CURRICULUM VITAE

Decoteau J. Irby, Ph.D.

SUMMARY

Professor of educational leadership and policy studies. Education leadership researcher with emphasis on continuous improvement for equity and leadership practices that cultivate Black children and youth's academic achievement and socio-emotional well-being.

ACADEMIC APPOINTMENTS

University of Illinois at Chicago

2025-	Professor, Department of Educational Policy Studies
2024-	Co-Director, Center for Urban Education Leadership
2023-	Founding Director, Brothers Teaching Initiative
2018-2024	Associate Professor, Department of Educational Policy Studies
2018-2023	Director, UIC Call Me Mister Initiative
2015-2017	Assistant Professor, Department of Educational Policy Studies

University of Wisconsin-Milwaukee

2013-2015	Associate Director, Research Center for Urban Education Leadership Development
2010-2015	Assistant Professor, Department of Administrative Leadership

EDUCATION

2009	Ph.D., Urban Education, Temple University Dissertation: *Understanding the Zero Tolerance School Discipline Net: Net-widening, net-deepening, and the cultural politics of school discipline* Advisory Committee: Billie Gastic (Chair), Marc L. Hill, Will Jordan Examining Committee: Melissa Gilbert, Pauline Lipman
2004	M.A., Geography and Urban Studies, Temple University Thesis: *Hip-Hop, Urban Labor Markets, & "the American Dream": A study of African American men in Philadelphia* Committee: Melissa Gilbert (Chair), Judith Goode, & Ben Kohl

2002   B.S., Economics, College of Charleston

SCHOLARSHIP

Books

Irby, D. and Ishimaru, A. (eds.) (2025). *Doing the Work of Equity Leadership for Justice and Systems Change.* Teachers College Press.

Irby, D., Anderson, C. and Payne, C. (eds.) (2022). *Dignity-affirming Education: Cultivating the Somebodiness of Students and Educators.* New York, NY: Teachers College Press. Awards: 2022 INDIES Winner Honorable Mention, Education (Adult Nonfiction)

Irby, D. (2021). *Stuck Improving: Racial Equity and School Leadership.* Cambridge, MA: Harvard Education Press.

Irby, D. (2021). *Magical Black Tears: a Protest Story.* Illustrated by Dominique Duval-Diop. Derute Consulting Cooperative (Self Published)

Drame, E. and Irby, D. (eds.). (2016). *Black Participatory Research: Power, Identity, and the Struggle for Justice in Education.* New York, NY: Palgrave-MacMillan / Springer.

Edited Volumes

Irby, D. Section 5 Introduction: Critical Emerging Approaches. In Diem, S. and Young, M. (2024). Handbook of Critical Education Research: Qualitative, Quantitative, and Emerging Approaches. *Routledge.*

Irby, D., Meyers, C., and Salisbury, J. (2020). Improving Schools by Strategically Connecting Equity Leadership and Organizational Improvement Perspectives: Special Issue. *Journal of Education for Students Placed at Risk* (JESPAR). Available online.

Peer-Reviewed Journal Articles (*graduate student co-author)

Cho, V., Irby, D.J., and Borowiec, K. (2024). Technology and Discipline: Examining the Use of Apps for Classroom Behavior Management. *Teachers College Record.* doi: 01614681241235484.

Ishimaru, A., Irby, D. and Greene, T. (2023). The Paradox of Organizational Double Jeopardy: PreK-12 Equity Directors in Racialized and Gendered Educational Systems. *The Urban Review, 55,* 364–392 doi: 10.1007/s11256-022-00653-2

Irby, D., Green, T., and Ishimaru, A. (2022). PK-12 District Leadership for Equity: An Exploration of Director Role Configurations and Vulnerabilities. *American Journal of Education,* 128(33), doi*:* https://doi.org/10.1086/719120

Irby, D. and *Coney, K. (2021). The 1994 Gun-Free Schools Act: Its effects 25 years later and how to undo them. In Special Issue: Advancing Racial Equity in Education in an Era of Mass Incarceration. *Peabody Journal of Education.* doi: 10.1080/0161956X.2021.1991690

Salisbury, J. and Irby, D. (2020). Leveraging Active-Learning Pedagogy in a Scaffolded Approach: Reconceptualizing Instructional Leadership Learning. *Journal of Research on Leadership Education.* doi: 10.1177/1942775120936300

Irby, D., Meyers, C., and Salisbury, J. (2020). Improving Schools by Strategically Connecting Equity Leadership and Organizational Improvement Perspectives: Introduction to Special Issue. *Journal of Education for Students Placed at Risk (JESPAR),* doi: 10.1080/10824669.2019.1704628

Irby, D., Drame, L., Clough, C., & *Croom, M. (2019). Sometimes things get worse before they get better: A counter-narrative of white suburban school leadership for racial equity. *Leadership and Policy in Schools*, 18(2), 195-209. doi: 10.1080/15700763.2019.161186.

Irby, D. & *Clark, S. (2018). Talk it (Racism) Out: Race Talk and Organizational Learning. *Journal of Educational Administration,* 56(5), 504-518. doi: 10.1108/JEA-01-2018-0015

Irby, D. (2018). Mo' Data, Mo' Problems: Making Sense of Racial Discipline Disparities at a Large Diversifying Suburban High School. *Educational Administration Quarterly*. Online first, 1 – 30. doi: 10.1177/0013161X18769051
https://doi.org/10.1177/0013161X18769051

Mawhinney, L., Irby, D.J., & *Roberts, E. (2016). Passed along: Black Women reflect on the long-term effects of social promotion and retention in schools. *International Journal of Educational Reform, 52*(2), 154-169.

Slaten, C., Irby, D., Tate, K., & *Rivera, R. (2015). Towards a critically conscious approach to social and emotional learning in alternative education: school staff members' perspectives. *Journal for Social Action in Counseling and Psychology, 7*(1), 41-62.

