KENDRA LOWERY, Ph.D.
Associate Dean for Equity and Engagement, Teachers College
Associate Professor of Educational Leadership
Ball State University

ACADEMIC DEGREES

University of Wisconsin-Madison, Madison, Wisconsin
Ph.D. 2013 Educational Leadership and Policy Analysis
Dissertation title: *Beyond just a seat at the table: African American administrators' recollections of race, voice and inclusion in problem-solving in four northern de/segregated school districts.*
M.S. 2011 Educational Leadership and Policy Analysis
The Ohio State University, Columbus, Ohio
M.A. 2002 Women's Studies
University of Wisconsin-Madison, Madison, Wisconsin
B.S. 1994 Education, Political Science, Teaching Certification
B.A. 1994 Afro-American Studies, College of Letters & Science

PROFESSIONAL EXPERIENCE

Ball State University

July 2021 – present	Associate Dean for Equity and Engagement, Teachers College Associate Professor, Educational Leadership Affiliate Faculty, African-American Studies
July 2019 – present	Assistant Dean for School Engagement, Teachers College Tenure-track Assistant Professor, Educational Leadership Affiliate Faculty, African-American Studies
January – July 2019	Tenure-track Assistant Professor & EdS/EdD Program Director, Department of Educational Leadership Teaching Affiliate Faculty, African-American Studies
January 2017 – 2019	Tenure-track Assistant Professor & EdS/EdD Program Director, Department of Educational Leadership
August 2016 – 2017	Tenure-track Assistant Professor, Department of Educational Leadership

University of Arkansas at Little Rock, Little Rock, Arkansas

2014 – 2016	Tenure-track Assistant Professor & Program Coordinator, Department of Educational Leadership

P-12 Education

2003-2014	Assistant Principal, Instructional Teacher for Cultural Relevance, History Teacher (Madison, Wisconsin)
2002-2003	Social Studies Teacher (Baltimore, MD)

1995-2001 Minority Services Coordinator, History Teacher (Madison, Wisconsin)

Research Agenda: My research agenda encompasses six areas: (1) diversity and inclusion in organizational decision-making; (2) leadership practices that promote social justice and racial equity; (3) cross-racial and intergroup dialogue; (4) intersections between arts-based research, community-engaged research, social justice, and oral history; (5) leadership preparation and program development, and (6) education and leadership experiences of Black women and girls.

SCHOLARLY PRODUCTIVITY:

Peer-Reviewed Articles:

Lowery, K (In press). Writing about dance: Representations of strength in the struggle for social justice. *Taboo: The Journal of Culture and Education.*

Lowery, K. (2021). Beyond representation: African American administrators' experiences as reflections of workforce diversity perspectives. *Leadership and Policy in Schools, 20*(2), 312-331. https://doi.org/10.1080/15700763.2019.165848

Lackey, D., & Lowery, K. (2020). Where are the African American males?: Enrollment criteria and the placement of African American males in Advanced Placement courses. *Urban Education.*

Geesa, R. L., Mayes, R. D., **Lowery, K**., Boyland, L., Quick, M., Kim, J., Elam, N. P., & McDonald, K. (2020). Increasing partnerships in educational leadership and school counseling: A framework for collaborative school principal and school counselor preparation and support. *International Journal of Leadership in Education.* https://doi.org/10.1080/13603124.2020.1787525

Fraser-Burgess, S. A., Warren-Gordon, K., Humphrey, Jr., D. L., & **Lowery, K.** (2020). Scholars of color turn to womanism: Countering dehumanization in the academy. *Educational Philosophy and Theory, (53)*5, 505-522. https://doi.org/10.1080/00131857.2020.1750364

Lowery, K., & Hampton, S. J. (2019). Surviving shunning at Central High School: Lessons from Sybil Jordan Hampton for social justice leaders. *Journal of School Leadership*. doi:10.1177/1052684619884770

