

# Justin Grinage, Ph.D.

University of Minnesota  
Curriculum & Instruction  
Phone: (248) 752-7338  
Email: grin0060@umn.edu

## Education

2017      **University of Minnesota - Twin Cities**, Minneapolis, MN  
*Ph.D.*, Curriculum and Instruction  
Concentration: Culture and Teaching

**Dissertation Title:** *The Melancholy of Schooling: A Critical Ethnographic Study of Race, Trauma, and Learning in a High School English Classroom*  
Co-advisors: Vichet Chhuon and Timothy J. Lensmire  
Committee Members: Vichet Chhuon, Timothy J. Lensmire, J.B. Mayo Jr., Nina Asher

2009      **University of Minnesota - Twin Cities**, Minneapolis, MN  
*Master of Education*, Communication, Arts, and Literature

2004      **University of Minnesota - Twin Cities**, Minneapolis, MN  
*Bachelor of Arts*, Major: English

## Professional Appointments

2019-      **Assistant Professor, Literacy Education:** Department of Curriculum and Instruction (C&I), College of Education and Human Development (CEHD), University of Minnesota

## Awards and Fellowships

2021      **National Academy of Education/Spencer Postdoctoral Fellow:** Spencer Foundation

2020      **English Language Arts Teacher Educators Janet Emig Award:** National Council of Teachers of English

- Awarded for the article: *Reopening racial wounds: Whiteness, Melancholia, and Affect in the English classroom*

- 2020 **Institute for Teachers of Color Committed to Racial Justice (FTOC) Fellow:** Institute for Teachers of Color, Riverside CA. (In-person events cancelled due to COVID-19)
- 2018-20 **Cultivating New Voices Among Scholars of Color Fellowship:** National Council of Teachers of English, **\$1,200**
- Cohort providing mentorship and networking for early career scholars of color
- 2018 **Curriculum Inquiry Writing Retreat Fellowship:** Curriculum Inquiry, OISE, University of Toronto
- 2012-16 **Common Ground Consortium Fellowship (CGC):** CEHD, University of Minnesota
- Collaborative group of Black intellectuals dedicated to fostering postsecondary and K-12 school partnerships and community outreach
- 2016 **Outstanding Graduate Student Research Paper Award:** Department of Curriculum and Instruction at the University of Minnesota
- Awarded for the paper *Singing and dancing for diversity: Neoliberal multiculturalism, racial melancholia, and whiteness in teacher professional development*
- 2016 **Outstanding Association Leadership:** Ethnic Minority Affairs Committee, Education Minnesota
- 2016 **CEHD Multicultural Recognition Award:** C&I nominee, University of Minnesota
- 2015 **Graduate Student Paper Award:** American Educational Research Association (AERA) Critical Issues in Curriculum and Cultural Studies- Special Interest Group (SIG)
- Awarded for the paper '*Social justice*' in teacher discourse: *Speech acts, psychoanalysis, and race*
- 2015 **Hauge Fellowship:** CEHD, University of Minnesota, **\$1,000**
- 2013 **Graduate Student Paper Award:** Bergamo Conference on Curriculum Theory and Classroom Practice
- Awarded for the paper *Reterritorializing locations of home: Examining the psychopolitical dimensions of race talk in the classroom*

## Grants (Awarded)

### External Sources

- 2021-22      **Teacher Mentorship and Retention of Effective Teachers Grant**  
 Source: Minnesota Professional Educator Licensing and Standards Board (PELSB)  
 Amount: **\$19,250**  
 Role: Co-Investigator (Principal Investigator: Meng Yang) Title/Purpose:  
 Retention of Teachers of Color
- 2021-22      **National Academy of Education/Spencer Postdoctoral Fellowship**  
 Source: Spencer Foundation  
 Amount: **\$70,000**  
 Role: Principal Investigator  
 Title/Purpose: Racial Melancholia and Education: A Critical Ethnographic Study of  
 Racism, Trauma, and Resistance in the Aftermath of Tragedy in Minneapolis
- 2020-21      **Teacher Mentorship and Retention of Effective Teachers Grant**  
 Source: Minnesota Professional Educator Licensing and Standards Board (PELSB)  
 Amount: **\$13,600**  
 Role: Co-Investigator (Principal Investigator: Meng Yang) Title/Purpose:  
 Retention of Teachers of Color

