

Brittany Alexis Aronson

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Miami University

College of Education, Health, and Society

Department of Educational Leadership

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RESEARCH INTERESTS

Cultural studies in education, social foundations in education, critical literacy, teaching and leadership in diverse/urban schools, social justice teacher education, teacher positionality, culturally relevant education, critical race theory, critical whiteness studies, qualitative research methodology, critical policy studies

EDUCATION

- August 2014 University of Tennessee, Knoxville, TN
Doctor of Philosophy, Learning Environments and Educational Studies
Primary Specialization: Cultural Studies in Education
Secondary Specialization: Curriculum, Teaching, & Teacher Education
Cognate: Educational Leadership & Policy Studies
Dissertation: *Critical Social Justice Teacher Education: Beginning Teachers' Pedagogy and Praxis*
- August 2007 Vanderbilt University, Nashville, TN
Master of Education, Curriculum and Instructional Leadership
Specialization: Literacy
Thesis: *A Historical Narrative of the Changes in Nashville's School System Through Desegregation: African American Education 1954-1969*
- May 2005 University of Florida, Gainesville, FL
Major: Elementary Education
 Graduated Cum Laude

GRADUATE CERTIFICATES AND CERTIFICATIONS

- May 2015 *Certificate in Educational Policy* (12 credits)
 University of Massachusetts, Dartmouth
- May 2014 *Certificate of Qualitative Research Methods in Education* (15 credits)
 University of Tennessee, Knoxville, TN
- May 2014 *Certificate in Grant Writing and Proposal Development* (Workshop series)
 University of Tennessee, Knoxville, TN
- May 2007 *Georgia Professional Teaching Certificate: Elementary Education K-8*
 Georgia Department of Education
- May 2008 *Virginia Professional Teaching Certificate: Elementary Education K-6*
 Virginia Department of Education

May 2005 *Florida Professional Teaching Certificate: Elementary Education K-6*
Florida Department of Education

PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION

08/17-now **Assistant Professor of Sociocultural Foundations in Educational Leadership**

Miami University, Oxford Ohio

Design and teach courses in social theory in education and sociocultural foundations to undergraduate and graduate students; mentor and advise graduate students; collaborate with faculty with online teaching and learning approaches; program development; produce research related to educator preparation, educational policy, and student success in diverse school settings; present research at regional, national, and international conferences; publish book chapters and peer-reviewed articles, serve on thesis and dissertation committees.

08/14-05/17 **Visiting Assistant Professor of Educational Leadership**

Miami University, Oxford Ohio

Design and teach courses in multicultural education, teacher leadership, and educational policy to undergraduate and graduate students; collaborate with faculty with online teaching and learning approaches; program development

08/13-08/14 **Managing Editor, Journal International Education**

University of Tennessee, Knoxville, TN

Assist Editor (Dr. Thayer-Bacon) with manuscript reviews for an international, peer-review journal; find appropriate reviewers in areas of expertise suited to advanced manuscripts; coordinate subscriptions, budget, and professional publications.

Academic Appointments

08/13-08/14 **Graduate Research Assistant, Educational Psychology and Counseling**

University of Tennessee, Knoxville, TN

Research Assistant (Dr. Barbara Thayer-Bacon)

- Assist in correspondence throughout book publication process
- Organize manuscripts for presentation and publication
- Manage professional development records

08/05-08/07 **Graduate Research Assistant, Special Education**

Vanderbilt University, Nashville, TN

Research Assistant (Drs. Doug and Lynn Fuchs)

- Instructed math curriculum throughout Metropolitan Nashville County third grade classrooms
- Responsible for the facilitated analysis of assessments
- Contributed toward curriculum revisions toward improvements in student achievement

08/06-08/08 **Graduate Research Assistant, Teaching and Learning**

Vanderbilt University, Nashville, TN

Professional Development Assistant (Dr. David Dickinson)

- Facilitated classroom data collection in preschool settings
- Created coding system and teacher profiling in order to analyze findings
- Created and presented work from project titled "*Examining Changes in Structure and Content of Preschool Teachers' and Children's Patterns of Language Use*"

TEACHING EXPERIENCE

Higher Education

Miami University

Undergraduate

Teacher Leadership (EDL 318), Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2017, Spring 2017, Fall 2020

