

**Curriculum Vitae****H. Richard Milner IV**

Department of Teaching and Learning  
230 Appleton Place  
Peabody College of Vanderbilt University  
Nashville, TN 37203

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**Current Positions**

Vanderbilt University

Cornelius Vanderbilt Endowed Chair of Education  
Professor of Education (with tenure)  
Founding Director, Center for Racial Justice in Education

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

**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	South Carolina State University/Orangeburg, South Carolina (1997) English Education
Bachelor of Arts	South Carolina State University/Orangeburg, South Carolina (1996) English Literature, <i>cum laude</i>

**Professional Experience**

**Cornelius Vanderbilt Endowed Chair of Education** (2018 -- )

**Professor of Education** (with tenure)  
Vanderbilt University; Nashville, Tennessee

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

***Helen Faison Chair of Urban Education, Professor of Education (with tenure)*** (2013 – 2018)

Director, Center for Urban Education  
School of 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)

School of Educational Policy and Leadership, Department of Philosophical,  
Psychological, and Comparative Studies  
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**

American Educational Research Association, Recipient of Outstanding Reviewer of 2017 Award for  
*Educational Researcher* (2018)

The 2017 Rick Hess Straight Up Edu-Scholar Public Presence Rankings (2018)  
*Education Week*, Ranked 70 out of 200

The 2017 Rick Hess Straight Up Edu-Scholar Public Presence Rankings (2017)  
*Education Week*, Ranked 69 out of 200

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

American Educational Research Association (2016)  
Inducted as Fellow

John Dewey Society (2016)  
John Dewey Society Outstanding Achievement Award

University of Pittsburgh (2016)  
"People of the Times" *University Times*

The 2016 Rick Hess Straight Up Edu-Scholar Public Presence Rankings (2015)  
*Education Week*, Ranked 61 out of 200

- American Educational Research Association, Division K (2015)  
Innovations in Research on Diversity in Teacher Education Award
- American Educational Research Association, Recipient of Outstanding Reviewer of 2014 Award for  
*Educational Researcher* (2015)
- The 2015 Rick Hess Straight Up Edu-Scholar Public Presence Rankings (2014)  
*Education Week*, Ranked 89 out of 200
- Elected, College of Education and Human Ecology Alumni Board of Governors, The Ohio State  
University (2014 - 2016)
- The 2014 Rick Hess Straight Up Edu-Scholar Public Presence Rankings (2013)  
*Education Week*, Ranked 88 out of 200
- American Educational Research Association, Multicultural/Multiethnic Education SIG (2013)  
Dr. Carlos J. Vallejo Memorial Award for Exemplary Scholarship
- The 2013 Rick Hess Straight Up Edu-Scholar Public Presence Rankings (2013)  
*Education Week*, Ranked 95 out 168
- University of Pennsylvania, Graduate School of Education (2012)  
Visiting Scholar
- The Ohio State University  
College of Education and Human Ecology Distinguished Alumnus Award (2012)
- American Association of Colleges for Teacher Education  
Outstanding Book Award Recipient (2012) for *Start where you are but don't stay there:  
Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Harvard  
Education Press.
- American Educational Studies Association  
Critics' Choice Book Award Recipient (2011) for *Start where you are but don't stay there:  
Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Harvard  
Education Press.
- Vanderbilt University  
Distinguished Faculty Football Game Award (2011)  
(Vanderbilt vs. University of Arkansas)
- National Association for Multicultural Education  
Carl A. Grant Multicultural Research Award (2010)
- Vanderbilt University  
Distinguished Faculty Basketball Game Award (2009)  
(Vanderbilt vs. University of Georgia)
- National Education Policy Center  
Policy Fellow (2007 - )  
Think Tank Review Panel (2007 - )

American Educational Research Association  
Early Career Award (2006)

Vanderbilt University  
Affirmative Action and Diversity Initiatives Certificate of Recognition (2005)  
Nashville, Tennessee  
Brothers and Sisters of the Academy Outstanding Service Award (2002)

The Ohio State University  
College of Education Student Service Award (2001)  
Mentoring Program Service Award, Office of Minority Affairs (2000)  
College of Education Holmes Scholar (1999 - 2001)  
Distinguished Mentor Team Award, Office of Minority Affairs (1999)  
PROFS (Providing Research Opportunities for Scholars) Fellow (1998 - 2001)

### **Books and Edited Books**

Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2018). *“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.