Lowery, K. (2019). "What are you willing to do?": The development of courage in social justice leaders. *International Journal of Leadership in Education.* doi:10.1080/13603124.2019.1690698

Lowery, K., Mayes, R., Quick, M., Boyland, L., Geesa, R., & Kim, J. (2019). Principal and counselor collaboration for social justice advocacy: A standards alignment. *Journal of Educational Leadership and Policy Studies,* Special Issue #2 on Educational Leadership and Social Justice*, 3*(2). https://go.southernct.edu/jelps/files/2019-summer/Lowery.pdf

Lowery, K. (2019). Educators' perceptions of the value of coach mindset development for their well-being. *International Journal of Mentoring and Coaching in Education, 8*(4), 310-324. Special Issue on Well-being. https://doi.org/10.1108/IJMCE-02-2019-0032

Lowery, K., Geesa, R. L., & McConnell, K. (2019). Self-regulated learning of mentees and mentors in an education doctorate peer mentoring program. *Mid-Western Educational Researcher, 31*(2), 186-209. Special Issue on Mentoring.

Boyland, L. G., Geesa, R. L., **Lowery, K. P.**, Quick, M. M., Mayes, R. D., Kim, J., Elam, N. P., & McDonald, K. M. (2019). Collaborative principal-school counselor preparation: National standards alignment to improve training between principals and school counselors. *International Journal of Educational Leadership Preparation, 14*(1), 188-205.

McConnell, K., Geesa, R.L., & **Lowery, K**. (2019). Self-reflective mentoring: Perspectives of peer mentors in an education doctoral program. *International Journal of Mentoring and Coaching in Education, 8*(2), 86-101. https://doi.org/10.1108/IJMCE-07-2018-0043

Geesa, R. L., **Lowery, K.**, & McConnell, K. (2018). Mentee perspectives of a first year peer mentoring program for education doctoral (EdD) students. *International Journal of Doctoral Studies*, *13,* 471-495. https://doi.org/10.28945/4148

Lowery, K. (2018). "Thank you for saying my name": Academic recognition as a counternarrative for Black male achievement. *Diversity, Social Justice, and the Educational Leader, 1*(3), Article 2, 12-28. Available at https://scholarworks.uttyler.edu/dsjel/vol2/iss3/2

Lowery, K., Geesa, R., & McConnell, K. (2018). Designing a peer-mentoring program for education doctorate (EdD) students: A literature review. *Higher Learning Research Communications, 8*(1), 30-50. https://doi.org/10.18870/hlrc.v8i1.408

Lowery, K., Quick, M., Boyland, L., Geesa, R. L., & Mayes, R. D. (2018). "It wasn't mentioned and should have been": Principals' preparation to support comprehensive school counseling. *Journal of Organizational & Educational Leadership, 3*(2), Article 2. Available at https://digitalcommons.gardner-webb.edu/joel/vol3/iss2/3

Lowery, K. (2017). Bridging the racial divide through cross-racial dialogue: Lessons and reflections from my experience as a facilitator. *Journal of Critical Thought and Praxis, 6*(2), 114-135.

Book Chapters:

Lowery, K. (2019). Critical development of courage within social justice leaders: Silence, tempered radicals, and revolutionaries. In R. Papa (Ed.). *Handbook on promoting social justice in education.* Springer, Cham. https://doi.org/10.1007/978-3-319-74078-2_150-1

Lowery, K., Boyland, L. G., Geesa, R. L., Kim, J., Quick, M. M., McDonald, K. M. (2019). Principal and school counselor collaboration toward more socially just schools. In R. Papa (Ed.). *Handbook on promoting social justice in education.* Springer, Cham. https://doi.org/10.1007/978-3-319-74078-2_145-2

Lowery, K. (2019). Race, class and education in North Little Rock, Arkansas: The process and impact of the closure, renovation or rebuild of (almost) every school in the pursuit of world class schools. In E. Duncan (Ed.). *Shuttered schools: Race, community, and school closures in American cities.* Charlotte, NC: Information Age Publishing.

