
Tara M. Nkrumah
Arizona State University
Mary Lou Fulton Teachers College
Division of Teacher Preparation
P.O. Box 871811
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PROFESSIONAL EXPERIENCE

Assistant Professor, Division of Teacher Preparation (Fall 2022 – present)

Acting Executive Director, Center for Gender Equity in Science and Technology (Spring 2022 – present)

Assistant Research Professor, Center for Gender Equity in Science and Technology (Summer 2021 – Fall 2021)

Postdoctoral Fellow of Research Strategic Initiative, Center for Gender Equity in Science and Technology, (Summer 2019 – Summer 2021)

EDUCATION

Ph.D. Educational Leadership & Policy Studies
University of South Florida, 2019

M.Ed. Curriculum and Instruction
Tennessee State University, 2000

B.S. Environmental Science/Minor: Biology
Middle Tennessee State University, 1995

RESEARCH INTERESTS

- Equitable Teaching and Learning in STEM Education
- Culturally Responsive Science and STEM Education
- Critical Arts-Based Methodologies in Curriculum and Leadership Development

PUBLICATIONS

Peer-Reviewed Journal Articles

13. Roberts, L., **Nkrumah, T.**, Migueliz Valcarlos, M., & Agosto, V. (Accepted). Black Women Acting Against the Extremes of Visibility in the Academy.
12. Buddemeyer, A., Nwogu, J., Solyst, J., Walker, E., **Nkrumah, T.**, Ogan, A., Hatley, L., & Stewart, A. (2022). Unwritten Magic: Participatory design of AI dialogue to empower marginalized voices. Upcoming in *Proceedings of the 2nd ACM International Conference on Information Technology for Social Good (GoodIT)*. Acceptance rate: 43%
11. **Nkrumah, T.** & Scott, K.A. (2022). Mentoring in STEM Higher Education: synthesis of the literature to (re) present the excluded women of color. *International Journal of STEM Education*, 9(1), 1-23. <https://doi.org/10.1186/s40594-022-00367-7>, Impact Factor: 5.789
10. **Nkrumah, T.**, & Mutegi, J. (2022). Exploring racial equity in the science education Journal review process. *Science Education*, 1-15. <https://doi.org/10.1002/scce.21719>. Impact Factor: 6.000
9. Solyst, J., **Nkrumah, T.**, Stewart, A.E.B, Lee, J., Walker, E., & Ogan, A. (2022). Understanding Instructors' Cultivation of Connectedness in K-12 Online Synchronous Culturally Responsive Computing and STEM Education. *The 25th ACM Conference on Computer Supported Cooperative Work and Social Computing (CSCW)*. Acceptance rate: 25.5%
8. Solyst, J., **Nkrumah, T.**, Stewart, A.E.B, Lee, J., Walker, E., & Ogan, A. (2022). Running an Online Synchronous Culturally Responsive Computing Camp for Middle School Girls. *The 27th annual conference on Innovation and Technology in Computer Science Education (ITiCSE)*, 158-164. <https://doi.org/10.1145/3502718.3524747>. Acceptance rate: 34%
7. Solyst, J., Nkrumah, T., Stewart, A., Buddemeyer, A., Walker, E., & Ogan, A. (2022, March). Insights from Virtual Culturally Responsive Computing Camps. In *Proceedings of the 53rd ACM Technical Symposium on Computer Science Education V. 2* (pp. 1119-1119). <https://doi.org/10.1145/3478432.3499136>. Acceptance rate: 34%
6. Agosto, V., Roberts, L., Migueliz Valcarlos, M., **Nkrumah, T.**, Grosland, T, Bratspis, A., Warren, N. & Reynolds, E. (2021). Joking bodies. *International Review of Qualitative Research (IRQR)*. In the special Issue. Critical qualitative inquiry: Justice matters in en(tangled) times. Co-host edited by G. S. Cannella, M. Koro, M. F. Huckaby, J. Wolgemuth (Eds.). <https://doi.org/10.1177/19408447211049508>. Impact Factor: 2.257
5. **Nkrumah, T.** (2021). Problems of portrayal: Hidden Figures in the development of science educators. *Cultural Studies in Science Education*, 1-18. <https://doi.org/10.1007/s11422-021-10021-3>. Impact Factor: 1.57