2016 Third Printing (July); 2015 Second Printing (August)

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.

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.

2016 Fifth Printing (October); 2015 Fourth Printing (April); 2013 Third Printing (July);  
2012 Second Printing (February)

2012 American Association of Colleges for Teacher Education Outstanding Book Award

2011 American Educational Studies Association Critics' Choice Book Award

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)

\*Alvarez, A.J. & Milner, H.R. (in press). Exploring teachers' beliefs and feelings about race and police violence. *Teaching Education*.

\*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* (2<sup>nd</sup> 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. & Farinde-Wu (in press). 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* (2<sup>nd</sup> 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. Lasonde, 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)

- Alvarez, A.J. & Milner, H.R. (in press). Exploring teachers' beliefs and feelings about race and police violence. *Teaching Education*.
- 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. *Journal of Educational Foundations* 26(1-2), 27-46.
- Milner, H.R. (2012). Speaking up and speaking out against dominant discourses about African Americans in education. *Journal of 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 21<sup>st</sup> century: A call for more studies. *Teacher Education and Practice*, 15(3), 95-109.
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- Milner, H. R. (2017). Foreword. In C. R. Monroe (Ed.), *Race and colorism in education*. New York, NY: Routledge.
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- 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.
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- Milner, H.R. (2013). But subject matter content knowledge is not enough. *Urban Education* 48(3), 347-349.
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- 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/>
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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/>

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### **Media Contributions**

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/>

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- Milner, H.R. (2011). Teaching outside of the urban district. *Teachers of Color Magazine*, 30-32.
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- 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. (2018, April). The 22<sup>nd</sup> 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 21<sup>st</sup> 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 20<sup>th</sup> 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, 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 21<sup>st</sup> 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 21<sup>st</sup> 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 4<sup>th</sup> 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.

### **Keynotes, Presentations and Workshops at Universities**

University of Pittsburgh (2018)

Cabrini University (2017)

Claflin University (2017)

Community College of Allegheny County (2017)

Cuyanoga Community College (2017)

Evergreen State University (2017)

Indiana University (2017)

Kean University (2017)

LaVergne University (2017)

Millersville University (2017)

Philander Smith College (2017)

Stanford University (2017)

Texas A&M University (2017)

University of California, Los Angeles (2017)

University of Houston (2017)

University of Missouri, Kansas City (2017)

Webster University (2017)

Westminster University (2017)

Bowie State University (2016)

Buffalo State University (2016)

Drexel University (2016)

Illinois State University (2016)

Kean University (2016)

Kutztown University (2016)

Rutgers University (2016)

University of Arkansas-Pine Bluff (2016)

University of Michigan (2016)

University of Missouri (2016)  
University of Mount Union (2016)  
University of North Carolina-Charlotte (2016)  
Vanderbilt University (2016)  
Harvard Graduate School of Education (2015)  
Michigan State University (2015)  
Mount Union University (2015)  
Ohio Northern University (2015)  
University of Michigan (2015)  
University of Minnesota (2015)  
University of Pittsburgh (2015)  
University of Southern California (2015 – Spring & Fall)  
Duquesne University (2014)  
University of Pittsburgh - Board of Trustees (2014)  
University of Pittsburgh - Institute for Learning (2014).  
University of Texas, Austin (2014)  
Texas A & M University (2013)  
University of Texas, Austin (2013)  
Lehigh University (2012)  
Lincoln University (2012)  
University of Northern Colorado (2012)  
University of South Carolina-Columbia (2012)  
Middle Tennessee State University (2011)  
University of Northern Colorado (2011)  
University of South Carolina-Columbia (2011)  
Tennessee State University (2010)

Loyola College (2009)

Vanderbilt University (2009)

Nova Southeastern University (2008)

Tennessee State University (2008)

University of Cincinnati (2008)

Temple University (2007)

Tennessee State University (2007)

University of Pittsburgh (2007)