Lowery, K., & Romero-Johnson, S. (2018). Advocacy in practice: Factors that influence Latinx school leaders' advocacy practices for increasing educational access for Latinx students and families. In C. Rodriguez, M. A. Martinez, & F. Valle (Eds.). *Latino educational leadership: Serving Latino communities and preparing Latinx leaders across the P-20 pipeline*. Charlotte, NC: Information Age Publishing.

Lowery, K., & Lomotey, K. (2017). Culturally responsive principal leadership: A case study. In C. Rogers, K. Lomotey, & A. Hilton (Eds.), *Innovative approaches to educational leadership: Selected cases* (pp. 105-118). New York: Peter Lang Publishing.

Lomotey, K., & Lowery, K. (2015). Urban schools, Black principals and Black students: The ethno-humanist identity. In M. Khalifa, N.W. Arnold & C.G. Overton (Eds.), *Handbook of urban educational leadership* (pp. 118-134). Lanham, MD: Rowman and Littlefield.

Lomotey, K., & Lowery, K. (2014). Black students, urban schools, and Black principals: Leadership practices that address disenfranchisement. In R. Milner & K. Lomotey (Eds.), *Handbook of urban education* (pp. 325-349). New York: Routledge.

Book:

Lowery, K., & Romero-Johnson, S. (Under contract). *Engraving school districts with the cultural wealth and social justice advocacy of Latinx school leaders: Stories from the field*. Lanham, MD: Lexington Books.

Encyclopedia Entry:

Lowery, K. (2016). School-to-Prison Pipeline. In K. Lomotey (Ed.), *People of color in the United States: Contemporary issues in education, work, communities, health, and immigration. Vol. 1: PK-12 and Higher education.* Santa Barbara, CA: Greenwood.

Peer-Reviewed Book Review:

Lowery, K. (2016). [Review of the book *Being bad: My baby brother and the school-to-prison pipeline*, by C. T. Laura]. *Journal of Urban Learning, Teaching, and Research, 12*, 182–183.

Invited Book Review:

Lowery, K. (2019). [Review of the book *Intersectional care for Black boys in an alternative school,* by J. C. Ransom]. *Teachers College Record,* Date Published: December 23, 2019. https://www.tcrecord.org ID Number: 23164

Peer-Reviewed Presentations:

Lowery, K. (2021). The enactment of critical courage by Black school administrators in predominately white school districts. Paper presented at the annual conference of the American Educational Research Association.

Lowery, K. (2021). Centering the musical voices of Florence B. Price and Margaret Bonds: Black feminism and anti-racism through song. Paper and performance presented at the inaugural Midwest Regional African American Studies Biennial Conference, Ball State University. Virtual Conference.

Lowery, K., & Lomotey, K. (2020). Research on the organizational experiences of Black women principals. Paper presented at the 34th annual Women in Educational Leadership Conference, University of Nebraska – Lincoln. Virtual Conference.

Lowery, K. (2019). The life and music of Florence B. Price: African American leadership and legacy in a time of skepticism. Paper and performance presented at the 42nd annual Research on Women and Education Fall Conference, Nashville, Tennessee.

Lowery, K., & Mayes, R. D. (2019). Lessons from achievers and outsiders within: A call for school principal-counselor collaborative advocacy for Black girls. Paper presented at the annual conference of the Mid-Western Educational Research Association. Cincinnati, Ohio.

Lackey, D., & Lowery, K. (2019). Where are the African American males? School leaders' (invisible) role in the oversight of enrollment criteria and African American male placement in Advanced Placement and honors courses. Paper presented at the annual conference of the Mid-Western Educational Research Association. Cincinnati, Ohio.

Lowery, K. (2019). Uncovering oral histories beyond the 1957 crisis in Little Rock: Lessons for social justice school leaders. Paper presented at the annual conference of the Organization of Educational Historians. Kansas City, Missouri.