4. Morton, T. R., & **Nkrumah, T.** (2021). A day of reckoning for the white academy: reframing success for African American women in STEM. *Cultural Studies of Science Education*, 1-10. <https://doi-org.ezproxy1.lib.asu.edu/10.1007/s11422-020-10004-w>. *Impact Factor: 1.57*
3. Alsultan, J., Rice, M., Feldman, A., **Nkrumah, T.**, Ergas, S., & Ghebremichael, K. (2021). Biosand Filters for Water Purification, *The Science Teacher*, 88(4).
2. Roberts, L., **Nkrumah, T.**, Migueliz Valcarlos, M., & Agosto, V. (2021). Expanding and Expounding Upon Forum Theatre to Engage Specta-actors in Virtual Spaces. *Pedagogy and Theatre of the Oppressed Journal*, 6(1), 1- 18.
1. Anderson, A. W., Branscombe, M., & **Nkrumah, T.** (2015). Crossing blocked thresholds: Three stories of identity, embodied literacy, and participatory education, *Journal of Language and Literacy Education*, 11(2), 170-185.

Edited Books, Book Chapters and Contributions to Books

3. Roberts, L., Migueliz Valcarlos, M., **Nkrumah, T.** & Agosto, V. (Revise and Resubmit). Acting Out: Critical Dialogue for Anti-oppressive Leadership.
2. Miles Nash, A., **Nkrumah, T.**, Ottley, R. G., Mason Peeples, K., & Pierre, D. (2022). *Sankofa sisters: Returning to sisterhood to secure our progress*. In D. J. Davis, D. Davis-Maye, T. Bertrand Jones, & J. Andrew, (Eds.), *Black Sisterhoods: Black Womyn's Representations of Sisterhood Across the Diaspora*. Bradford, ON: Demeter Press.
1. **Nkrumah, T.**, Agosto, V., Feldman, A., & Bradley, F. (2020). From “WASH” to WEAVE: Leadership Mentoring Against Racial Microaggression. In Cobb-Roberts, D., & Esnard, T. (Eds.). *Mentoring as critically engaged praxis: Storying the live and contributions of Black women administrators*. Information Age Publishing.

Book Reviews

1. **Nkrumah, T.** (2021, November 1). A Review of *Culturally and Linguistically Diverse Learners and STEAM* by Pamela Spycher and Erin F. Haynes. *Teachers College Record*, Retrieved from <https://www.tcrecord-org.ezproxy1.lib.asu.edu> ID Number: 23891

Public Intellectual Writings and Commentaries

Nkrumah, T. (2016). The legacy of Imah in my life as a science educator, Blog – Christine Sleeter, www.christinesleeter.org

Under Review in Peer-Reviewed Journals

Nkrumah, T., Scott, K.A. (Under Review). “Tech” tualizing Culturally Responsive Computing with White Rural Teachers.

Scott, K.A. & **Nkrumah, T.** (Under Review). CRC 2.0 paper.
In Progress

Nkrumah, T., Scott, K.A., Jensen, B. (In progress). *Culturally responsive mentor teacher professional development: Kamaina Girls STEM Camp for social change.*

NATIONAL CONFERENCE PRESENTATIONS (PEER-REVIEWED)

Roberts, S., **Nkrumah, T.**, Migueliz-Valcarlos, M., Agosto, V. (November 2022). *Performing Leadership: Practicing Facilitation, Deliberation, and Democratic Education*, University Council of Educational Administration Conference, Seattle, WA.

Nkrumah, T., Roberts, S., Migueliz-Valcarlos, M., Agosto, V., Aguilera, C. (November 2022). *Acting Out: Critical Dialogue for Anti-oppressive Education*, The International Conference on Urban Education, Cancun, Mexico.