Harvard University (2005)

The Ohio State University - College of Education Educational Psychology Research Group (2003)

### **Organizational and Business Consultations**

ExxonMobil, Houston Texas (2008)

Over the Rhine, Cincinnati, Ohio (2007)

Trotter Group, National Black Journalists, Nashville, Tennessee (2005)

State Farm, Nashville, Tennessee (2005)

YWCA, Nashville, Tennessee (2003/2007)

### **Funded Grants/ Evaluations**

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

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)

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 7500/ Graduate Course on Theory, Research and Practice in Urban Education (Fall 2018)  
**Developed this Course**

EDUC 6020/ Graduate Course on Culturally Responsive Pedagogy (Fall 2018)  
**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)

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 (Summer, 2010; 2011; 2013) Department of Educational Administration, Visiting Faculty

York University, Toronto, Canada

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

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 (Fall, 2000-Spring 2001)  
Department of Developmental Education, Adjunct Faculty

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

The Ohio State University, Columbus, Ohio

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

### **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 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, University of Pittsburgh**

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)



**Postdoctoral Fellow Mentorship, Vanderbilt University**

Jacob Bennett (2018 - )

**Doctoral Student Advising while at Vanderbilt University**

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

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**

Chapman University (2014)  
City University of New York – The Graduate Center (2017)  
Columbia University, Teachers College (2015, 2014)  
Indiana University (2013)  
Louisiana State University (2014)  
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)  
Texas Tech University (2010)  
University of Arkansas, Pine Bluff (2013)  
University of California, Los Angeles (2014)  
University of California, Berkeley (2018)  
University of Georgia (2014)  
University of Missouri, Columbia (2017, 2014)  
University of North Carolina, Charlotte (2013)  
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 Faculty Reviewer,  
Promotion from Associate Professor to Full Professor**

Michigan State University (2018, 2016)  
Howard University (2018)  
Texas State University (2018)  
Chapman University (2015)  
Columbia University, Teachers College (2014)  
Duquesne University (2016)  
Humboldt State University (2014)  
Loyola University, Maryland (2015)  
Michigan State University (2016)  
University of Arkansas Pine Bluff (2015)  
University of California, Davis (2016)  
University of Colorado, Boulder (2016)  
University of Illinois, Urbana-Champaign (2015)  
University of Maryland, College Park (2017)  
University of North Carolina, Charlotte (2016)  
University of South Carolina (2018)  
University of Texas, San Antonio (2015)

**Journal Editor-in-Chief**

*Urban Education* (2012 - )

**Journal Editorial Boards**

Board, *American Educational Research Journal* (2017- )  
Board, *Equity and Excellence in Education* (2014 - 2017)  
Board, *Educational Researcher* (2013 - )  
Board, *Multicultural Perspectives* (2013 - )  
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:**

- Knight-Manuel, M. & Marciano, J. (2018). *Classroom Cultures: Equitable Schooling for Racially Diverse Youth*. New York, NY: Teachers College Press.
- Kim, Y. & Hinchey, P. (in press). *Educating English language learners in an inclusive environment*. New York, NY: Peter Lang Publishing.
- Easton-Brooks, D. (in press). *The impact of ethnic matching: Academic success of students of color*. New York: Rowman & Littlefield.
- 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.
- Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Thousand Oaks: Corwin Press.
- 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.
- 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)  
Brothers of the Academy Team (2002 - 2004)  
National Association for Gifted Children (2005 - 2016)  
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**

American Educational Research Association:

- 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)

#### **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)

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 - )
- Hill District Education Council (2013-)
- Hill District Education Success Plan Committee (2013-)
- Brain Trust, Pittsburgh (2013-)

Nashville, Tennessee

- 100 Black Men of Middle Tennessee (2011- Present)

Nashville, Tennessee

- 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**

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****Vanderbilt University, Peabody College**

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****Vanderbilt University**

Member, Diversity Committee (2019 – present)  
Founding Director, Center for Racial Justice in Education (2018 – present)  
Convener, Development, Learning and Diversity Doctoral Program (2018 – present)

**Vanderbilt University, Department of Teaching & Learning:**

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)