Mayes, R. D., & Lowery, K. (2019). Committed to social justice: Training school counselors and school administrators in social justice advocacy and collaboration. Paper presented at the biennial conference of the Association for Counselor Education and Supervision, Seattle, Washington.

Geesa, R. L., Mayes, R. D., **Lowery, K**., Boyland, L., Quick, M., Kim, J., Elam, N. P., & McDonald, K. (2019). A framework for collaborative school leader and school counselor preparation. Paper presented at the annual meeting of the International Council of Professors of Educational Leadership, Soka University, California.

Lowery, K., & Romero-Johnson, S. (2019). Cultural wealth within Latinx administrators' leadership practices. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Quick, M. M., Boyland, L. G., Geesa, R. L., Mayes, R. D., & **Lowery, K. P**. (2018). Collaborative principal-school counselor education: National standards alignment

to improve training between school counselors and administrators. Paper presented at the annual meeting of the University Council for Educational Administration, Houston, Texas.

Lowery, K., Hampton, S. J., Koper, S., & Lomax, R. (2018). Dancing Sybil's strength: Surviving shunning at Little Rock Central High School (1959-1962). Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

McConnell, K., Geesa, R., & **Lowery, K**. (2018). A peer mentoring program for education doctoral students: Perspectives of peer mentors. Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

Lowery, K. & Koper, S. (2018). A dialogue about race and social justice through dance performance. Workshop conducted at the Benjamin V. Cohen Peace Conference. Ball State University, Muncie, Indiana.

Geesa, R. L., **Lowery, K.**, & McConnell, K. (2017). Design, implementation, and evaluation of a peer mentoring program for education doctoral students. Paper presented at the annual meeting of the University Council for Educational Administration, Denver, Colorado.

Quick, M., Geesa, R. L., Boyland, L., **Lowery, K.**, & Mayes, R. D. (2017). School leaders supporting school counselors to implement comprehensive school counseling programs. Paper presented at the annual meeting of the University Council for Educational Administration, Denver, Colorado.

Lowery, K., Koper, S., & Lomax, R. (2017). Dancing within oral history: Engaging audience with dance, a narrative of school desegregation, and themes of social justice through dialogue. Presentation at the annual meeting of the Oral History Association, Minneapolis, Minnesota.

Lowery, K. (2016). Re-envisioning cultural competence beyond diversity representation: African American administrators' experiences in organizational decision making. Paper presented at the annual meeting of the University Council for Educational Administration, Detroit, Michigan.

Lowery, K. (2016). Resisting silence after The Nine: How Sybil Jordan Hampton overcame fierce opposition at Little Rock's Central High School (1959–1962). Paper presented at the annual meeting of the Society of Philosophy and History of Education, Oklahoma City, Oklahoma.

Lowery, K., & Bacon, J. (2015). Are principals ready to lead? A review of research regarding principal preparation programs, the internship experience and principal perceptions of readiness. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Washington D.C.

Lowery, K. (2015). Dismantling the school-to-prison pipeline or increasing student engagement and achievement: A literature review regarding a holistic approach

for educator practice and research. Paper presented at the annual meeting of the Society of Professors of Education, Chicago, Illinois.

Bal, A., Clardy, T. L., Jenkins, C., & **Lowery, K.** (2015). Re-mediating school cultures with local stakeholders: A formative intervention study for systematic intervention at a middle school. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Lowery, K. (2015). Overcoming obstacles and lessons for inclusion: The experiences of African American administrators in four northern school districts. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, Texas.

Lomotey, K., & Lowery, K. (2014). The ethno-humanist role identity & culturally responsive education. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Public Scholarship:

Lowery, K. (2021, January). Professional learning communities for social justice: A promising practice. *Indianagram: A Publication of the Indiana Association of School Principals, 23*(1), 20.