Drame, E. R., & Irby, D. (2015). Positionality and Racialization in a PAR Project: Reflections and Insights from a School Reform Collaboration. *The Qualitative Report*, *20*(8), 1164-1181. Retrieved from http://nsuworks.nova.edu/tqr/vol20/iss8/2

Irby, D. (2015). Urban is Floating Face Down in the Mainstream: Using Hip-Hop Based Education Research to Resurrect "The Urban" in Urban Education**.** *Urban Education*, 50(1), 7-30. doi: 10.1177/0042085914563183

Irby, D. (2014). Revealing Racial Purity Ideology: Fear of Black–White Intimacy as a

Framework for Understanding School Discipline in Post-Brown Schools. *Educational Administration Quarterly (Special Issue on 60th Anniversary of Brown v. Board). 50*(5), 783-795. doi: 10.1177/0013161X14549958

Irby, D. (2014). Trouble at School: Understanding School Discipline Systems as Nets of Social Control. *Equity and Excellence in Education (Special Issue on Understanding and Disrupting the School-to-Prison Pipeline). 47*(4), 513-530. doi: 10.1080/10665684.2014.958963

Irby, D. & *Clough, C. (2014). Consistency Rules: A critical exploration of a universal principle of school discipline. *Pedagogy, Culture, and Society. 23*(2), 153-173. doi: 10.1080/14681366.2014.932300

Irby, D. & Mawhinney, L. (2014). Strategies for Dropout Prevention: Partnering with formerly incarcerated adult non-completers. *Preventing School Failure: Alternative Education for Children and Youth. 58*(2), 2-10. doi: 10.1080/1045988X.2013.785923

Irby, D. & Thomas, C. (2013). Early Arrival or Trespassing?: Leadership, school security, and the right to the school. *Journal of Cases in Educational Leadership, 16*(4), 68-75. doi: 10.1177/1555458913517699

Irby, D., Petchauer, P., & Kirkland, D. (2013). Engaging Black males on their own terms: What schools can learn from Black males who produce hip hop. *Multicultural Learning and Teaching*, *8*(2), 15-36. doi: 10.1515/mlt-2013-0009

Irby, D., Hall, H.B., & Hill, M.L. (2013). Schooling Teachers, Schooling Ourselves: Reflections and insights from teaching K-12 teachers how to use hip-hop in their classrooms. *International Journal of Multicultural Education, 15*(1), 1-18.

Irby, D. (2013). Net-deepening of School Discipline. *The Urban Review*, *45*(2), 197-219. doi: 10/1007/s11256-012-0217-2

Irby, D., Mawhinney, L. & *Thomas, K. (2013). Using a Participatory Action Research Framework to Re-imagine Dropout Prevention Planning: Considerations for school and community leaders. *Educational Action Research, 21*(2), 267-283. doi: 10.1080/09650792.2013.789732

Irby, D. & *Hall, H.B. (2011). Fresh Faces, New Places: Moving beyond teacher-researcher perspectives in hip-hop based education. *Urban Education, 46*(22), 216-240. doi: 10.1177/0042085910377513

Gastic, B., Irby, D.J., & Zdanis, M. (2008). When Stakeholders Rebel: Lessons from a Safe Schools Program. *Studies in Educational Evaluation, 34*(4), 208-211. doi: 10.1016/j.stueduc.2008.10.004

Hill, M., Perez, B., & Irby, D. (2008). Street Fiction: What is it and what does it mean for English Teachers? *English Journal, 97*(3), 76-81. Retrieved at: http://www.jstor.org/stable/30046836

Book Chapters

Irby, D., Carpenter, B., and Young, E. (2022). *Let's Build: (Re)Imagining "Successful" University-District-Community Partnerships.* In Welton, AJ and Diem, S. (eds.) Strengthening Anti-Racist Educational Leaders. Bloomsbury Publishing.

Irby, D. (2022). *Power, Education, and Self-Determination: Matters of Dignity.* In Irby, D., Payne, C., and Anderson, C (2021). Dignity-affirming Education: Cultivating the Somebodiness of Students and Educators. New York, NY: Teachers College Press.

Irby, D. (2021). *The Ways We Parented.* In Theoharis, G. and Lowenhaupt, R. (eds.) *Pandemic Parenting.* Information Age Publishing.

Irby, D. (2017). The Indignities on which the School-to-Prison Pipeline is built: Life Stories of Two Formerly Incarcerated Black Male School-Leavers. In Okilwa, N., Muhammad, K., and Briscoe, F. (eds.) The School-to-Prison Pipeline: *The Role of Culture & Discipline in School, 15-40.* Bengly, UK: Emerald Books.

Irby, D. (2016). Working with Adult Non-Completers to Address the Dropout Problem. In Drame, E. & Irby, D. (eds.). (2016). *Black Participatory Research: Power, Identity, and the Struggle for Justice in Education, 71-85.* New York, NY: Palgrave-MacMillan.

Irby, D. and Hall, H.B. (2013). Moving beyond teacher-researcher perspectives in hip-hop based education. In Petchauer, E. and Hill, M.L. (eds.) *Schooling Hip Hop: Expanding Hip-Hop Based Education Across the Curriculum, 95-117.* New York: Teachers College Press. (Note: reprint of 2011 Urban Education article)

Irby, D. and Petchauer, E. (2012). Hustlin' Consciousness: Critical Education using Hip Hop Modes of Knowledge Distribution. In Porfilio, B. Viola, M. (eds.) *Hip-Hop(e): The Cultural Practice and Critical Pedagogy of International Hip-Hop (Adolescence, Schools, and Society Series), 302-322.* New York: Peter Lang.

Irby, D. (2007). A Response to Gustavson. In Hill, M., & Vasudevan, L. (eds.) *Media, Learning, and Sites of Possibility, 117-118.* New York: Peter Lang.

Book Reviews

Irby, D. (2013). America's Education Deficit and the War on Youth. *Teacher's College Record.* Retrieved at: http://www.tcrecord.org/Content.asp?ContentID=17319

Irby, D. (2012). Multicultural Girlhood: Racism, sexuality, and the conflicted spaces of

American education. *Gender and Education*, *24*(4), 462-64. doi: 10.1080/09540253.2012.686261

Publications submitted, under revision, or in progress

Allen, L., Salisbury, J. and Irby, D. (eds.) (2024). B-Sides: Undertold Stories of Educational Leadership and Improvement in Black and Brown schools. *SUNY Press*. (contracted for December 2025 release)

Irby, D. (revision submitted 9.2023). Principals of Color and Their Influential Presence in K-12 Schools. *Journal Masked.*

Irby, D. and Han, A. (revision submitted 9.2023). The Equity Data Challenge: A Critical Inquiry into what Counts as Racial Equity Improvement. *Journal Masked.*

Reports and Other Publications

Irby, D. (2021). Race-conscious Preparation and Support Approaches for Asian, Black, Latinx, and Native K-12 Leaders: A White Paper. *Spencer Foundation.* Chicago, IL.

Irby, D., Green, T., Ishimaru, A., Clark, S.P., and Han, A. (2021). K-12 Equity Directors: Configuring the Role for Impact. *Center for Urban Education Leadership at University of Illinois at Chicago.* Chicago, IL.

Irby, D. (2015). Dignity-based BMOC work: What it is and why it matters. *Research Center for Urban Education Leadership Development.* University of Wisconsin – Milwaukee. Milwaukee, WI.