## Publications

### Refereed Journal Articles

- Grinage, J. (Accepted). Feeling anti-racism: How neoliberal multiculturalism and racialized emotions impede equity in the aftermath of George Floyd. *Race Ethnicity and Education*.
- Oto, R., Rombalski, A., Grinage, J. (2023). The role of racial literacy in U.S. K-12 research: A review of the literature. *Race Ethnicity and Education*, 1-18. DOI: 10.1080/13613324.2022.2047635
- Grinage, J. (2020). Singing and dancing for diversity: Neoliberal multiculturalism and white epistemological ignorance in teacher professional development. *Curriculum Inquiry*, 50(1), 7-27. DOI: 10.1080/03626784.2020.1754114
- Grinage, J. (2019). Endless mourning: Racial melancholia, black grief, and the transformative possibilities for racial justice in education. *Harvard Educational Review*, 89(2), 227-250.
- Grinage, J. (2019). Reopening racial wounds: Whiteness, melancholia, and affect in the English classroom. *English Education*, 51(2), 126-150.
- Grinage, J. (2014). Reterritorializing locations of home: Examining the psychopolitical dimensions of race talk in the classroom. *Journal of Curriculum Theorizing*, 30(2), 88- 102.

## **Books**

Badenhorst, P., Tanner, S.J., & **Grinage, J.** (Eds.) (2023). *Reckoning with the Whiteness of English Education: Transformative Pedagogies in English Language Arts and Beyond*. Teachers College Press.

## **Book Chapters**

Grinage, J. (2023). Reopening racial wounds: Whiteness, affect, and race dialogues in the English classroom. In Badenhorst, P., Tanner, S., & Grinage, J. (Ed.), *Reckoning with the Whiteness of English Education: Transformative pedagogies in English Language Arts and beyond* (pp. 15-25). New York, NY: Teachers College Press.

Grinage, J. (2022). Reopening racial wounds: Whiteness, melancholia, and affect in the English classroom. Reprinted in Price-Dennis, D. (Ed.) *Racial Literacy: Implications for Curriculum, Pedagogy, and Policy Volume 1* (pp. 47-60). Champaign, IL: National Council of Teachers of English.

Grinage, J. (2020). Racial Melancholia. In Z.A. Casey (Ed.), *Encyclopedia of Critical Whiteness Studies in Education* (pp. 528-533). Boston, MA: Brill Sense.

Grinage, J. (2013). Combating Huck Finn's censorship: A step-by-step guide to discussing the n-word in the classroom. In S. Grineski, J. Landsman, & R. Simmons III (Ed.), *Talking about race: Alleviating the fear* (pp. 137-148). Sterling, VA: Stylus Publishing.

Grinage, J. (2011). Colorblindness, unconscious bias, and student achievement in suburban schools. In J. Landsman & C.W. Lewis (Ed.), *White teachers, diverse classrooms: Creating inclusive schools, building on students' diversity, and providing true educational equity* (pp. 123-135). Sterling, VA: Stylus Publishing.

## **Book Reviews**

Grinage, J. (2013). Mass incarceration in the age of colorblindness [Review of the book *The new Jim Crow: Mass incarceration in the age of colorblindness*, by Michelle Alexander]. *Journal of Theoretical and Philosophical Criminology*, 4(2), 127-132.

## **Editorials, Invited Essays, & Other Writing**

Rombalski, A. & **Grinage, J.** (2018, Fall) Writing ourselves in. Doctoral Student Innovation Community Group Newsletter. *Literacy Research Association*, 8-10.

Grinage, J. (2018, June 22). Fostering racial literacy in high schools. [CEHD Improving Lives Blog]. Retrieved from <https://cehdvision2020.umn.edu/blog/fostering-racial-literacy-in-high-schools>.