Lowery, K. (2020, September 1). Talking about race despite discomfort. *Inside Indiana Business*. *https://www.insideindianabusiness.com/story/42575083/talking-about-race-despite-discomfort*

Lowery, K. (2019, February). Black History Month – A reason to celebrate. *Indianagram: A Publication of the Indiana Association of School Principals.*

Lowery, K. (2018, February). Extending leadership coach training to classroom teachers. *Indianagram: A Publication of the Indiana Association of School Principals, 20*(2), 14.

Lowery, K. (2017, February). Leadership that bridges divides. *Indianagram: A Publication of the Indiana Association of School Principals.*

Invited & Keynote Presentations:

(2021). Film Screening and Film Discussion of "Living Thinkers: An Autobiography of Black Women in the Ivory Tower." Discussion Facilitator. Unity Week 2021 and Reel Inclusion: A Film Series, Ball State University.

(2021). Fireside Chat for Welcome Back Meeting for the Mercile J. Lee Scholars Program. University of Wisconsin-Madison.

(2020). The Alumni Charge for December 2020 Graduates of the UW-Madison Powers-Knapp Scholars, Chancellors Scholars, Mercile J. Lee Scholars Program. Keynote Presentation. University of Wisconsin-Madison.

(2020). Culturally responsive school counselor and principal collaboration: Essential elements. Keynote Presentation delivered at the 2020 Indiana Academy for

Science, Mathematics, and Humanities School Counselor Workshop. Ball State University.

Lowery, K., & Brendtro, L. (2018). This isn't only for at-risk youth: The challenge of building reclaiming schools. Paper presented at the 25th Annual Black Hills Seminar. Reclaiming Youth at Risk, Rapid City, South Dakota.

Classroom Presentations & Workshops:

(2020, November). Guest lecturer. Collaboration between school counselors and principals. The University of Arizona.

(2020, October). The impact of COVID-19 on higher education. Presentation for the Higher Education Administration graduate program organized by the Professional Development Committee. Ball State University.

Lowery, K., Concepcion, D., & Anderson, J. (October, 2020). Diversity and Inclusion Workshop with Department of Theater & Dance, Annual Retreat. Ball State University.

(2020, February). (Florence B.) Price and (Margaret) Bonds: Musical pioneers and African American historians. Presented to AP US History Class. Burris Laboratory School.

Community Presentation:

Hampton, S. J., **Lowery, K.**, & Koper, S. (2020). Survival and strength at Little Rock's Central High. Oral history presentation, dance performance, and dialogue. Cornerstone Center for the Arts, Muncie, Indiana.

GRANTS

Lowery, K., Marri, A., McIntosh, D., & Tancock, S. (2021-2022). *Emens Distinguished Professorship*. Funded by Ball State University, Office of the Provost. $6,500. 1 year grant.

Lowery, K., & Warren-Gordon, K. (2020-2021). *Assessing the impact of a co-constructed project to confront African American racial oppression and survival in Indiana.* Funded by Indiana Campus Compact. $5,000. 1 year grant.

Miller, D, & Lowery, K. (2020-2021). *Burris Laboratory School: Technology resilience implementation.* Funded by the Community Foundation of Muncie and Delaware County, Inc. $5,000. 1 year grant.

Lowery, K., Tancock, S., & Weaver, R. (2019 - 2020). *Creating an inclusive campus and community.* Emens Distinguished Professorship. Funded by Ball State University, Office of the Provost. $25,000. 1 year grant.

Boyland, L., Geesa, R., Mayes, R., **Lowery, K.**, & Quick, M. (October, 2017-present). *Comprehensive counseling initiative: Enhancing school principal and counselor preparation program*. Co-Principal Investigator. Funded by Lilly Endowment, Inc. $150,000. 3-year grant.

Boyland, L., Geesa, R., Mayes, R., **Lowery, K.**, & Quick, M. (May, 2017). *Comprehensive counseling initiative: Enhancing school principal and counselor*

preparation program. Planning grant. Co-Principal Investigator. Funded by Lilly Endowment, Inc. $20,000.