Irby, D. & Birkhold, M. (2013). The Challenge of Disruptive Leadership in Dallas ISD: An examination of the Miles administration's goals and leadership practices. *A report commissioned by The Foundation for Community Empowerment*. Dallas, TX.

Irby, D. (2011). The 'New' Disdain for Teachers: A gender analysis of anti-teacher sentiment and union-busting. *Social Justice Leader: a newsletter of the American Educational Research Association's Social Justice Leadership SIG of American Educational Research Association*: Washington, D.C.

Irby, D., Mawhinney, L., Salasin, H., &Thomas, K. (2011). Using a Participatory Action Research (PAR) Framework to Re-imagine Dropout Prevention Planning: Process Report. *White Paper.*

Irby, D. (2011). Using a Participatory Action Research (PAR) Framework to Re-imagine Dropout Prevention Planning: A Research Brief. *AAKT Concepts, LLC*: Philadelphia, PA.

Irby, D.; Zdanis, M. & Pitts, L. (2010). Local Evaluation of the William Penn School District

Safe Schools/Healthy Students Initiative: Year 4 Final Evaluation Report. *AAKT Concepts LLC*: Philadelphia, PA.

Irby, D. (2006) "Do the Knowledge": A Standards Based Hip-Hop Learning Guide. *Art Sanctuary (with funding from Samuel Fels Foundation):* Philadelphia, PA.

PROFESSIONAL PRESENTATIONS

Refereed Paper Presentations

Fleming, J. and Irby, D. (2023). *Developing the Black and Brown Brothers Teaching (B3T) Initiative: An inquiry in Challenges and Successes.* Division J – Postsecondary Education/Division J - Section 2c: Assessing College Student Success and Impact. AERA 2023. Chicago, IL.

Rigby, J., Salisbury, J., Irby, D., Diem, S., Welton, A., Emedi, T., & Jeannot, C. (2022). Leading for racial justice through cross-racial collaborations. In *University Council for Educational Administration Conference*. Seattle, WA.

Allen, L., Salisbury, J., Irby, D., Henderson, A., Knight, N., & Mathews, K. (2022). *The B- Sides: Urban school leadership and the under-told stories of instructional improvement*. In American Educational Research Association. San Diego, CA.

Irby, D. (2022). Invited Panelist. *Police-free Schools: Education Research and Antiracist Movements Presidential Session.* American Educational Research Association Annual Meeting. San Diego, CA.

Irby, D. and Han, A. (2022). *The Equity Data Challenge: A Critical Inquiry into what Counts as Racial Equity Improvement.* American Educational Research Association Annual Meeting. San Diego, CA.

Green, T., Ishimaru, A., and Irby, D. (2022). *Confronting Inequities: Theories of Change in the District-Level Equity Directorship.* American Educational Research Association Annual Meeting. San Diego, CA.

Irby, D. (2021). Organizer and Chair. *B-Sides: Urban School Leadership and the Undertold Stories of Instructional Improvement*. Paper Symposium. UCEA Convention 2021. Columbus, OH.

Green, T., Ishimaru, A., and Irby, D. (2021). *Confronting Inequities: an Examination of District-level Equity Directors' Priorities and Practices.* In Leading for Equity: School and District Leadership for Socially Just and Equitable Schools Paper Session. UCEA Convention 2021, Columbus, OH.

Irby, D. Green, T., Han, A., Horne, J., Ishimaru, A., Martinez, F., Clark, S., and Smith, T. (2021). *As Equitable as Possible ... to What Ends? Researcher Identity, Equity, and*

Relationships in a Multi-University Research Collaboration Critical Conversation Session. UCEA Convention 2021, Columbus, OH.

Irby, D. Carpenter, B., and Young, E. (2021). *Let's Build: (Re)Imagining "Successful" University-District-Community Partnerships.* In Strengthening Anti-Racist Educational Leaders in Turbulent Times Critical Conversation Session. UCEA Convention 2021, Columbus, OH.

Irby, D. (2021). *The Ways We Parented.* In Parenting in the Pandemic: A Collision of School, Work, and Life at Home Critical Conversation Session. UCEA Convention 2021, Columbus, OH.

Ishimaru, I., Irby, D., and Green, T. (2020). *Power & Positionality: Intersections of Race & Gender in the Era of the Equity Director.* In Power and Positionality in the Question for Racial Equity Research Presentation. UCEA Convention 2020. Virtual.

Irby, D. (2019). *Organizational Racial Resources: Key Levers for Fostering Racial Equity in School Change Efforts.* In Structures and Practices for Socially Just and Equitable Schools Roundtable Session. University Council for Educational Administration Convention, New Orleans, LA.

Irby, D. (2019). *What is a Nodeeting? Leadership Structure, Routines, and Practices in a Racial Equity Cooperative.* In Exploring New Discourses in Educational Leadership Paper Session. University Council for Educational Administration Convention, New Orleans, LA.

Irby, D. (2019). *Inquiry-Driven Racial Equity Leadership: A Cycle of Inquiry Approach to School-Wide Racial Learning and Improvement.* In Transformative Leadership for School Improvement and Student Success Paper Session. University Council for Educational Administration Convention, New Orleans, LA.

Green, T., Irby, D., and Ishimaru, A. (2018). *PreK-12 Equity Directors: Role Configurations, Constraints, and Affordances.* In Paper Session: Roles and Efficacy of Teachers and Leaders. University Council for Educational Administration Convention, Houston, TX.

Green, T., Irby, D., & Ishimaru, A. (2018). *A First Look at the Pre-K–12 Equity Director: A Critical Inquiry Into Role Configurations, Constraints, and Affordances* in Session Leading With Diverse Students in Mind. American Educational Research Association Annual Meeting. New York, NY.

Irby, D. (2018). *Way More Than Five Minutes: Racial Predicaments of Supporting Black Doctoral Students' Academic Writing Development.* In Symposium Session Examining Ourselves in Service of Our Mission: Teaching Leadership for Social Justice. American Educational Research Association Annual Meeting. New York, NY.

Irby, D. (2018). Sometimes Things Get Worse before They Get Better: a counter-narrative of white anti-racist leadership. In Session: School Leadership and the Public Good: Reclaiming Community, Advocacy, and Justice. American Educational Research Association Annual Meeting. New York, NY.

Irby, D. (2017). *Dignity-centered Leadership for School-aged Black boys: An Introduction and Implications for School Leaders.* University Council for Educational Administration Convention. Denver, CO.