Grinage, J. (2018, February). Socializing with the ghosts of our racial past: Embracing traumatic teaching and learning in literacy education. Scholars Speak Out Series, *Journal of Language and Literacy*, 1-9.

### **Works Under Review and in Progress**

Grinage, J. (Journal article under review). White racial melancholia, ambivalence, and shame: A psycho-social examination of white student resistance to learning about race in a secondary classroom.

Grinage, J. (Journal article in progress). “Wait, I thought you were a security guard!”: Teachers of color naming and combating ‘invisible’ and ‘superhuman’ microaggressions as anti-racist praxis.

Grinage, J. (Journal article in progress). “We can do this ourselves!”: Resisting neoliberal multicultural professional development through teacher led social justice learning communities.

Grinage, J. (Journal article in progress). Anti-Racism without social change: Unsettling the white liberal frame in teacher education.

**Grinage, J.** & Armstrong, K. (Journal article in progress). Using coalition building role plays to foster anti-racist classrooms.

Grinage, J. (Journal article in progress). Properly mourning: Postcolonial melancholia and education in global times.

Grinage, J. (Journal article in progress). ‘Anti-racism’ in teacher discourse: Speech acts, psychoanalysis, and race.

**Grinage, J.**, Rombalski, A. Oto, R. (Journal article in progress). Words without actions: How neoliberal multiculturalism limits white teacher anti-racism

**Grinage, J.**, Belusa, M. (Journal article in progress). Combating the neoliberalization of teacher professional development: Reflections on developing anti-racist collectives for racial justice

## **Presentations**

### **Refereed Conference Presentations**

**Grinage, J** & Kronzer, N. (November, 2023). *How do we illustrate equity?: Educator approaches to writing for social change*. Paper presented at the annual meeting of the National Council of Teachers of English annual conference, Columbus, OH.

- Tanner, S., **Grinage, J.**, Stutelberg, E., Toedt, E. Schick, A. (November, 2023). *Reckoning with the Whiteness of English Education*. Panel presentation at the annual meeting of the National Council of Teachers of English, Columbus, OH.
- Appleman, D., **Grinage, J.**, Pelini, P. (November, 2023). *Critical race theory as a literary lens: Conexiones to literature and life*. Panel presentation at the annual meeting of the National Council of Teachers of English, Columbus, OH.
- Belusa, M. & **Grinage, J.** (May, 2023). *Combating the neoliberalization of anti-racist PD in education: Reflections on developing grassroots professional development toward racial justice*. Paper presented at the annual meeting of International Congress of Qualitative Inquiry (ICQI), Urbana, IL.
- Grinage, J.**, Oto, R., Rombalski, A. (April, 2023). *Words without actions: How neoliberal multiculturalism impedes white teacher anti-racism*. Paper presented at the annual meeting of AERA, Chicago, IL.
- Grinage, J. (April, 2023). *What can white people do?: Whiteness and education in the current moment*. Discussant remarks at the annual meeting of AERA, Chicago, IL.
- Grinage, J.**, Oto, R., & Rombalski, A. (February, 2022). *The paradox of official antiracisms: Examining neoliberal multiculturalism to make way for structural change*. Paper presented at the annual meeting of National Council of Teachers of English Assembly for Research (NCTEAR), Virtual.
- Grinage, J.**, Oto, R., & Rombalski, A. (April, 2021). *Tolerance or transformation?: A review of racial literacy in K-12 educational research*. Paper presented at the annual meeting of AERA, Virtual.
- Grinage, J. (November, 2020). “*Stand by and step in when needed:*” *Students of color resisting white teacher “neutrality” during classroom race dialogues*. In panel “The Experiences of students of color in a white-dominant classroom when the curriculum turns to race: Strategies for effective antiracist ELA instruction.” Paper presented at the annual meeting of the National Council of Teachers of English, Denver, CO (conference cancelled).
- Grinage, J** & Kronzer, N. (November, 2020). *How do we illustrate equity?: Educator approaches to writing for social change*. Panel presentation at the annual meeting of the National Conference of Teachers of English, Denver, CO (conference cancelled).
- Grinage, J.** & Armstrong, K. (May, 2020). *Resisting injustice through coalition-building: Using role plays to enhance racial dialogue*. Presented at the annual meeting of the Minnesota Council for Teachers of English, Duluth, MN (conference cancelled).
- Grinage, J. (November, 2019). *Racial melancholia and racial justice in literacy education*. In panel “To What End?: Spirited Literacy Inquiry for Liberation and Racial Justice.” Paper presented at the annual meeting of the National Council for Teachers of English, Baltimore, MD.