Lowery, K. (March, 2017 – May 2018). *Training teachers how to "be": Leveraging the coach-leader identity to increase student engagement & decrease behavior incidents.* Principal Investigator. Funded by Ball State University: Aspire Junior Faculty Grant. $15,000.

COURSES TAUGHT

Ball State University:

EDAD 630 Human Resource Development
EDAD 700 Independent Study
EDAD 751 Seminar: Qualitative Applications for Educational Leaders
EDAD 792 Seminar in Dissertation Literature Reviews
EDAD 797 Advanced Policy Seminar in Educational Administration
ID 705 Research Colloquium
DISS 701 Dissertation Preparation
DISS 799 Doctoral Dissertation

University of Arkansas at Little Rock:

EDAD 7300 Introduction to Educational Administration
EDAS 7310 Data-Based Decision Making for School Improvement
EDAS 7380 Administrative Internship (Building Level)
EDAS 8305 Human Resource Personnel Administration
EDAD 8308 Central Office Administration
EDAS 8313 Culturally Responsive School and Community Engagement
EDAS 8380 Administrative Internship (District Level)

DISSERTATION COMMITTEE CHAIR:

Ball State University

Coleman, S. (2021). Let them be heard: Critical perspectives of African American urban teachers and their intentions to remain in the profession.

Douglas, N. (2021). Exploring the experiences of African American males in a single-gender charter school.

Wilkins, J. (2021). The perceptions of elementary principals regarding homework in the intermediate classroom.

Kegley, M. (2020). Purposeful community and its association with school letter grades.

Price, N. (2020). Principal coaching behaviors and the development of veteran teachers' instructional practices.

Lackey, D. (2019). Where are the African American males? Enrollment criteria and African American male placement in secondary Advanced Placement and honors courses.

McCoy, M. (2019). A phenomenological study of the relationship between athletic participation and academic motivation with high school student-athletes from low SES backgrounds.

Daghe, B. (2018). A comparison of Indiana administrator and teacher perceptions of teacher evaluation models.

University of Arkansas at Little Rock

Bacon, J. (2016). Readiness to lead: Novice school principals' perceptions of the internship experience on their preparedness to assume school leadership roles.

Edwards, C. T. (2014). Using data to make decisions: A study of public school principals.

SERVICE

University Level:

Task Force for Women's & Gender Studies, African-American Studies, and Ethnic Studies Consolidation, Spring 2021.

Midwest Regional African American Studies Biennial Conference (Inaugural Meeting), Antiracism: Centering the Voices of Black Women, Conference Organizer, Spring 2021.

Anti-Racism and Intersectionality Faculty Learning Community, 2020-2021.

Indiana Women of Achievement Awards Selection Committee, 2019.

Comprehensive Exams Task Force, Spring 2019.

Co-Founder and Co-Facilitator: Faculty and Staff Women of Color Writing Retreat, 2019, 2020.

Executive Academic Innovation Council, 2019 – present. Oversee submissions of faculty project proposals for Muncie Community Schools; Member of the Academic Innovation Plan Writing team (Submitted June 2020).

Academic Innovation Council, 2019 – present.

Professional Education Committee, 2017 – 2019.

College Level:

Head of Search Committee, Executive Director of Indiana Academy, 2020-2021.

Pathways Mentor, 2020-2021.

Teachers College Dean Search, 2019.

Co-author, Burris Laboratory School, Ball Brothers Foundation Grant, 2019.

MCS Partnership, Academic Innovation Council, Teachers College Representative, 2018-2019.

Teachers College Dean Search, 2017 – 2018.

PhD Pathways Mentor, February 2017 – 2018.

Department Level:

Educational Leadership EdS/EdD Program Director, January 2017 – 2019.
Department Search Committee, Open Rank Faculty Position, 2016-17.
Department Search Committee, Department Chair Position, 2016-17.
Department training on race and social justice, Fall 2016.
Developed peer-mentoring program for EDAD EdD students, Fall 2016.