Irby, D. & Swanson, J. (2017). *Racially Conscious Discipline Culture and Climate Improvement: A Leadership Model for Rethinking Discipline Reform*. University Council for Educational Administration Convention. Denver, CO.

Irby, D. (2017). *What Race-Talk May Reveal about a School's Capacity to Improve: Race, teacher talk, and problem framing in formal conversations about school discipline.* Urban Secondary School Conference. University of Minnesota. Minneapolis MN.

Irby, D. (2017). *Schools, Prisons, and the Dignity of Black Boys: disrupting the statistical discourse of Black male dysfunction.* In Research Focus on Black Education SIG. American Educational Research Association Annual Meeting. San Antonio, TX.

Irby, D. (2017). *Stuck Improving: Exploring the Emotional Underpinnings of a Racial-Equity School Improvement Project*. In Division A, Section 3: School and District Improvement. American Educational Research Association Annual Meeting. San Antonio, TX.

Irby, D. (2016). *Stuck Getting Ready: Exploring the Emotional Underpinnings of a Racial-Equity School Improvement Project*. In Symposium Leadership for Justice or Just Leadership? Reimagining School Leadership Amid Community Disinvestment, Gentrification, and Corporate Reform. University Council for Educational Administration Convention. Detroit, MI.

Irby, D. (2016). *What Race-Talk May Reveal about a School's Capacity to Improve: Race, teacher talk, and problem framing in formal conversations about school discipline.* UCEA Program Center for the Study of Leadership in Urban Education Proposal. University Council for Educational Administration Convention. Detroit, MI.

Irby, D. (2016). *Making Sense of Racial Discipline Disparities in a Diversifying Suburban High School.* University Council for Educational Administration Convention. Detroit, MI.

Irby, D. (2015). *Dignity-based Black Male Achievement: What it entails and its relevance for social justice leadership.* Presented at 2015 University Council for Educational Administration Convention. San Diego, California.

Irby, D., Drame, L. Stolen, T. and Clough, C. (2015). *Using Multiple Data Sources to Understand Problems with School Discipline: Data, Race-consciousness, and addressing disproportionality.* In Session: Developing Tools for Equity Awareness in School Improvement: Support, Development, and Networking for Teachers and Leaders American Educational Research Association Annual Meeting. Division A, Section 3: School and District Improvement. Chicago, IL.

Irby, D. (2014). *Fewer Incidents but Feeling Less Safe: Revisiting the climate and culture distinction in the context of a school safety initiative*. American Educational Research Association Annual Meeting. Philadelphia, PA.

Drame, L. and Irby, D. (2014). *Positionality and Racialization in a PAR project: Reflections and insights from a school reform collaboration.* American Educational Research Association Annual Meeting. Philadelphia, PA.

Irby, D. and Clough, C. (2013). *Consistency Rules: A critical exploration of a universal principle of school discipline.* (NOTE: title in program *Disciplinary Philosophies and School Culture: An Exploration of Teacher Beliefs and School Practices*) Session: Setting Students Up: The (Il)Legitimacy of School Discipline. American Educational Research Association Annual Meeting 2013. San Francisco, CA.

Irby, D.J. (2013). *Understanding the Nested Nature of Racialization in the context of participatory and Collaborative Research.* Session: Critical Geography Perspectives in Educational Research. Association of American Geographers Annual Meeting. Los Angeles, CA. April, 2013.

Irby, D., Welton, A., Beachum, F., Thomas, C., & Huggins, D. (2012). *Leaders Creating Space for Social Justice Dialogue and Action.* Critical Conversation Session. UCEA Convention 2012. Denver, Colorado.

Reed, L., Wallace, L., & Irby, D. (2012). *The Aspiring Principals Program: School District-University Collaboration.* Critical Conversation Session. UCEA Convention 2012. Denver, Colorado.

Irby, D. & Mawhinney, L. (2012). *Community Strategy Development for Urban Dropout Prevention: A Qualitative Partnering with Formerly Incarcerated Adult Non-Completers.* Ethnography in Education Research Forum. University of Pennsylvania Center for Urban Ethnography. Philadelphia, PA.

Irby, D. and Mawhinney, L. (2012). *Using Participatory Research Principles to Rethink Dropout Prevention Planning in Urban Communities.* SIG-Family, School, Community Partnerships' Supporting Youth Through Family, School, and Community Involvement Roundtable. AERA 2012 Annual Meeting. Vancouver, Canada.

Irby, D. and Petchauer, E. (2012). *Hustlin' Consciousness: Critical Education using Hip*

Hop Modes of Knowledge Distribution. SIG-Critical Educators for Social Justice's Remaking Hip-Hop-Based Education: From a Source for Social Reproduction to a Pedagogy of Liberation Roundtable Session. AERA 2012 Annual Meeting. Vancouver, Canada.

Irby, D. (2012). *More than What is 'Supposed' to Happen: The broader text of school discipline policy and what it means for school administrators.* Safe Schools and Communities SIG School Discipline "Matters": Exploring the Education and Policy Contexts Symposium. AERA 2012 Annual Meeting. Vancouver, Canada.

Irby, D. (2012). *Understanding and Facilitating the Professional Development of "Rida" Educators in Urban School Professional Learning Communities.* Leadership for Social Justice SIG Symposium. AERA 2012 Annual Meeting. Vancouver, Canada.

Irby, D. & Gilbert, M. (2012). *The 'Urban' in Urban Education: Conceptions, Questions, and Implications.* Division G Section 5: Social Context of Research on Schools and Communities. Rethinking Urban Education Roundtable. AERA 2012 Annual Meeting. Vancouver, Canada.

Irby, D. (2011). *Constructing Behavioral Expectations for Schools: An Analysis of Codes of Student Conduct Rule Structures and Changes.* Safe Schools and Communities SIG. AERA Annual Meeting 2011, New Orleans, L.A.

Irby, D. & Thomas, C. (2010). *The Bridge that Gun Free Schools Act of 1994 Built: An Inquiry into the increased role of security in public schools*. University Council for Educational Administration 2010 Annual Meeting. New Orleans, L.A.

Irby, D. & Hall, H.B. (2009). *Schooling Teachers, Schooling Ourselves: What K-12 school teachers want to know about using hip-hop in their classrooms*. Division G – Social Context. AERA Annual Meeting, San Diego, CA.

Irby, D. (2009). *Net-Deepening: Reconceptualizing youth criminalization for the school context.* Safe Schools and Communities SIG. AERA Annual Meeting, San Diego, CA.

Gastic, B., & Irby, D. (2008). Do Student Uniforms Improve Schools? A Longitudinal Study of Philadelphia's Public Schools. 2008 AERA Annual Meeting, New York, NY.