De Los Santos, S., Carbonell, A., Ong, M., Cassidy, M., **Nkrumah, T.**, Scott, K.A. (June 2022). *USA Rural High School Students Creating Safe Spaces to Develop Community-Focused Techno-Social Projects*, The Paris Conference on Education, Education and New Developments (END), Paris, France.

Nkrumah, T., Scott, K.A. (March 2022). *“Tech” tualizing Culturally Responsive Computing with White Rural Teachers*. Eastern Sociological Society, Boston, MA.

Solyst, J., **Nkrumah, T.**, Stewart, A., Buddemeyer, A., Walker, E., Ogan, A. (March 2022). *Insights from Virtual Culturally Responsive Computing Camps*. The 2022 ACM Technical Symposium on Computer Science Education (SIGCSE), Providence, RI.

Nkrumah, T., Scott, K.A., Jensen, B. (January 2022). *Culturally Responsive Mentor Teacher Professional Development: Kama’āina girls’ STEM camp for social change*. The 7th IAFOR International Conference on Education, Honolulu, HI.

Nkrumah, T. (February 2021). *Promoting Diversity, Equity, Inclusion in STEM: A Culturally Responsive Computing Framework*. Conference on Religion, Ethics & Science (CORES) 2021.

Nkrumah, T. (March 2020). *U.S. and Ghana: Exploring Cross-Cultural Perspectives on Engagement in Science for Underrepresented Students*. NARST A worldwide organization for improving science teaching and learning through research, Portland, OR. (Conference canceled)

Zeidler, D., Herman, B., Kinsky, M., Willis, S., Wickman, K., Mitchell, M., Applebaum, S., **Nkrumah, T.** (March 2020). *Identifying Socioscientific Orientations in the Context of Socioscientific Issues*. NARST A worldwide organization for improving science teaching and learning through research, Portland, OR. (Conference canceled)

Zeidler, D., Herman, B., Kinskey, M., Mitchell, M., Wickman, K., **Nkrumah, T.**, Willis, S., Applebaum, S. (January 2020). *Influencing Students' Social and Moral Compassion Through Socioscientific Issues*. Association for Science Teacher Education, San Antonio, TX.

Nkrumah, T. (September 2019). *Weaved Journeys: Life Writings of Leading and Engaging in Science Education*. Arizona Postdoctoral Research Conference, Phoenix, AZ.

Nkrumah, T. (April 2019). *Jokering Performance Engagement: Awakening Science Students' Critical Consciousness Development For Social Change*. American Educational Research Association, Toronto, Canada.

Nkrumah, T. (January 2019). *Transforming Data Through Literary Métissage: Learning Science Educators' Leadership/Followership Style Toward Engagement in Science Education*. TheQualitative Report, Fort Lauderdale, FL.

Nkrumah, T. (November 2018). "*Worker or Leader*": *A Critical Media Analysis of Hidden Figures*. Symposium on *Black Women in Educational Leadership: Recovering Hidden Figures, Reclaiming Intersectionality, and Revolutionizing Leadership Praxis*. University Councils for Educational Administration, Houston, TX.

Edwards, D., Khalil, D., Miles Nash, A. & **Nkrumah, T.** (November 2018). *Black Women in Educational Leadership: Recovering Hidden Figures, Reclaiming Intersectionality, and Revolutionizing Leadership Praxis*. Symposium for the Annual Convention of the University Councils for Educational Administration, Houston, TX.

Nkrumah, T., Zeidler, D., Applebaum, S., Mitchell, M., Weitz, M., Willis, S., & Wikman, K. (March 2018). *Socioscientific Issues: Teaching and learning in an evolving context*. NARST A worldwide organization for improving science teaching and learning through research, Atlanta, GA.

Nkrumah, T., Warren, N., Agosto, V., Bratspis, A., Migueliz Valcarlos, M., Reynolds, E., Roberts, L., & Grosland, T. (March 2018). *Embodied apprehensions: Jokering and brokering physical engagement*. The Student Organization on Qualitative Methodologies, Tampa, FL.