The American University for International Students (EDL 151), Fall 2015

Introduction to Community Leadership (EDL 232), Spring 2016, Spring 2017

Sociocultural Foundations in Education (EDL 204), Fall 2016, Spring 2017, Spring 2018, Summer 2018, Fall 2019 (2 sections), Summer 2020, Fall 2020

Graduate

Culture and Educational Leadership (EDL 762), Fall 2017 (2 sections), Fall 2018 (2 sections), Fall 2019, Fall 2020

Foundations of Multicultural Education (EDL 621), Fall 2014, Summer 2015, Fall 2015, Summer 2019

Curriculum Politics and Policy (EDL 783), Spring 2015, Spring 2019

Critical Action Research in Education (EHS 649), Summer 2016

University of Tennessee

Undergraduate

Applied Educational Psychology (EP 401), Fall 2010, Spring 2011, Summer 2011, Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Summer 2014

Graduate

Teachers, Schools, and Society (CSE 504), Summer 2014

K-12 Teaching Experience

2009-2010	Loudoun County Public Schools <i>Fourth Grade Teacher- Pinebrook Elementary School</i>	Ashburn, VA
2008-2009	Atlanta Public Schools <i>Fifth Grade Teacher- B.E. Usher Elementary School</i> <i>Student Government Chair</i>	Atlanta, GA
2006-2008	School Board of Broward County <i>Fifth Grade Teacher- Gator Run Elementary School</i> <i>Third Grade Teacher- Silver Shores Elementary School</i> <i>Professional Development Committee Chair</i> <i>Potential Leadership Workshop Member</i>	Fort Lauderdale, FL

RESEARCH GRANTS

In total I have written 20 solo and collaborative grant proposals that have garnered \$5000 from external sources and \$70,978 from internal sources to support research and community education projects.

External Grants

Summer 2020 Spencer Foundation Large Research Grant: *Preparing Pre-service Teachers to Engage in Justice and Equity Oriented Practices for Social Change, Applied \$499,276*

The purpose of this research is to pinpoint key pedagogical practices, curriculum planning, and ongoing support for pre-service teachers to develop justice and equity rooted teaching practices. Currently, we are in a historical moment of social uprisings that demand for racial justice, especially in police training and criminal justice reform. However, activists are also calling on teachers, particularly white teachers, to develop a deep, sophisticated, intellectual and emotional response to issues of racial justice in the lives of students of color, and Black students in particular. This study addresses research questions that reveal how teachers can be prepared for such engagement and practice. For this grant, we propose a research project composed of three major components: (1) a comprehensive curricular and pedagogical redesign of core teacher education courses that is grounded in critical justice education, (2) data collection to evaluate the impact of these changes through student surveys, focus groups, and in-depth interviews, and (3) support/ focus groups with in-service teachers who took our revised courses and graduated from our teacher preparation program. This study provides evidence of ways in which students come to internalize racial justice, as well as what it takes to sustain teaching for social change

Spring 2020 Spencer Foundation Large Research Grant: *From Objects to Subjects: Repositioning Teachers as Policy Actors Doing Policy Work, Unfunded, \$257,839*

This grant seeks to explore the lived experiences of teachers to understand how teacher positionality in the education policy field informs their take on the field. We seek to understand how their daily practice in urban schools informs their perspective of the policy field; how their perspectives are similar to and different from the neoliberal policies promoted by elite network-actors; and how the introduction of their perspectives into political debates would shape, shift, or transform policy discourse and practice.

Fall 2018 Lumina Foundation Fund for Racial Justice and Equity
Creating and Implementing Professional Development to Address White Supremacy on a PWI Campus, Unfunded, \$100,000

This grant seeks to create, implement, and evaluate PD at a PWI that directly addresses white supremacy and its manifestations in the academy. Through a series of workshops centered on understanding race, racism, and whiteness, we seek to evaluate racial development in faculty at a PWI.

**Spring 2017 American Educational Research Association:
Education Research Service Projects (ERSP)**
Racial Equity and Diversity (READ) Curriculum: Grassroots Collectives for Racial Justice, Funded, \$5000

This grant provided a space for children to engage in discussions about race and racism in their own lives and explore their understanding of social justice, Black Lives Matter Cincinnati developed a K-2 curriculum program called Racial Equity and Diversity (READ). The goal of the six-week reading program was to promote racial equity and to encourage children to initiate an active role in changing their communities. The purpose of this ESRP was to evaluate the implementation of the program and to ensure the curriculum is meeting Ohio State Social Studies Standards.