Irby, D. (2008). *Using Ethnographic Content Analysis to Investigate Changes in School Disciplinary Policies: Researching net-widening and net-deepening.* Harvard Graduate School of Education Graduate Research Conference.

Irby, D. (2008). *Understanding the Zero Tolerance Era Discipline Net: Preliminary findings from a content analysis of codes of student conduct.* 2008 AERA Annual Meeting, New York, NY.

Invited Presentations

Irby, D. and Ishimaru, A. (2021). Facilitators. Networking Session: Designing Quality Research Studies. UCEA Convention 2021. Columbus, OH.

Irby, D. (2020). Panelist. *Real Talk for Real Change: Addressing Inequities in School Policies, Policing, and Discipline Practices.* University of Wisconsin-Madison.

Irby, D. (2019). Presenter. *A Courageously Confrontational School Culture.* Keynote Research Panel. International Bullying Prevention Association 2019 Conference. Chicago, IL.

FUNDED PROJECTS

Research Projects

Irby, D. (PI), with Co-PIs: Hall, J. Maggin, D. Chval, K., Tingwall, A. and Swartley, D. (2024-2026). *Strategic Partnership for Advancing Research Knowledge and Leadership for Equity.*
Sponsor: William T. Grant Foundation Institutional Challenge Grant
Funding Requested: $650,000.00. Funded.

Irby, D. (PI) with Co-PI: Salisbury, J. (2025-2026). *Increasing and Strengthening Black Students' sense of belonging: A Comprehensive Approach to Improving Outcomes at Scale.*
Sponsor: US Department of Education (Institute of Education Sciences).
Funding Requested: $497,225.00. Funding Pending.

Irby, D. (2022-2024). *Stuck Improving Visualization Project.*
Sponsor: UIC Chancellor's Award for Creativity.
Funding Requested: $12,000.00. Funded.

Irby, D. (PI), Green, T. (Co-PI), Ishimaru, A. (Co-PIs). (2020 - 2024). *Project Title: Leadership Activity in the Era of the Equity Director: Racial-Historical Contexts, Proliferation, and District Organizational Change.*
Sponsor: Spencer Foundation Large Grant.
Funding Requested: $499,997.00. Funded.

Development Projects

Irby, D. (2024-2025). *Brothers Teaching Expansion Appropriation from the Legislature of the State of Illinois.*
Sponsor: Illinois State Department of Health and Human Services.
Funding Requested: $750,000.00. Funded at $500,000.00

Irby, D. (2020 – Present). *Brothers Teaching Initiative (formally UIC Call Me Mister).*
Sponsor: IMC Foundation
Funding Requested: $600,000.00. Funded.

Irby, D. (PI), with Co-PIs: Maggin, D., Brown, C. Salisbury, J., and Barron, C. (2024-2025) *Office of Diverse Learner Support Services Executive Leadership Training.* Sponsor: Chicago Public Schools. Funding Requested: 250,258.00. Not Funded.

Research Projects – Funded, Completed, Funding Not Pursued

Green, T., Irby, D., & Ishimaru, A. (Co-PIs). (2017). *A first look at PreK-12 District Equity Directors: A critical inquiry into role configurations, affordances, and restraints.* Funding not pursued.

Irby, D. (2013-2018). *School Climate and Discipline Improvement Project*. Funding not pursued.

Irby, D. (PI), Reed, L., and Swaminathan, R. (Co-PIs). *Intensive Voluntary Principal Professional Development: Exploring long-term effects of the Aspiring Principals Program on leadership behavior and school improvement*. SOE Institute for Excellence in Urban Education Grant. Completed. $25,000. Funded August 2014-August 2015.

Irby, D. (PI). Principal, *Measuring School Discipline Nets: An Instrument Development Project.* SOE Institute for Excellence in Urban Education Grant: $19,500. Funded August 2011-July 2012. Resulted in 1 peer-reviewed publication.

Irby, D., Mawhinney, L. (Co-PIs). *Fostering Collective Decision-Making Through Addressing the High School Drop-Out Problem with Former Prison Inmates: A Pilot Study.* Institute for Schools and Society, Temple University & AAKT Concepts LLC Knowledge Division. Philadelphia, PA. $48,000. Funded September 2009 – December 2010. Resulted in 2 peer-reviewed publications, 2 book chapters.

CONSULTANCIES AND PROGRAM DESIGNS

Irby, D. (PI). Shaping a Cooperative Vision for Boys and Men of Color Milwaukee: A needs assessment. City of Milwaukee Mayor's Office and Black male achievement advisory council. $23,000.00. Funded 2014-15.

Reed, L. & Swaminathan, R. (Co-PIs). Milwaukee Public Schools Emerging Leaders Program Milwaukee, WI, Grant Team: Swaminathan, R. (Co-PI); Wallace, L.; Irby. D.; Bales, B.; Schneider, G.; Joynt, T. ($137,000). Funded 2013 – 2014.

Reed, L. & Swaminanthan, R. (Co-PIs). Milwaukee Public Schools Aspiring Principal Program, Milwaukee, WI. Grant Team: Swaminathan, R. (Co-PI); Consecio. S.; Wallace, L.; Irby. D.; Bales, B.; Schneider, G.; Joynt, T. ($200,000). Funded 2012 – 2013.

Irby, D. (PI). *Year 4 Evaluation of the Safe Schools/Healthy Students Initiative.* AAKT Concepts LLC. Philadelphia, PA. Evaluation: $89,484.00. Funded 2009-10.

Irby, D. (PI). Program Evaluation of First Person Documentary Project College Ambassadors

Program. *Temple University Urban Affairs Research Collaborative*. $10,000. Funded Summer 2007.