- Grinage, J. (November, 2019). *Reopening racial wounds: Whiteness, melancholia, and affect in the English classroom*. In panel “A White Problem: Second-Wave Critical Whiteness Studies and the Field of English Education.” Paper presented at the annual meeting of the National Council for Teachers of English, Baltimore, MD.
- Grinage, J. (November, 2019). *Teachers of color naming and countering racial microaggressions as anti-racist praxis*. Poster presented at the annual meeting of the National Council for Teachers of English, Baltimore, MD.
- Grinage, J.**, Casselle, A., Lane, J. & Suleiman, L. (August, 2019). *Counter-storytelling: How witnessing, remembrance, and testimony can change the narrative of teachers of color*. Moderator for panel presented at the annual meeting of the National Writing Project Midwest Conference, Minneapolis, MN.
- Grinage, J. (April, 2019). *When cultural bingo just isn't enough: Theorizing superficial multicultural curriculum for “anti-racist” professional development*. In symposium “New directions in curriculum inquiry: Pushing against/from/with the margins. Paper presentation at the annual meeting of AERA, Toronto, CA.
- Grinage, J.** & Armstrong, K. (November, 2018). *The Hate U Give and coalition-building: Using role plays to enhance racial dialogue*. Paper presented at the annual meeting of the National Council for Teachers of English, Houston, TX.
- Grinage, J. (November, 2018). *Reopening racial wounds: Whiteness, melancholia, and affect in the English classroom*. Paper presented at the annual meeting of the National Council for Teachers of English, Houston, TX.
- Grinage, J. (November, 2018). *Endless mourning: Racial melancholia, black grief, and the transformative possibilities for social change in literacy education*. Poster presented at the annual meeting of the National Council for Teachers of English, Houston, TX.
- Grinage, J. (November, 2018) “*We can do this ourselves!*”: *Resisting neoliberal multicultural professional development through teacher led social justice learning communities*. Paper presented at the annual meeting of the National Association for Multicultural Education, Memphis, TN.
- Grinage, J.**, Fitzgibbons, A., Rasavong, V. & Yang, M. (November, 2017). “*Wait! I thought you were a security guard.*” *Teachers of color, microinvalidations in white work environments*. Paper presented at the annual meeting of the National Association for Multicultural Education, Salt Lake City, UT.
- Grinage, J.**, Rasavong, V., Wong, V., & Yang, M. (November, 2016). *Coalition building and mentorship among teachers of color: Using sustainable models to address recruitment and retention*. Paper presented at the annual meeting of the National Association for Multicultural Education, Cleveland, OH.
- Grinage, J. (August, 2016). “*Social justice*” in teacher discourse: *Psychoanalysis and race*. Paper presented at the annual meeting of the International Conference for Critical Educators, London, England.

Grinage, J. (April, 2016). *Properly mourning: Postcolonial melancholia and education in global times*. Paper presented at the annual meeting of the AERA, Washington, D.C.

Case, A. & **Grinage, J.** (April, 2016). *Radical sites of disruption: Mobilizing affectively informed critical pedagogies*. Paper presented at the annual meeting of the AERA, Washington, D.C.

Asher, N. & **Grinage, J.** (April, 2016). *Theorizing curriculum in postcolonial and global contexts: Engaging identity, culture, and history*. Paper presented at the annual meeting of the American Association for the Advancement of Curriculum Studies.