Fall 2014 **Spencer Foundation: Paths to Equality: Applied Philosophical Project**
University of Tennessee, *Unfunded \$40,000*

The aim of this grant was to examine the paths taken by high-performing nations across the Asia-Pacific region (Australia, China, Japan, New Zealand, Singapore). The goal was to re-think our dominant conception of equality of educational opportunity through an analysis of different conceptualizations of educational equality that see cultural, ethnic, and racial diversity as an asset in achieving educational change instead of a deficit to be overcome.

Internal Grants

Summer 2020 **Education, Health, & Society Summer External Grant Proposal: Investigating Critical Social Justice Practices Across Disciplines with Preservice and Practicing Teachers**, Funded \$4000 (reduced to \$3000 due to budget cuts with COVID-19 pandemic)

As a Co-PI, this grant will fund the submission of a proposal for “The Large Research Grants on Education Program” of the Spencer Foundation during Summer 2020. The purpose of this research is to prepare, support, and mentor culturally relevant teachers in pk-12 classrooms.

Spring 2020 **Education, Health, & Society Mentoring Grant**, Funded \$1500

The aim of this mentoring grant is to propose a writing feedback group beginning in February 2020 where we rotate work among the three of us biweekly to offer content feedback and resources because this will help us in developing our writing plan and help us move solo manuscripts that are in progress into works under review, and to complete revisions leading to publication at a faster rate. (postponed to Fall 2020 due to budget cuts with COVID-19 pandemic)

Fall 2019 **Humanities Center Grant: Dr. Bettina Love We Want to Do More Than Survive: Abolitionist Teaching**, Funded \$1500

These grant funds provided intellectual support that fostered interdisciplinary collaboration, public engagement, and innovation in research and teaching. Along with the Humanities Center Award, we collected \$17,000 across 19 departments and centers on campus to bring Dr. Bettina Love to be a keynote speaker for the *ReImagine Education Conference* in Fall 2019

Summer 2019 **Education, Health, & Society Research Seed Grant: Investigating Critical Social Justice Practices Across Disciplines with Preservice and Practicing Teachers**, Funded \$10,000

This grant allowed us to continue collecting data for a longitudinal project using mixed-methods study to assess how students who take our courses are

understanding and engaging with social justice. Our guiding research question asks: *How does interdisciplinary curriculum and teaching centered around diversity and social justice in pre-service teacher (PST) education impact PST learning around issues of diversity and social justice?*

Spring 2019 **Education, Health, & Society Mentoring Grant**, Funded \$1885

This grant supported our professional growth as we, junior, pre-tenure, and one associate faculty members and all members of the Latina Interdisciplinary Feminist Troupe (LIFT) work toward promotion. For this project we have identified two scholars who can support our professional development: Drs. Sonia Nieto and Blanca Caldas who worked with us in Fall 2019.

Spring 2019 **Education, Health, & Society Interdisciplinary Teaching & Curriculum Grant: *Using our Latina Identities and Knowledges to Create a Team-Teaching Pedagogical Framework***, Funded \$5843

This grant funded six Latina researchers/educators across EHS, to use *testimonio* methodology to: (1) co-construct understandings of how our identities and cultural ways of knowing inform our teaching approaches, and (2) create a team-teaching framework based on our shared understandings. This teaching framework was used to share how our co-created testimonios reveal new understandings and dimensions of the Latinx experience within the U.S. By engaging with *testimonio* methodology, we sought to learn pedagogical lessons of how we can encourage our students to engage in critical introspection and storytelling.

Spring 2019 **Collaborative Professional Development Training Events Fund: *Creating Critical Conscious Curriculum Makers***, Funded \$4200

These grant funds assisted in bringing Dr. Sonia Nieto to campus in fall 2019 where she engaged with EHS faculty, students, and school/ community partners as it relates to critical introspection and multicultural education.

Spring 2019 **Eloise Martin Grant Award: *Critical Whiteness Reading Group***, Funded \$550

This grant supported a Critical Whiteness reading group in EHS. This group created a space for faculty to dialogue about self (critical introspection) and our roles in preparing socially just educators/professionals. Initially started by 5 EHS faculty in Spring 2018 this group has grown to include 23 faculty that represent all 5 EHS departments and the Discovery Center.