PUBLIC SCHOLARSHIP & ENGAGEMENT

Creative Activities

Magical Black Tears Children Museum Exhibition
https://www.magicalblacktears.com/

Stuck Improving Visualization Project
https://stuckimproving.com/about/

Select Keynotes

University of Dayton EdD Immersion Keynote Speaker, July 2023 and November 2023

Fordham University's Graduate School of Education Barbara L. Jackson Speaker Series, October 2023

University of Minnesota LEAD (Leading in Equity Action and Diversity) for K-12 Systems Improvement Conference, August 2023: https://www.cehd.umn.edu/lead/program/

Greater Rochester Antiracist Education Virtual Conference: Teaching, Action, Equity, & Justice. March 2023: https://events.rochester.edu/event/2022_greater_rochester_antiracist_education_conference_teaching_action_equity_and_justice_109

Two-Year *College English Association National Conference*, February 2023: https://cccc.ncte.org/wp-content/uploads/2023/01/2023-CCCC-Conv-Wednesday.pdf

Wisconsin State Reading Association Conference, February 2023: https://www.wsra.org/assets/Conference/Conference_2023/Printer%20Friendly%20Final%202023%20Program.pdf

University of Minnesota Urban Leadership Academy, January 2023: https://innovation.umn.edu/ula/2022-23-ula-workshops/

Milwaukee Public Schools Early Start Institute, August 2022: https://mps.milwaukee.k12.wi.us/News/Early-start-schools-begin-August-15.htm

Chicago Museum of Science and Industry Fusing Equity in Whole School STEM Reform Conference, July 2022: https://www.msichicago.org/education/research-and-education-strategy/conferences/stem-school-equity/session-leaders/

Rock County YWCA Annual Racial Justice Conference, November 2022:
https://www.ywcarockcounty.org/blog/2022/09/06/ywca-rock-county-announces-keynote-speakers-for-8th-annual-racial-justice-conference/

Illinois Education and Career Success Network Conference, February 2021:
https://ilsuccessnetwork.org/wp-content/uploads/2021/02/Curated-White-Racial-Discomfort-by-Decoteau-Irby.pdf

Select Podcasts

A conversation on Racial Equity and School Leadership. *Leading Equity Podcast*: https://www.leadingequitycenter.com/267

A discussion of Stuck Improving: Racial Equity and School Leadership. *The Better Leaders Better Schools Podcast with Daniel Bauer*
https://www.betterleadersbetterschools.com/stuck-improving-racial-equity-and-school-leadership/

What to Do When Your Equity Work Seems Stuck. *Racially Just Schools.*
https://podcasts.apple.com/us/podcast/what-to-do-when-your-racial-equity-work-seems-stuck/id1581277830?i=1000540126111

Racially Just Schools
https://podcasts.apple.com/us/podcast/what-to-do-when-your-racial-equity-work-seems-stuck/id1581277830?i=1000540126111

Uplifting Impact
https://www.deannasingh.com/uplifting_impact/diversity-equity-and-inclusion-in-education

Principal Center Radio
https://podcasts.apple.com/us/podcast/decoteau-irby-stuck-improving-racial-equity-school/id925371726?i=1000558077419

Trending in Education: https://trendingineducation.com/2021/12/stuck-improving-pursuing-racial-equity-in-a-suburban-school/

BackTalk: https://www.youtube.com/watch?v=1olYgtC6LKk

Black Family Table Talk: https://podcasts.apple.com/us/podcast/s7-e2-breaking-bad-in-school/id1515532968?i=1000564693275

Project Parenthood
https://podcasts.apple.com/us/podcast/creating-equitable-schools-with-dr-decoteau-j-irby/id215445813?i=1000568712874

Education On Fire https://podcasts.apple.com/us/podcast/education-on-fire-sharing-creative-and-inspiring/id1185244875

What's the Value?
https://podcasts.apple.com/us/podcast/grace-decoteau-irby/id1562010603?i=1000567605624

Parenting Decolonized https://parentingdecolonized.com/episode-53-conscious-parenting-techniques-that-work-with-decoteau-irby/

Colors: A Dialogue on Race in America https://www.podcastone.com/episode/-EP-110--Racial-equity-in-schools--does-it-really-exist

The San Francisco Experience https://www.thesanfranciscoexperiencepodcast.com/stuck-improving-racial-equity-and-school-leadership-talking-with-author-dr-decoteau-irby/

New Books in African American Studies https://podcasts.apple.com/us/podcast/decoteau-irby-stuck-improving-racial-equity-and/id425190500?i=1000578390889

Dope Black Dads https://shows.acast.com/dope-black-dads-podcast/episodes/racial-awareness-and-justice-in-suburban-schools

Conversations with Calvin https://www.youtube.com/watch?v=OS32mYqYL8g&t=459s

Leading Equity https://www.leadingequitycenter.com/267

2 Black Moms & A Mic https://www.2blackmomsandamic.com/podcast/episode/795e965f/lets-talk-racial-equity-in-schools-with-dr-decoteau-irby-author-of-stuck-improving

TEACHING

University Teaching

2015 – University of Illinois at Chicago
ED202: Controversies in US Schooling
ED504: Educational Research in Urban Contexts
EDPS 550: Improving Education Organizations
EDPS 556: Leading Classroom Diagnostics and Interventions
EDPS 586A: Practitioner Inquiry in Schools
EDPS 586B: Practitioner Inquiry in Schools
EDPS 594: Special Topic: Black Males and Educational Opportunity
EDPS 594: Special Topic: Theory and Design of Cooperative Organizations

2010 – 15 University of Wisconsin – Milwaukee
EDUC 701: Issues in Urban Education (doctoral)
ADLDSP 832: Educational Politics and Policy Making (doctoral)
ADLDSP 752: School Law (masters)

ADLDSP 732: Politics of Education (Traditional and Online) (masters)
ADLDSP 829: Advanced Techniques in Qualitative Data Analysis (doctoral)
ADLDSP 828: Introduction to Computer Assisted Qualitative Data Analysis Software (CAQDAS) (new course) (doctoral)
EDUC 901: Doctoral Seminar in Urban Education (doctoral)

2006 – 10   Arcadia University, Glenside, PA
ED 501: Theory and Practice in Urban Education (masters)
ED 501.ONL: Theory and Practice in Urban Education Online (masters)
ED 503: Cultural Foundations of Education in the United States (masters)
ED 505: General Foundations of Education in the United States (masters)
ED 505.ONL: General Foundations of Education in the U.S. Online (masters)
ED 110: Teaching for Learning (undergraduate)

2008 – 09   University of San Francisco
ED 706: Educational Leadership (doctoral)
IME 698/798: Urban Education (doctoral)

2005 – 10   Temple University, Philadelphia, PA
UA 1177: Black Males in Urban Society (Department of Geography and Urban Studies) (undergraduate)
UE 060: Schooling and Development in "Third World" Societies (undergraduate)

2010   City College of New York (CUNY)
SOC C1266: Race, Policy, and Schools (Sociology dept.) (masters)

2007   University of Pennsylvania
TFA: Child and Adolescent Development (Teach for America Credentialing Program) (masters)

STUDENT ADVISING

Ph.D. Dissertations (*Chaired/^In Progress)

*^Robinson, C. (202-). *Black Male Leadership in K-12 Schools: The Challenges Encountered and How They Cope.* UIC Policy Studies in Urban Education: Concentration in Educational Organization and Leadership.

Muniz, D. (2024). *Superintendent and Equity Director Perspectives on the Equity Director Position in Suburban School Districts.*, Temple University, Doctorate of Education Program.