Grinage, J. (April, 2015). *Singing and dancing for diversity: Neoliberal multiculturalism, racial melancholia, and whiteness in teacher professional development*. Paper presented at the annual meeting of the AERA Conference, Chicago, IL.

Grinage, J. (April, 2014). *Reterritorializing locations of home: Examining the psychopolitical dimensions of race talk in the classroom*. Paper presented at the annual meeting of the AERA Conference, Philadelphia, PA.

Grinage, J. (October, 2013). *Reterritorializing locations of home*. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

### **Invited Presentations & Workshops**

Grinage, J. (November, 2022). *Racial melancholia and education: A critical ethnographic study of racism, trauma, and resistance in the aftermath of tragedy in Minneapolis*. Presenter at annual Spencer Foundation Retreat, Washington, D.C.

Grinage, J. (February, 2022). *Theorizing racial melancholia with Black youth: New directions for processing grief and trauma in schools*. Annual Grief Sensitivity Learning Institute, Mental Health Technology Transfer Center, Virtual.

**Grinage, J.** & Armstrong, K. (August, 2021). *Coalition building role plays in the social studies classroom*. Workshop for Osseo Area Public School secondary social studies teacher professional development. Virtual.

Grinage, J. (April, 2021). Moderator. *Disaggregating death: George Floyd and the significance of Black male mortality in police encounters*. Dr. Tommy Curry presentation and discussion. Graduate & Professional Studies Student Association event, University of MN, Virtual.

Grinage, J. (April, 2021). *Endless mourning: Black youth and collective resistance in schools*. Scholars Spotlight Series. CEHD, University of MN, Virtual.

Grinage, J. (November, 2020). *Reopening racial wounds: Whiteness, melancholia, and affect in the English classroom*. Paper presented at the annual meeting of the National Council of Teachers of English, Denver, CO (Janet Emig Award recipient invited presentation).

Grinage, J. (August, 2020). Panelist. *Cultivating Radical Hope and Healing*. Scholar Panel for



MN Equity Ed Camp. Virtual.

Grinage, J. (July, 2020) Panelist. *Educators of Color Seminar*. Teachers of Color Panel. Augsburg University, Virtual.

Grinage, J. (February, 2020). *Addressing students racialized trauma in the classroom*. Minnesota Writing Project Workshop Series. Urban Research & Outreach Center (UROC), University of MN, Minneapolis, MN.

Grinage, J. (February, 2020). *The power of ethnography: Critical detectives striving for social change*. Workshop for High School Students. College in the Schools (CIS) Spring Field Day, University of MN, Minneapolis, MN.

**Grinage, J.** & Armstrong, K. (August, 2019). *Resisting injustice through coalition-building: Using role plays to enhance racial dialogues*. Workshop for Minneapolis Public Schools Secondary English Language Arts Teacher Professional Development, Washburn High School, Minneapolis, MN.

Abdi N., **Grinage J.**, & Rombalski A. (December, 2017). *Racial microaggressions in teaching*. Workshop for Elementary Education Supervisors and Instructors. C&I, University of Minnesota, Minneapolis, MN.

Grinage, J. (October, 2017). *The melancholy of schooling*. Epistemology Dialogues Series. C&I, University of Minnesota, Minneapolis, MN.

Grinage, J. (April, 2012). *Discussing the n-word in relation to other discriminatory slurs*. Open Conversations about Harassment in our Schools, Anoka-Ramsey Community College, Anoka, MN.

Grinage, J. (March, 2007). *Understanding and combating stereotype threat*. Champlin Park High School all school staff development, Champlin, MN.

Grinage, J. (May, 2006). *Using hip-hop in the high school classroom*. YWCA Family Literacy Sponsored Event, University of Minnesota, Minneapolis, MN.

### **Other Professional Presentations and Workshops**

Grinage, J. (July, 2019). *What does it mean to be an anti-racist educator?* Presenter for teacher candidates. University of Minnesota, Minneapolis, MN.