Fall 2018 **Collaborative Professional Development Training Events Fund: *H. Richard Milner-For Critically Conscious Curriculum Making and Critical Introspection***, Funded \$5000

This grant supported bringing Dr. H. Richard Milner to campus in Spring 2019 where he engaged with EHS faculty, students, and school/community partners as it relates to critically conscious curriculum making and critical introspection.

Spring 2018 **Education, Health, & Society Interdisciplinary Teaching & Curriculum Grant: *Critical Whiteness Across EHS***, Funded \$4000

This grant supported the continuation of a professional development project called *Critical Whiteness Studies: Allies in the Academy*. The purpose of this grant money was

to continue supporting instructors in facilitating discussions on race, racism, and white supremacy within EHS.

Spring 2018 **Education, Health, & Society Interdisciplinary Teaching & Curriculum Grant: *Co-Teaching Across EHS***, Funded \$5000

This grant proposal was an extension of an EHS Interdisciplinary Teaching and Curriculum Grant awarded in 2017 that supported the continued interdisciplinary collaboration involving faculty across the division who teach courses that the majority of EHS majors take in their teacher preparation, health and wellness, and family science and social work programs at Miami University.

Fall 2017 **Education, Health, & Society Summer Research Award, *Critical Race Theory in Teacher Education***, Funded \$6000

This grant supported the analysis of research that sought to respond to white preservice teachers' resistance to conversations about race. This study sought to understand how critical race theory as a framework within teacher education might contribute to learning about race, racism, and whiteness.

Fall 2017 **Education, Health, & Society Interdisciplinary Teaching & Curriculum Grant**, Funded \$1500

This grant supported the formation of a professional development project called *Critical Whiteness Studies: Allies in the Academy*. This professional development initiative included faculty/graduate students with teaching appointments from across departments in EHS (up to 12 members for this year). The purpose of this grant money was used to fund this initiative that would support instructors in facilitating discussions on race, racism, and white supremacy within EHS.

Fall 2017 **Education, Health, & Society Mentoring Grant**, Unfunded \$500

This mentoring grant was intended to continue to develop research, teaching, and mentoring skills, particularly across difference between two assistant professors in EDL (Aronson and Malin).

Fall 2017 **Office of Community Engagement and Service SOUP Grant *Tuning into Critical Voices: Using Youth Participatory Action Research for Urban Leadership Development***, Unfunded \$2000

This grant was intended to build partnerships between Miami faculty, Miami students, and the Cincinnati Public Schools (CPS) teachers and K-12 students in order to create conditions for student leadership development in K-12 schools leading to social change in their communities. We seek to do this through Youth Participatory Action Research projects coordinated by partnerships between Miami University and CPS.

Summer 2017 **Office for the Advancement of Research and Scholarship (OARS): Grants to Support Research in Social Justice, Human Rights, Diversity, and Inclusion *Developing and Evaluating an Interdisciplinary Curriculum Focused on Social Justice in Pre-service Teacher Education***, Funded \$15,000

This grant supported an already established wider effort, funded by the EHS Interdisciplinary Teaching and Curriculum grant, to center a social justice lens in

teacher preparation courses across three key departments in the College of Education, Health, and Society--including the Departments of Teacher Education (EDT), Educational Leadership (EDL), and Education Psychology (EDP). The aim was to prepare pre-service teachers to meet the demands of 21st century education in which a knowledge and understanding of diversity is vital for working with students in culturally and linguistically diverse classrooms.

Fall 2016 **Education, Health, & Society Interdisciplinary Teaching & Curriculum Grant, Funded \$5000**

This grant funded the proposal to create a professional development program for instructors as part of a fundamental shift in the philosophical and pedagogical efforts to prepare teachers in EHS. To help prepare faculty to teach the changes in the curriculum, we created a professional development program around the topics of race, gender, class, ability, sexuality, language, culture, and religion. This was an interdisciplinary collaboration involving faculty across the division who teach courses that the majority of pre-service teachers take in their teacher preparation program at Miami University.