Han, A. (2023). *Study of K-8 Mathematics Teachers' Agency and Learning within a Research-Practice Partnership.* UIC Curriculum and Instruction (Math and Science Concentration).

*Rivera, R. (2023). *Understanding Critical Well-Being: Repurposing Social and Emotional Learning to Champion Radical Love, Healing, and Social Justice in Tumultuous Times.* UIC Educational Psychology: Concentration in Human Development and Learning.

*Clark, S. (2022). *Interactions Among Black Families and Black Teachers amidst Racism and Anti-blackness.* UIC Policy Studies in Urban Education: Concentration in Educational Organization and Leadership.

Castro, D. (2022). Schooled to the Streets? Exploring the Relationship between K-12 Educational *Experiences and Early Careers in Activism.* Loyola University Ph.D. in Cultural and Educational Policy Studies.

Brunson, F. (2020). Organizational Conditions for Culturally Responsive Pedagogies: Looking at African American Schools. UIC Policy Studies in Urban Education (Education Leadership and Policy Concentration)

Hall, E. (2020). Keepers of West-African Humanism and Traditional Healing: African oral tradition and narrative praxis in the storytelling from African descended elders and youth in Chicago. UIC Policy Studies in Urban Education (Social Foundations Concentration)

Rosario-Moore, A. (2018). Organizational Habitus and College Choice: A Comparative Case Study of Two Majority- Black Neighborhood Public High Schools. UIC Policy Studies in Urban Education (Education Leadership and Policy Concentration)

*Jones, N. (2016). *Difference Makers: A multi-case study of the conditions under which superintendents build equitable learning environments to support Black students*. UWM Administrative Leadership. (Co-chair with Dr. Barbara Bales)

Stolen, T. (2016). *Understanding how Students with Learning Disabilities from an Urban Environment Experience Nature-based Informal Learning.* UWM Exceptional Education.

Tucker, A. (2016). Talkin' Back and Shifting Black: Black Motherhood, identity development, and doctoral study. UWM Administrative Leadership Higher Education.

Dubrosky, R. (2015). *Lived Experiences of Nursing Autonomy: A Phenomenological Exploration*. UWM Nursing.

Manogue, D. (2014). *Changing Student Demographics and Suburban School Leadership.* UWM Administrative Leadership.

Baylor, A. (2014). *Sankofa: Traditions of mentoring among Black women educators.* UWM Education Policy and Community Studies.

Clarksen, C. (2014). *Why Teachers Stay: Elementary teachers' perceptions of the job since legislative reforms in Wisconsin*. UWM Administrative Leadership.

Thomas, C. (2013). *Compelled to be Connected: An Ethnographic exploration of organizational culture, work-life balance, and the use of mobile workplace technologies.* UWM Administrative Leadership.

Alvarado, N. (2013). *Staying in the Middle: Latinos/as as Negotiators of their Social Cultural, and Linguistic Capital.* UWM Curriculum and Instruction.

Heiden, J. (2012). *The lived experiences of 24/7 mobile technology on educators*. UWM Administrative Leadership.

Wilson, S. (2011). *Spirituality and Transformational Learning: How urban residents abandoned a life of violence.* UWM Administrative Leadership.

Smejkal, A.E. (2011). *The Effects of Open Enrollment on Highly Impacted Wisconsin School Districts and the Leadership Response.* UWM Administrative Leadership.

Ed.D. Capstones (*Chaired/^In Progress)

*Lopez, J. (2025). *Empowering a Dual Language Program: Leading Change as a Latina Leader.* UIC Urban Education Leadership.

*Schmit, C. (2025). *Building Leadership and Organization for Capacity for Improvement through MTSS.* UIC Urban Education Leadership.

*Kelly, M. (2024). *Leading with Racism Race-Conscious Leadership Development at an Atypically Diverse Urban Elementary School.* UIC Urban Education Leadership.

*Tanner, J. (2023). *Fostering Systemic Internal Coherence and Instructional Change in Service of Multilingual Students.* UIC Urban Education Leadership.

*Cole, C. (2022). Disrupting systems and structures that impeded equitable educational practices and outcomes. UIC Urban Education Leadership.

*Lucas, S. (2021). *Leading from the Sidelines: Leveraging District-level Leadership to Facilitate Cycles of Inquiry.* UIC Urban Education Leadership.

*Louie, L. (2021). *School Improvement Through Cultural Change: Leadership as Healing and Helping in a Post-Turnaround School.* UIC Urban Education Leadership.

*Shick, R. (2021). *Development of Teacher Responsiveness to the Needs of Students through Equity Grounded Cycles of Adult Learning in an Urban Elementary School.* UIC Urban Education Leadership.

Rhodes, A. (2021). *Advancing Culture at a Diverse, "High Performing" Urban School.* UIC Urban Education Leadership.

Adekunle, F. (2020). *Towards Instructional Inquiry: Trust, Capacity and Leadership Building at a Language Academy.* UIC Urban Education Leadership.

Daniels, W. (2020). *Building Teacher Capacity to Create Rigorous, Engaging Instruction and Develop a Culture of Learning.* UIC Urban Education Leadership.

Henderson, A. (2020). *Developing Organizational Systems and Teacher Capacity for Implementing Social Emotional Learning and Restorative Practices.* UIC Urban Education Leadership.

Kelley, B. (2020). *Building Trusting Relationships to Foster the Conditions to Create a Culture of Instructional Inquiry*. UIC Urban Education Leadership.

McCoy, C. (2020). *Creating systems of change at a Selective High School through the implementation of competency based education.* UIC Urban Education Leadership.

Brewer, M. (2019). *Building a Culture of Instructional Inquiry Through Learning Cycles.* UIC Urban Education Leadership.

Magnunsun, K. (2017). *Developing Organizational Capacity to Identify and Address Root Causes of Low Performance in Literacy.* UIC Urban Education Leadership.

Bazer, B. (2016). *Relational Trust as a Key Lever to Build a Culture of Continuous School Improvement.* UIC Urban Education Leadership.

De la Pena, B. (2016). *Developing Organizational Capacity to Identify and Address Root Causes of Low Performance in Literacy.* UIC Urban Education Leadership.