Nkrumah, T., Zeidler, D., Applebaum, S., Mitchell, M., Weitz, M., Willis, S., & Wikman, K. (January 2018). *Teaching socioscientific issues in an evolving context*. Association for Science Teacher Education, Baltimore, MD.

Nkrumah, T., Agosto, V., Bratspis, A., Migueliz Valcarlos, M., & Aguilera, C. (January 2018). *Embodied apprehensions: Jokering and brokering physical engagement*. The Qualitative Report, Fort Lauderdale, FL.

Nkrumah, T., Agosto, V., Bratspis, A., & Aguilera, C. (November 2017). *Embodied apprehensions: Jokering and brokering physical engagement*. University Council of Educational Administration Conference, Denver, CO.

Nkrumah, T. (November 2017). *Reimagining school leadership and student voice: A sociocultural perspectives model for science curriculum and pedagogy*. University Council of Educational Administration Conference, Denver, CO.

Nkrumah, T. (April 2017). *African American students' perceptions of science education: What they really think*. NARST A worldwide organization for improving science teaching and learning through research, San Antonio, TX.

Nkrumah, T., Willis, S. (April 2017). *Science education for all: Addressing issues of equity and social justice through SSI*. NARST A worldwide organization for improving science teaching and learning through research, San Antonio, TX.

Nkrumah, T., Salaam, O.J., Agosto, V., Willis, S. (April 2017). Juried ethnodramatic performance of “*Goodbye to all that!* Staged as part of the symposium ‘*Using an Ethnodramatic Case to Discuss Teaching and Learning in Schools Serving Vulnerable Youth.*’ for the Interdisciplinary Symposium on Qualitative Methodologies University of South Florida. Cynthia Lubin Langtiw, Discussant. Tampa, FL.

Nkrumah, T., Dhillon, S. K., Roland, E. (November 2016). *De-essentializing women of color: A tri-autoethnographical analysis of a social justice educational leadership doctoral program*. University Council of Educational Administration Conference, Detroit, MI.

Nkrumah, T., Salaam, O.J., Agosto, V., Roland, E. (November 2016). Juried ethnodramatic performance of “*Goodbye to all that!* Staged as part of the symposium ‘*Using an Ethnodramatic Case to Discuss Teaching and Learning in Schools Serving Vulnerable Youth.*’ for the Annual Conference of the University Council of Educational Administration. Anjalé Welton, Tiffany Harris & Stella Resko, Chairs. Detroit, MI.

Nkrumah, T., Dhillon, S. K., Roland, E. and Agosto, V. (October 2016). *Through sisterhood: Navigating intersectionality and transformative leadership*. Curriculum and Pedagogy Conference, Cleveland, OH.

Nkrumah, T., Agosto, V., & Bratspis, A. (May 2016). *Transformative theatre: Engaging image theatre as theory, practice and research –Interactive Session*. International Congress of Qualitative Inquiry, Champaign, IL.

Nkrumah, T., Anderson, A. W., & Branscombe, M. (February 2015). *Crossing blocked thresholds: Three stories of identity, embodied literacy, and participatory education*. University of Georgia Embodied and Participatory Literacies: Inspire, Engage, Create, and Transform Conference. Atlanta, GA.

KEYNOTES & FEATURED ADDRESSES

Nkrumah, T. (July 2022). *Emphasizing (Me)ntal Health*. African American Reconstruction 2nd Annual Teen Conference at the Shoen Family Conference and Fitness Center, Phoenix, AZ.

Nkrumah, T. (July 2022). *Culturally Relevant “STEM” Pedagogy = Equity*. Learning Undefeated Mobile Laboratory Coalition Conference at Courtyard Gaithersburg Hotel at Washingtonian Center.

Nkrumah, T. (June 2022). *Choosing Culturally Relevant Pedagogy In Spite Of...* Minding the Gap Summit at [Citizen Schools](#).