PUBLICATIONS

Articles published or accepted in refereed journals

*denotes equal authorship

^ denotes research with graduate student(s)

*^Reyes, G., **Aronson, B.**, Batchelor, K., Ross, G., & Radina, R. (accepted) "Working in Solidarity: Intersectional Feminist Self-Study Methodology as a Means to Inform Social Justice Teacher Education." *Action in Teacher Education*. (Acceptance Rate 15-20%; Aronson contribution 20%)

^**Aronson, B.**, & Meyers, L. (accepted). Critical Race Theory and the Teacher Education Curriculum: Challenging Understandings of Racism, Whiteness, and White Supremacy. *Whiteness and Education*. (Impact Factor 1.228; H Index 51; SJR Quartile 1; Acceptance Rate 6-10%; Aronson contribution 75%)

***Aronson, B.**, Banda, R., Johnson, A., Kelly, M., Radina, R., Reyes, G., Sander, S., & Wronowski, M. (accepted). The Social Justice Teaching Collaborative: A Collective Turn Towards Critical Teacher Education. *Journal of Curriculum Studies Research*.

*^**Aronson, B.**, Reyes, G., Banda, R., Barrios, V., Castaneda, M., & Claros Berlioz, E., (accepted). Improvising a Space for Us: A Testimonio from a Latina Diaspora Group. *Journal of Curriculum and Pedagogy*. (H Index 9; SJR Quartile 3; Aronson contribution 20%)

Perez, D. II, **Aronson, B.**, Reyes, G., Ironstrack, G., Kimple, K., Birkenhauer, L. Bermudez, G., & Carrubba-Whetstine, C. (2020). Advancing New Understandings of Minoritized Student Success at a Selective, Midwestern University: Perspectives from a Faculty Learning Community. *Learning Communities Journal*, 12(#), # (Aronson contribution 25%)

^**Aronson, B.**, Meyers, L., & Winn, V. (2020). "Lies My Teacher [Educator] Still Tells": Using Critical Race Counternarratives to Disrupt Whiteness in Teacher Education. *The*

Teacher Educator, 55(3), 300-322. (Academia.edu/ResearchGate views: 53; H Index 17; SJR Quartile 3; Acceptance Rate 10%; Aronson contribution 60%)

*Anderson, A., & **Aronson, B.** (2020). Learning to Teach in Diverse Schools: Two Approaches to Teacher Education. *The Qualitative Report*, 25(1), 105-126. (Academia.edu/ResearchGate views: 47; Website downloads- 209 times; H Index 21; Quartile 1; Acceptance Rate 44%; Aronson contribution 50%- cited 1 time)

Shabazz, S., Sohn, B. K., Harness, M., & **Aronson, B.** (2019) Citizenship Counternarratives: (Mock) Citizenship in a Women's Prison. *Journal of Education and Culture Studies*, 3(4), 439-456. (Academia.edu/ResearchGate views: 56; Acceptance Rate 30%; Aronson 25% contribution)

Boveda, M. Reyes, G., & **Aronson, B.** (2019). Disciplined to Access the General Education Curriculum: Girls of Color, Dis/abilities, and Specialized Education Programming. *Curriculum Inquiry*, 49(4), 405-425. (Academia.edu/ ResearchGate views: 43; Website views: 117; Impact Factor 0.981; H Index 32; SJR Quartile 2; Acceptance Rate 21-30%, Aronson contribution 25%- cited 1 time)

Boveda, M., & **Aronson, B.** (2019) The Privileging of the Special Education Professional Identity: Exploring Preservice Teachers of Color Understanding of Multiple, Intersecting Sociocultural Markers. *Remedial and Special Education*. (Academia.edu/ResearchGate views: 155; Impact Factor 2.617; H Index 55; SJR Quartile 1; Acceptance Rate 11-20%; Aronson contribution 40%- cited 4 times)

^Radina, R., **Aronson, B.**, Schwartz, T., Allbright-Willis, J., Norval. B., Ross, G., & Wallace M. (2018). A Space for Us Too: Youth Participatory Action Research as a means for liberation in School-Community-University Partnerships. *School-University Partnerships*, 11(4), 122-129. (Academia.edu/ResearchGate views: 48; Acceptance Rate 30%; Aronson contribution 20%)