**Grinage, J.**, Yang, M. (May, 2019). *Anoka Hennepin Teachers of Color Coalition: Grassroots Organizing for the Recruitment and Retention of Teachers of Color*. Poster Session, CEHD Partner Network Event, Minneapolis, MN.

Grinage, J. (2018-2019). *Anti-racist Educators Cohort*. Facilitator. Roosevelt High School, Minneapolis, MN.

Rombalski, A. & **Grinage, J.** (January, 2019). *Culturally Relevant Teaching*. Workshop session for teacher candidates. Minnesota State University, Mankato, MN.

Rombalski, A. & **Grinage, J.** (September, 2018). *Culturally Relevant Teaching*. Workshop session for teacher candidates. Minnesota State University, Mankato, MN.

**Grinage, J.** Rasavong, V. Wong, V. & Yang, M. (October, 2016). *The Anoka-Hennepin Teachers of Color Coalition mentorship program: Introducing a grassroots approach for recruiting and retaining teachers of color*. Workshop session at the annual Twin Cities Social Justice Education Fair, Minneapolis, MN.

Case, A. & **Grinage, J.** (April, 2016). *Radical disruptions: Emotion and Affect in the context of teaching and learning*. Paper presented at the annual Curriculum and Instruction Graduate Student Research Day, University of Minnesota, Minneapolis, MN.

Grinage, J. (April, 2015). *Singing and dancing for diversity: Neoliberal multiculturalism, racial melancholia, and whiteness in teacher professional development*. CEHD Diversity Dialogue. University of Minnesota, MN.

Grinage, J. (October, 2014). *Practical and theoretical approaches to forming social justice learning communities*. Minnesota-National Association of Multicultural Education Annual Conference, Minneapolis, MN.

Grinage, J. (April, 2013). *The psychopolitics of classroom racial dialogues*. Paper presented at the annual Curriculum and Instruction Graduate Student Research Day, University of Minnesota, Minneapolis, MN.

Grinage, J. (April, 2008). *Using critical lenses to teach To Kill a Mockingbird*. Minnesota Council of Teachers of English Spring Conference, Brooklyn Center, MN.

## Higher Education Experience

### Research

- |         |                                                                                                                                                        |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2017-19 | <b>Postdoctoral Associate:</b> CEHD, University of Minnesota                                                                                           |
| 2017-19 | <b>Black Male Equity and Excellence Center:</b> CEHD, University of Minnesota                                                                          |
| 2012-16 | <b>CGC Graduate Student Assistantship:</b> CEHD, University of Minnesota                                                                               |
| 2015-16 | <b>The Melancholy of Schooling: A Critical Ethnographic Study of Race, Trauma, and Learning in a High School English Classroom:</b> Dissertation Study |
| 2006    | <b>Citizen Scholar Research Project:</b> CEHD, University of Minnesota (Principal Investigator: Dr. Jean Strommer)                                     |

## **Teaching**

- 2023, 2020     **CI 8431: Literacy in a Post-Truth Era:** University of Minnesota
- 2022           **CI 3401: Diversity in Children’s Literature:** University of Minnesota
- 2019           **CI 8461: Sociocultural Theory, Education and Literacy:** University of Minnesota
- 2019-          **CI 5441: Teaching Literature in Secondary Schools:** University of Minnesota
- 2018           **CI 5190-004: ELA and Teachers of Color: Issues in K-12 Education:** University of Minnesota
- 2018-          **CI 5481: Developments in the Teaching of English and Speech:** University of Minnesota
- 2017-18       **ECS 590 CE: Early Career Educators of Color Seminar Instructor:** Augsburg University, Minneapolis, MN
- 2016           **Supervision of Pre-service Teachers in English Education:** Teaching Assistantship in C&I, University of Minnesota

## **Other Relevant Experience**

- 2006           **YWCA Family Literacy Coordinator:** University of Minnesota

## **Graduate Student Mentorship and Advising**

### **Advisor/Co-Advisor**

- Kristin Bauck (Curriculum & Instruction, *in progress*)
- Marika Belusa (Curriculum & Instruction, *in progress*)
- Sean Golden (Curriculum & Instruction, *in progress*)
- Noelle Roubinek (Curriculum & Instruction, *in progress*)
- Leyla Suleiman (Curriculum & Instruction, *in progress*)
- Monyque Assis Suzano (Curriculum & Instruction, *in progress*)
- Rachel Tholen (Curriculum & Instruction, *completed 2022*)