Nkrumah, T. (March 2022). *How did I get here?* Women in STEM Careers Program for Women’s History Month at Rio Salado Community College.

Nkrumah, T. (September 2021). *Voices in STEAM: A Changemaking Conversation*. Equity in STEAM Scholarship Initiative with Intel – YWCA Phoenix.

Nkrumah, T. (July 2021). *Go Back and Get What You Need*. Presentation at the African American Reconstruction Teen Conference at George Gervin Preparatory Academy, Arizona.

Nkrumah, T. (April 2021). *I can be whatever I want to be*. Presentation at the Black African Convocation at Arizona State University.

Nkrumah, T. (February 2020). *(Re)imaging STEM Teacher Professional Development*. Presentation at the Equity Exchange at Arizona State University.

Nkrumah, T. (December 2019). *Learning From the Lived Experience, Past, Present, Future*. Presentation at the Black African Convocation at Arizona State University.

INVITED PRESENTATIONS, WORKSHOPS, & PANELS

Nkrumah, T. (August 2022). *Defining Success For You*. Virtual presentation at the Coding Camp for Youth of Color, Morgan State University.

Nkrumah, T. (May 2022). *Global and Intercultural Fluency*. Panel discussion for the Young Professionals (YP) CoNext@ASU, virtual event.

Nkrumah, T. (April 2022). *Stand Against Racism*. Moderator for a panel discussion for the YWCA Metro Phoenix event with four guest speakers, University of Phoenix.

Nkrumah, T. (March 2022). *Being Accountable in the Central Arizona Phoenix Long Term Ecological Research (CAP-LTER) Community to Advancing Diversity, Equity, Inclusion, and Justice*. Presentation at the Twenty-fourth Annual All Scientists Meeting and Poster Symposium, ASU Skysong.

Nkrumah, T. (March 2022). *Culturally Relevant for Whom?* Presentation at the Defense Science, Technology, Engineering, and Mathematics Education Consortium (DSEC) Quarterly Meeting.

Nkrumah, T. (November 2021). *STEM Girls Change the World*. Presentation at [Project Scientist](#) inaugural STEM event.

Nkrumah, T. (October 2021). *Culturally Responsive Practices for Gender Equity in STEM*. Presentation at Arizona State University Mary Lou Fulton Teaching College on Inclusivity Matters: Creating Culturally Responsive Environments.

Nkrumah, T. (June 2021). *Learning the Art of Culturally Responsive Computing with Cybersecurity Curriculum*. Presentation at the Cyber Education Discovery Forum at [Cyber.org](#).

Nkrumah, T. (April 2021). *Women in Academia*. NARST Graduate Student Forum Roundtable Discussion. Facilitators: Erin Peters-Burton, Deb Morrison, Tara Nkrumah.

Nkrumah, T. (February 2021). *Black History Month Forum*. Panel Discussion at ASU NAACP State of Our Nation.

Nkrumah, T. (February 2021). *Black History Celebration*. Presentation at Central Florida Aerospace Academy of Kathleen High School.

Nkrumah, T. (February 2021). *Culturally Responsive Practices for Gender Equity in STEM*. Presentation at Arizona State University Mary Lou Fulton Teaching College on Demonstrating Cultural Intelligence Across Diversities workshop.

Nkrumah, T. & Supriya (October 2020). *Past, present, and imagining the future: (Re)purposing STEM research, curriculum, pedagogy*. Presentation at Arizona State University RISE up for racial justice in SOLS workshop.

Nkrumah, T. (November 2020) Guest Lecturer, Culturally Responsive Teaching/Theatre of the Oppressed (Masters Course): using Paulo Freire's philosophy with Augusto Boal's gaming activities to demonstrate the implementation of culturally responsive praxes when working with under-resourced communities. Conducted in *Planning, Implementation, Evaluation of Social Pedagogy Programs*, Arizona State University, Tempe.