Reyes, G., Radina, R., & **Aronson, B.** (2018). Teaching Against the Grain as an Act of Love: Disrupting White Eurocentric Masculinist Frameworks Within Teacher Education. *The Urban Review*, 50(5), 818-835. (Academia.edu/ ResearchGate views: 252; Website views: 472; H Index 34; SJR Quartile 1; Acceptance Rate 6-10%; Aronson contribution 25%- cited 7 times)

Aronson, B. & Laughter, J. (2018). The Theory and Practice of Culturally Relevant Education: Expanding the Conversation to include Gender and Sexuality Equity. *Gender and Education*, 32(2), 262-279. (Academia.edu/ ResearchGate views: 1299; Website views; 605; Impact Factor: 1.170; H Index 56; SJR Quartile 1; Acceptance rate 11-20%; Aronson contribution 70%- cited 1 time)

Aronson, B. (2018). "That's much easier said than done": The Realities of Social Justice Pedagogy in Schools. *Journal of Education and Culture Studies*, 2(3), 126-153. (Academia.edu/ResearchGate views: 343; Acceptance rate 30%; cited 1 time)

^Ellison, S., Anderson, A., & **Aronson, B.**, & Clauson, C. (2018). From Objects to Subjects: Repositioning Teachers as Policy Actors Doing Policy Work. *Teaching and Teacher Education*, 74, 157-169. (Academia.edu/ResearchGate views:136; Impact Factor: 3.218; H Index 104; SJR Quartile 1; Acceptance rate 13% Aronson contribution 25%- cited 4 times)

^**Aronson, B.** & Ashlee, K. (2018). Holding onto Dread and Hope: The Need for Critical Whiteness Studies in Education as Resistance in the Trump Era. *Journal of Critical Scholarship*

on *Higher Education and Student Affairs*, 3(3), 50-61. (Academia.edu/ ResearchGate views:140; Website downloads 401; journal data not collected per editor; Aronson contribution 60%- cited 2 times)

***Aronson, B., & Boveda, M.** (2017) The Intersection of White Supremacy and the Education Industrial Complex: An Analysis of #BlackLivesMatter and the Criminalization of People with Disabilities. *Journal of Educational Controversy*, 12(1), 1-20. (Academia.edu/ ResearchGate views: 87; Website downloads- 1096; Acceptance Rate 30%, Aronson contribution 50%- downloaded 528 times- cite 4 times)

Aronson, B. (2017). The White Savior Industrial Complex: A Cultural Studies Analysis of a Teacher Educator, Savior Film, and Future Teachers. *Journal of Critical Thought and Praxis*, 6(3), 36-54. (Academia.edu/ ResearchGate views: 725; Website downloads-13,825; Acceptance Rate 57%- cited 24 times)

Aronson, B. (2016/2020). From Teacher Education to Practicing Teacher: What Does Culturally Relevant Praxis Look Like? *Urban Education*, 55(8/9), 1115-1141. (Academia.edu/ ResearchGate views: 313; Impact Factor: 2.415; H Index 48; SJR Quartile 1; Acceptance rate 27%; cited 10 times)

***Aronson, B.,** Murphy, K., & Saultz, A. (2016) Under pressure: School accountability and disability practices during the cheating scandal. *Teachers College Record*, 118(14). (Academia.edu/ ResearchGate views: 444; Impact Factor 1.072; H Index 78; SJR Quartile 1; Acceptance Rate 8%; Aronson contribution 33%- cited 13 times- 100% completed at Miami University)

^Aronson, B., Amatullah, T. & Laughter, J. (2016). Culturally Relevant Education: Extending the Conversation to Religious Diversity. *Multicultural Perspectives*, 18(3), 140-149. (Academia.edu/ ResearchGate views: 366; Website views: 481; H Index 12; SJR Quartile 1; Acceptance Rate 21-30%; Aronson contribution 50%- cited 16 times).