## **Dissertation Committee Member**

- Abby Boehm Turner (Curriculum & Instruction, 2020)
- Laurie Hahn Ganser (Curriculum & Instruction, *in progress*)
- Nick Kleese (Curriculum & Instruction, 2021)
- Anna McNulty Taylor (Curriculum & Instruction, *in progress*)
- Anna Schick (Curriculum & Instruction, *in progress*)
- Jessie Smorodin Sarber (Curriculum & Instruction, *in progress*)
- Elise Toedt (Curriculum & Instruction, 2022)

## **K-12 Teaching Experience**

- 2006-17      **English Teacher:** Grades 9 and 10, Champlin Park High School (CPHS), Champlin, MN
- 2008-17      **Advancement Via Individual Determination (AVID) Program Coordinator:** CPHS, Champlin, MN
- 2008-17      **AVID Elective Teacher:** Grades 9 and 10, CPHS, Champlin, MN
- 2012-17      **Professional Development Facilitator:** CPHS, Champlin, MN

## **Professional Service**

### **Associate Editor**

2022- *Whiteness and Education*

### **Editorial Board Member**

2021- *Journal of Adolescent and Adult Literacy*

### **Ad hoc Manuscript Reviewer**

2020- *Curriculum Inquiry*

2019- *Equity & Excellence in Education*

2019- *Theory and Research in Social Education*

2018- *Whiteness and Education*

### **Conference Proposal Reviewer**

2022            **Reviewer for AERA Annual Meeting**  
 2021            **Reviewer for NCTE Annual Convention**  
 2018            **Reviewer for Outstanding Graduate Student Award: Critical Issues in Curriculum and Cultural Studies-SIG, AERA**

### **National Service**

2021-24        **NCTE Research Foundation Trustee:** Elected position for a term of 3 years  
 2019-20        **Section Co-chair Division B- Curriculum Studies:** Section 3- Theories, Methodologies and Philosophies of Curriculum Studies, AERA  
 2016-17        **Secretary/Treasurer:** Postcolonial Studies in Education-SIG, AERA

### **College Service**

2023            **Diversity Advisory Council:** CEHD, University of Minnesota  
 2020            **Racial Justice in Professional Education Task Force Member:** CEHD, University of Minnesota  
 2018-19        **CEHD Network Advisory Board Member:** University of Minnesota

### **Department Service**

2022-            **Race, Justice, and Equity Talk Series Committee:** C&I, University of Minnesota  
 2020-22        **Grad Studies Committee:** C&I, University of Minnesota  
 2019-            **Race, Justice, and Equity Council:** Students of Color Support Working group, C&I, University of Minnesota  
 2018-20        **Initial Licensure Program Scholarship Committee:** C&I, University of Minnesota  
 2018-20        **Teacher Scholars of Color Mentor:** C&I, University of Minnesota

2015- **English Education Advisory Board Member:** C&I, University of Minnesota

### **Community Outreach**

2021- **Advisory Board member:** Champlin Park High School International Baccalaureate Career Program

2014- **Co-founder of Anoka-Hennepin Teachers of Color Coalition:** Anoka Hennepin school district, Anoka, MN

- Dedicated to promoting the recruitment and retention of teachers of color
- Created a program to match student teachers of color with cooperating teachers of color
- Formed a mentorship program for teachers of color working in the Anoka-Hennepin school district

### **Professional Affiliations**

American Educational Research Association

- Division B- Curriculum Studies
- Division G- Social Context of Education
- Critical Issues in Curriculum and Cultural Studies- SIG
- Critical Examination of Race, Ethnicity, Class and Gender- SIG
- Postcolonial Studies in Education-SIG

National Association for Multicultural Education

National Council of Teachers of English