member, Postdoctoral Research Fellow Committee (2019 – present)
 Founding Director, Initiative for Race Research in Justice (2018 – present)
 Member, Steering Committee, Learning Diversity and Urban Studies Program (2018-present)
 Area Chair, Justice and Diversity in Education (2019 – present)
 Area Chair, Development, Learning and Diversity Doctoral Program (2018 – 2019)
 Member, Faculty Mentoring Committee for Nicole Joseph (2018 – present)
 Member, Review Committee for Ana Christina da Silva (2019)
 Member, Master's Capstone Doctoral Student Mentor Nominating Committee (2012)
 Chair, Language, Literacy, and Culture Program (2011 - 2012)
 Founding Chair, Learning, Diversity, and Urban Studies (2009 - Present)
 Co-Chair, Social Studies Faculty of the Practice Search Committee (2011 - 2012)
 Convener, Urban Education Initiatives Committee (2011 - 2012)
 Chair, Diversity and Urban Studies Search Committee (2010 - 2012)
 Member, Executive Metro-Teaching and Learning Partnership Planning Committee (2009)
 Member, Search Committee (Endowed Chair in Teacher Education Faculty Position) (2008)
 Member, Faculty Mentoring Committee for Karon LeCompte (2008-Present)
 Member, Faculty Mentoring Committee for Lisa Pray (2008-Present)
 Chair, Masters Program Development in Learning, Diversity, and Urban Studies (2007 - 2008)

Member, Search Committee (Educating Learners from Diverse Backgrounds Faculty Position) (2007 - 2009)
Speaker, McNair Scholars Visitation (2007, 2008, 2009)
Member, NCATE, English Education Preparation Committee (2007 - 2008)
Member, Professional Promise Student Awards Committee (2006)
Member, Masters Capstone Project Review (2005 - 2006)
Member, Search Committee (Diversity and Teaching faculty position) (Fall 2002)
Member, Search Committee (Social Studies faculty position) (Spring 2002)
Member, Secondary Education Program Committee (2001 - 2005)