National:

AERA Division A Equity, Inclusion, and Action Committee, 2021.
Black Women's Studies Association, Toni Cade Bambara Article Prize Committee, 2021.
Associate Editor, *International Journal of Qualitative Studies in Education*, 2018-present.
Organization of Educational Historians, Conference Proposals Reviewer, 2019.
AERA Division H Category 5 Outstanding Dissertation Award Reviewer, 2017.
AERA Leadership for School Improvement SIG, Dissertation of the Year Reviewer, 2017.
University Council of Educational Administration Conference Proposals Reviewer, 2016 - 2018.
AERA Leadership for Social Justice SIG, Dissertation of the Year Reviewer, 2016.

Served as Peer Reviewer for following publications:

Innovative Higher Education
Journal of School Leadership
Journal of Cases in Educational Leadership
Studies in Graduate and Postdoctoral Education
Education Policy Analysis Archives
Oxford Research Encyclopedia of Education
Educational Administration Quarterly
Journal of Teacher Education
Sociology of Race and Ethnicity

Regional/State:

Latino Education Summit, Planning Committee, 2020.
Latino Education Summit, Planning Committee & Workshop Facilitator, November, 2017.
Middle Educators Conference Recruitment Table, October, 2017.
Indiana Association of School Principals (IASP), Martin Luther King Jr. Essay Contest, Essay Reviewer, April, 2017 to present.
IASP – Article, February, 2017 to present.
Indiana Association of School Principals Conference, BSU Recruitment Table, 2016-2018.

Southwest Educational Research Association, Conference Proposals Reviewer, Fall, 2014.

University of Arkansas at Little Rock:

Developed new Master's Degree Program: Rural and Urban School Leadership, 2016.
Faculty Senate, 2015.
College of Education and Health Professions Assessment Committee, 2015.
Search Committee – Research Compliance Officer, 2015.
Title IX Investigation Team, 2015.
Received Civil Rights Investigator Level Two certification through the Association of Title IX Administrators (ATIXA). Served as faculty investigator for Title IX complaints at the university.
College of Education and Health Professions, Graduate Curriculum Committee, 2014 – 2016.
Chancellor's Committee on Race and Ethnicity, 2014 – 2016.
Search Committee – Graduate School Dean, 2014-15.

PROFESSIONAL ORGANIZATIONS

Black Women's Studies Association, 2020-present
Society for American Music, 2019 - present
American Educational Research Association (AERA)
AERA Division A & Division F
SIG: Arts-Based Educational Research
SIG: Biographical and Documentary Research
SIG: Latina/o/x Research Issues
SIG: Leadership for Social Justice
SIG: Qualitative Research
SIG: Research Focus on Black Education
SIG: Research on Women and Education
Indiana Association of School Principals, 2016 – present
Association for the Study of African American Life and History (ASALH), 2016-2019
Society of Philosophy and History of Education (2016-2017)

AWARDS

Diversity Publications Recognition, April 2018, Ball State University.
Diversity Associate, 2017-2018, "Dance and dialogue: Exploring interpretations of race, education, and critical dialogue about leadership for social justice." Ball State University
Diversity Publications Recognition, May 2017, Ball State University.
Dean's Award, 2015, University of Arkansas at Little Rock, College of Education and Health Professions.

COMMUNITY INVOLVEMENT

Board Member Martin Luther King, Jr. Dream Team, 2020 – present, Muncie, Indiana.

Volunteer Mentor, Youth Mentoring Initiative, 2017 – 2019, Fishers, Indiana.

Board of Directors, Janus Institute for Justice, Inc., 2014-2016, Little Rock, Arkansas. Non-profit organization committed to the pursuit of social and environmental justice.

Founder and Facilitator, Little Rock Dialogues About Race, 2015-2016, Little Rock, Arkansas.