Nkrumah, T., Basham, S., Grosland, T. (March 2019) (workshop): Mentoring high school girls from diverse communities in the Tampa Bay Area to lead social change entitled *Stepping Up, Speaking Out, and Disrupting Silence*. Conducted at the *11th Annual Tampa Bay Young Women's Leadership Symposium*, The University of Tampa.

Nkrumah, T., Grosland, T. (February 2019) (workshop): Professional development training on mentoring and coaching educational leaders entitled *Changing Leaders, Changing Times: Warming a "Chilly" Workplace and Retaining Your Talent*. Conducted in *Professional Learning Alliance*, University of South Florida.

Nkrumah, T. (February 2019) Pedagogy of the Oppressed/Theatre of the Oppressed workshop (Doctoral Course): using Paulo Freire's philosophy with Augusto Boal's gaming activities to enact image theatre. Conducted in *Curriculum Foundations*, University of South Florida.

Nkrumah, T. (November 2018) Pedagogy of the Oppressed/Theatre of the Oppressed workshop (Masters Course): using Paulo Freire's philosophy with Augusto Boal's gaming activities to enact image theatre. Conducted in *Curriculum Foundations*, University of South Florida.

Nkrumah, T., Bratspis, A. (Doctoral Course) (March 2017): Pedagogy of the Oppressed/Theatre of the Oppressed workshop using Paulo Freire's philosophy with Augusto Boal's gaming activities to enact image theatre. Conducted in *Curriculum Analysis*, University of South Florida.

Nkrumah, T., Bratspis, A., & Agosto, V. (July 2017) (Doctoral Course): Pedagogy of the Oppressed/Theatre of the Oppressed workshop using Paulo Freire's philosophy with Augusto Boal's gaming activities to enact image theatre. Conducted in *Appreciative Inquiry and Organizing in Public Education*, University of South Florida.

Nkrumah, T. (June 2017) Pedagogy of the Oppressed/Theatre of the Oppressed workshop (Doctoral Course): using Paulo Freire's philosophy with Augusto Boal's gaming activities to enact image theatre. Conducted in *Curriculum Theory*, University of South Florida.

Nkrumah, T., Salaam, O.J., Roland, E., Willis, S. (Doctoral Course) (October 2017): Ethnodramatic community performance 'Goodbye to all that! An accomplished teacher's last year in the Chicago Public Schools. Conducted in *Curriculum Theory*, University of South Florida.

Nkrumah, T. (February 2016). *The legacy of Imah in my life as a science educator*, Critical Family History –Dr. Christine Sleeter, Tampa, FL.

Nkrumah, T. (November 2016) Presentation of Study (Doctoral Course): *Science education: A descriptive case study of African American students' perceptions*. Conducted in *Qualitative Methods #2*, University of South Florida.

Nkrumah, T. (May 2015). *Women's Leadership in Doctoral Education & Careers in Academia*. University of South Florida, Tampa, FL.

GRANTS & AWARDS

Amount Requested (\$25, 247, 513)

Amount Awarded (\$298, 511)

Nkrumah, T. (Co-PI) & Esparza, D. (PI). (Under Review). New Schools Venture Fund. *Racial Equity in Action and Learning (REAL) Theory of Change (TOC) and STEM Education* / \$75,000 - \$250,000.

Nkrumah, T. (PI), Scott, K.A. (Co-PI). (September 2022). Yr3 *COMPUGIRLS Cybersecurity: A Culturally Responsive Collective Impact Model*. Defense STEM Education Consortium / \$250,000.

Nkrumah, T. (PI), Scott, K.A. (Co-PI). (September 2022). Yr3 Innovation Bloc C Pathway for *A Culturally Relevant/Responsive Professional Development Preparation in STEM*. Defense STEM Education Consortium / \$399,002.

Gwen Iacona and **Nkrumah, T. (PIs)**, Beth Polidoro, Kimberly A. Scott, Leah R. Gerber (Senior Personnel). April 2022. *Engaging Girls in STEM careers using a culturally relevant OneHealth Approach*. ASU Women and Philanthropy / \$48,511.