RELEVANT WORK EXPERIENCES

Significant Continuing Education

2013   Wisconsin Center for Progressive Leadership Fellowship Program

K-12 Instruction

2007   Instructor, Reading, Writing, and Thinking about Hip-Hop, Temple Writing Academy.

2004-06   Instructor/ Consultant, GED English, Reading, and Writing, Hip-Hop Studies, Life Skills, Diversified Community Services Day Treatment Center

2005   Instructor, Social Science Research, Temple Center for Research in Human Development and Education (CRHDE) Young Scholars Program

Consultancies

2014 - 		Member, Derute Consulting Cooperative, Milwaukee, WI

2009-10 	Co-founder & Director of Knowledge Division, AAKT Concepts LLC, Philadelphia, PA

2006-08 	Consultant and Resident Hip-Hop Scholar, Art Sanctuary, Philadelphia, PA
		Executive Director: Lorene Cary

Administration

2002-05 	Managing Director, Temple University Young Scholars Program. Executive Director/Faculty Advisor: Erin Horvat

1999-02 	J. Arthur Brown Research Intern, College of Charleston Avery Research Center for African American History and Culture. Director: Dr. Karen Chandler, Supervisors: Curtis Franks, Sherman Pyatt

SERVICE

Journal Associate Editorships
Educational Researcher (ER), 2023 -
Journal of Research on Leadership Education (JRLE), 2015 – 2023

Journal Editorial Boards
Journal of Education for Students Placed at Risk (JSPAR), present -
Journal of School Violence (JSV), 2010 – 2019 (21 editorial reviews)

Journal Reviewer (Ad-hoc)
American Journal of Education (AJE) – Feb. 2015, Aug. 2015 (2 reviews)
American Educational Research Journal (AERJ) – Nov. 2018, July 2019, Nov. 2019, March 26, 2020, April 2020, Jan. 2023 (6 reviews)
Educational Administration Quarterly (EAQ) – Dec. 2012, Feb. 2015, Oct. 2015, Jan 2017, July 2017, June 2018, Jan. 2019, Jan. 2019, March 26, 2020, April 2020 (9 reviews)
Educational Evaluation and Policy Analysis (1 review) – July 2019
Education Policy – Oct. 2016 (1 review)
Educational Researcher - Sept. 2020, July 2021 (2 reviews)
Educational Studies - January 2023 (1 review)
Equity and Excellence in Education – Nov. 2015, May 2019 (2 reviews)
International Journal of Multicultural Education (IJME) – Apr. 2012, Oct. 2014, May 2015 (3 reviews)
Journal of Education – May 2015 (1 review)
Journal of Educational Administration - Dec. 2022 (1 review)
Journal of Education Administration and History – Sept. 2018 (1 review)
Journal of Education Change - Nov. 2017, Nov. 2022 (2 reviews)
Journal of Negro Education (JNE) – May 2014 (1 review)

Journal of School Leadership (JSL) – May 2015 (1 review)
Journal of School Violence (JSV) – June 2018 (1 review)
Qualitative Sociology (QS) – July 2013 (1 review)
Qualitative Studies in Education (QSE) – Dec. 2016, March 2022 (1 review)
Review of Education, Pedagogy, and Cultural Studies - April 2020 (1 review)
Review of Research in Education – July 2018 (1 review)
Spencer Foundation – April 2019 (1 review)
Teacher's College Record (TCR) – Nov. 2010, Feb. 2014, Jan. 2016 (3 reviews)
The Sociological Quarterly (TSQ) – July 2013 (1 review)
Urban Education (UEX) – Nov. 2010, Jan. 2011, Apr. 2011, Sept. 2013, June 2014, July 2015 (6 reviews)

Community
Treasurer, Armstrong Park Advisory Council (2018-present)
Design Team and Advisory Group Member, Evaluation Pathways Initiative (2019-2022)
Member, 46th and Vincennes Block Club and Community Garden (2019-present)

College
Organization Improvement Consultant, Center for Literacy, UIC, Summer 2022 - Present
Education Planning and Policy Committee (EPPC), UIC, 2021-2024
Program Continuous Improvement Lead, UIC Ed.D. Program, 2021-2023
Equity and Diversity Committee, 2016-18
College Executive Committee (UIC), Fall 2018 – present
College of Education Equity and Diversity Committee (UIC), Spring 2017 – present
College of Education Scholarship Committee (UIC), Spring 2017 – present
Dissertation Writing Bootcamp Coordinator (UWM) – Fall 2014 – Summer 2015
Urban Education Doctoral Program Committee (UWM), Fall 2013 – Summer 2015
Research and Extramural Funding Committee (UWM), Fall 2012 – Spring 2014
Open House Committee (UWM), Fall 2010 – Spring 2013

Department
Education Psychology MESA Search Committee (UIC), Fall 2015
Education Leadership Portfolio Coordinator - Principal License, Director of Pupil Services, Director of Instruction, Director of Special Education, School Business Manager licenses (UWM), Fall 2013 - Summer 2015

University
Bridge to Faculty Selection Committee, UIC, 2020-2022
Call Me Mister Campus Director, 2022 - 2023
Call Me MISTER Campus Liaison, Summer 2018 – 2021
Campus Equity and Diversity Committee, 2018-2020
African American Males Initiative Committee (UWM), Fall 2012 – Summer 2015
Summit on Black Male Youth Milwaukee Planning Committee (UWM), Fall 2012 – Spring 2014

Professional Associations
Program Chair, AERA Division A (2022-23)

Program Co-Chair, AERA Division A (2021-22)
Program Co-chair AERA Division A: Section 1 – Leadership (2018-19)
Program Chair, AERA Division A: Section 3 – School and District Improvement (2016-17)
Chair, AERA Safe Schools and Community SIG (2011-12)
Program Chair, AERA Safe Schools and Community SIG (2010-11)
Reviewer, AERA Critical Examinations of Race, Ethnicity, Class, and Gender SIG (2010-14)
UCEA Plenum Representative, UW-Milwaukee (2014-15)

Professional Boards
Coop Education Center, Chicago IL (2022-present)
Derute Consulting Cooperative, Multiple Locations, WI (2014 – present)
Teachers Supporting Teachers, Chicago, IL (2016 – 2022)
Running Rebels Community Organization, Milwaukee, WI (2014 - 2017)
Milwaukee Area Boys and Men of Color Organizing Committee (2014 – 16)
Research for Action, Philadelphia, PA (2006-08)
Philadelphia Community Institute for Africana Studies (2007-08)
Stop Coonin' Movement: Critical Media Literacy Project, Philadelphia, PA (2006-10)

ASSOCIATION MEMBERSHIPS

American Educational Research Association (2005 – Present)
      Division A – Administration, Organization, and Leadership
      Division G – Social Context of Education
      Division L – Educational Policy and Politics
      Leadership for Social Justice SIG
      Safe Schools and Communities SIG
University Council for Educational Administration (2010 – present)
      Jackson Scholars Program Mentor (2016-present)
American Association of Geographers (2004 – 2014)