Nkrumah, T. (Co-PI), Scott, K.A. (PI). (September 2021). Yr2 *COMPUGIRLS Cybersecurity: A Culturally Responsive Collective Impact Model*. Defense STEM Education Consortium / \$250,000.

Nkrumah, T. (Co-PI), Scott, K.A. (PI), Coley, B., Roscoe, R. (April 2021). *COMPUGIRLS Around the World: Transforming Technology Ecosystems Through Technosocial change Agents*. Impact Challenge for Women and Girls / Google.org / \$2,000,000 (Declined).

Scott, K.A. (PI), Brown, L. (Co-PI), Kalipi, D. (Co-PI), Roscoe, R., Dorios, S., White, M., Simeone, M., **Nkrumah, T.** (March 2021). *Building Systems Maps With Girls of Color Becoming Technosocial Leaders*. Racial Equity 2030 / Kellogg / \$20,000,000 (Declined).

Hughes, R., Rankin, Y., Leornard, J., Joseph, N., **Nkrumah, T. (Co-PI)** (January 2021). *Developing a Coding Identity Framework to Guide Informal Coding Educational Programs*. National Science Foundation (NSF) Advancing Informal Science Learning (AISL) / \$2,000,000 (Declined).

Nkrumah, T. **PI** (July 2020). Spencer Foundation Small Grants. *Cultivating Adolescent Girls' of Color Physical Activity, Civic Engagement, and STEM Identity: Exploring the Impact of Culturally Responsive Pedagogy with Theatre of the Oppressed* / \$50,000 (Declined).

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| 2019 | Research Fellowship Kwame Nkrumah University of Science and Technology, Ghana National Science Foundation (NSF) |
| 2019 | Walter and Lillian Berbecker Scholarship, College of Education, University of South Florida |
| 2018 | Walter and Lillian Berbecker Scholarship, College of Education, University of South Florida |
| 2018 | Diversity Educator of the Year Award, Hillsborough County School District |
| 2017 | Jhumki Basu Scholar, National Association for Research in Science Teaching (NARST) |
| 2016-19 | Highly Effective Teacher Status multiple years, Hillsborough County School District |

- 2015-17 Scholars of Excellence Honoree multiple years, Graduate Student Office,
University of South Florida
- 2015 Graduate Student Success (GSS) Fellowship Recipient, Graduate Student
Office, University of South Florida
- 2004 Master Teacher Status, Dallas Independent School District

TEACHING

Graduate Courses Developed and Taught

Arizona State University (Fall 2022 – Present)

TEL 212: Understanding the Culturally Diverse Child

Master’s of Education capstone projects advised, Arizona State University (4 total):

Fall 2021	2 students
Spring 2022	2 students

Master’s of Science Education practicum supervisor, University of South Florida (2 total):

Fall 2017	1 student
Spring 2018	1 student

Master of Educational Leadership and Policy Studies assistant instructor, University of South Florida

Summer 2018	26 students
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REVIEWER ACTIVITIES

Invited Reviewer, Journal of Women and Minorities in Science and Engineering (2021)

Panel Reviewer, National Science Foundation (NSF) (2020 – present)

Invited Reviewer, Science Education (2020 – present)

Proposal Reviewer, AERA SIG – Critical Issues in Curriculum and Cultural Studies (2019 – present)

Proposal Reviewer, Association for Science Teacher Education (ASTE) – Equity and Diversity (2019)

Student Reviewer, Journal of Cases in Educational Leadership (JCEL) (2018)

Proposal Reviewer, AERA Division B – Curriculum Studies (2018 – present)

Proposal Reviewer, AERA Division B – Histories and Futurities (2018 – present)

Proposal Reviewer, NARST *A global organization for improving science education through research* (2017 – present)

PROFESSIONAL SERVICE

Presider, NARST *A global organization for improving science education through research*, 2020

Chair/Discussant, American Educational Research Association (AERA), 2019

Program Representative, University of South Florida Graduate Student Council, 2018 – 2019

Member, Association for Science Teacher Education (ASTE), 2018

Committee Member, Ethics & Equity for National Association for Research in Science Teaching (NARST), 2018

Member, Pedagogy of the Oppressed (PTO), 2017

Member, Sisters of the Academy (SOTA), 2017

Member, American Educational Research Association (AERA), 2017

Member, University Council for Educational Administration (UCEA), 2016

Member, Curriculum and Pedagogy Group (C&P), 2016

Member, NARST *A global organization for improving science education through research*, 2015

CAMPUS SERVICE

University Service

Committee Member, Central Arizona Phoenix (CAP) Justice, Equity, Diversity, and Inclusion Arizona State University, Fall 2020 – present

Co-Chair, Early Career Research Network (ECRN), Arizona State University, Spring 2020 - present

Panelist, Black Graduate Student Association Tips on Completing Graduate Studies
Arizona State University, Fall 2019

Discussant for Graduate Student Association Orientation, University of South Florida Fall 2016,
Fall 2017, Fall 2018

Discussion Facilitator for Dr. Paul Gorski, University of South Florida, Fall 2015

Program Service

Search Committee Chair, Postdoctoral Research Scholar, Center for Gender Equity in Science
and Technology, Fall 2021 – Spring 2022

Community Service

Board Member Co-Chair, YWCA Metropolitan Phoenix, 2022 – present

Scholarship Reviewer, Arizona Community Foundation, 2021

Board Member, YWCA Metropolitan Phoenix, 2020

NATIONAL, STATE, AND LOCAL COMMUNITY ENGAGEMENT

Expert Panelist (February 2021). *Diversity, Equity, Inclusion in STEM*. Black History Month
LEAD Her Virtual Summit at Intel – Octillo, Arizona.

Expert Panelist (February 2020). *I Know Who I Am*. Presentation at Women's Lead Her Power
Summit at Intel – Octillo, Arizona

Facilitator (September 2019), Culturally Responsive Teaching in STEM for historically
marginalized students (Staff): using Paulo Freire's philosophy with Augusto Boal's gaming
activities to train the staff on enacting culturally responsive practices. Conducted at the Arizona
Science Center, Phoenix, AZ.

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Alliance of Arizona Nonprofit

Association for Science Teacher Educators

NARST *A global organization for improving science education through research*

University Council for Educational Administration

PRIOR WORK EXPERIENCE

Field Researcher

University of South Florida

NSF International Research Experience for Students (IRES) Program Track I:

US-Ghana Collaboration: Providing Opportunities for Global Research on Water Sanitation and Hygiene

Spring 2019 – Summer 2019

- Assisted in the implementation of participatory action-research focused on designing biosand filters
- Created culturally responsive curriculum for after-school program
- Co-wrote research reports and articles for peer-reviewed science journals
- Established partnerships with three local schools in Kumasi, Ghana

Project Manager

University of South Florida/Polk County Florida, Master of Educational Leadership Schools of Hope – Whole School Transformation Model (Traditional Public Schools)

Summer 2018 – Summer 2019

- Co-taught culturally relevant leadership courses
- Mentored/coached in-service teachers in culturally responsive practices
- Co-wrote reports

Subject Area Leader and Instructional Coach, Science Teacher

Greco Middle School, Tampa, Florida

Fall 2014 – Spring 2019

- Wrote culturally relevant science curriculum
- Coached science teachers in culturally responsive practices
- Conducted school wide culturally responsive professional development workshops

Science Teacher, Curriculum Writer, Middle Years Program (MYP)/International Baccalaureate (IB) Program

Lincoln Community School, Accra, Ghana

Fall 2007 – Spring 2014

- Wrote culturally relevant science curriculum for grades 6-10
- Conducted culturally relevant professional development sessions
- Engaged in building community relations with parents and government leaders
- Supervised and judged MYP personal projects for grade 10 students
- Organized the International Day celebrations
- Co-organized the Earth Day celebrations

CERTIFICATIONS

Texas State Board of Education, Secondary Biology (6-12) years

Florida State Board of Education, Secondary Biology (6-12) years