Aronson, B., & Laughter, J. C. (2016) The theory and practice of culturally relevant education: A synthesis across content areas. *Review of Educational Research*, 86(1), 163-206. (Academia.edu/ ResearchGate views: 2917; Impact Factor: 8.985, H Index 132; SJR Quartile 1; Acceptance Rate: 7%, 70% contribution- cited 387 times- 75% completed at Miami University)
*Awarded Top 20 Most Read AERA publication in 2016

Anderson, A., **Aronson, B.** Ellison, S., & Fairchild-Keyes, S. (2015) Pushing up against the limit-horizon of educational change: A critical discourse analysis of popular education reform texts. *Journal of Critical Education Policy Studies*, 12(3), 338-369. (Academia.edu/ ResearchGate views: 62; H Index 5; SJR Quartile 3; Acceptance Rate 30%; Aronson contribution 35%- cited 14 times-50% completed at Miami University)

Aronson, B. & Anderson, A. (2013). Critical teacher education and the politics of school reform. *Journal of Critical Education Policy Studies*, 11(3), 244-262. (Academia.edu/ ResearchGate views:144; H Index 5; SJR Quartile 3; Acceptance Rate 30%; Aronson contribution 60%- cited 16 times)

Policy Briefs, Reports and Commentaries

Saultz, A., Murphy, K., **Aronson, B.** (2016). What can we learn from the Atlanta cheating scandal? *Phi Delta Kappan*, 97(6): 48-52. (Impact Factor: 0.17; H Index 47; Quartile 1 Acceptance Rate: 10%; Aronson contribution 30% - cited 6 times)

Aronson, B., & Boveda, M. (2016, August). The shooting of Charles Kinsey and the erasure of Arnaldo Rios Soto. *DDEL VOICES*, 6 (3), 8-9. (Aronson contribution 50%)

Chapters in Edited Volumes/Encyclopedia Entries

^ denotes research with graduate student(s)

*denotes equal authorship

**underwent peer review in addition to editorial review

^Johnson, A., Coomer, N., **Aronson, B.**, & Reyes, G. (accepted proposal- anticipated 2021). Coalition with/in the Boundaries: A Radical Love Response to Neoliberal Debilitation in Special Education. In D. I. Hernández-Saca, H. Pearson, & C. Kramarczuk Voulgarides. (Eds.). *Understanding the Boundaries between Disability Studies and Special Education through Consilience, Self-Study, and Radical Love*. Lexington Books.

^Willer, J. & **Aronson, B.** (accepted proposal- anticipated 2021). White Savior Industrial Complex. In S. Hunter & C. van der Westhuizen (Eds.). *Routledge Handbook of Critical Whiteness Studies*.

^McMillian, R., & **Aronson, B.** (forthcoming). Critical race theory. In *Critical whiteness studies: Critical Understandings in education encyclopedia*. Leiden, The Netherlands: Brill Publishers. (Aronson Contribution 40%)

^**Stohry, H., Tan, J. & **Aronson, B.** (forthcoming). The Enemy is White Supremacy: How South Korea and China Got Hooked. In *Unhooking Whiteness: The Process*. Hayes, C., Carter, I., & Elderson, K. (Eds.). Boston, MY: Sense Publishers. (Aronson Contribution 30%-invited book chapter)

*Anderson, A. & **Aronson, B.** (2019). Teacher education, diversity, and the interest convergence Conundrum: How the demographic divide shapes teacher education. In T. Han & J. Laughter (Eds.). *Critical Race Theory in Teacher Education: Coalitions for the Future*. New York, NY: Teachers College Press. (Aronson Contribution 50%)

^*****Aronson, B.**, Batchelor, K. E., Radina, R., Reyes, G., & Ross, G. (2018). Making the familiar strange: Crossing disciplinary borders to foster self-study and critical reflexivity within a social justice curriculum. In D. Garbett & A. Ovens (Eds.) *Pushing Boundaries and Crossing Borders: Self-study as a Means for Researching Pedagogy* (pp. 303-310). Self-Study of Teacher Education Practices. (Acceptance rate: 48%; Aronson contribution 20%).

Articles under review/revision in refereed journals

*denotes equal authorship

^ denotes research with graduate student(s)

^^ denotes research with undergraduate student(s)

In Revisions

Saultz, A., Lyons, A., **Aronson, B.**, Sander, S., & Malin, J. (revise & resubmitted) Understanding Preservice Teacher Dispositions: Implications for Social Justice and Educational Policy. *Teacher Education Quarterly*. (Acceptance Rate 12%; Aronson contribution 30%)

Reyes, G., Barrios, V., Rothrock, R., **Aronson, B.**, Claros Berlioz, E., & Castaneda, M. (revise & resubmit). "Transgressing the Personal/Professional Divide: Re-connecting and Healing Through Testimonio Within a Latina Diaspora Collaborative Group." *Journal of Women and Gender within Higher Education*. (Aronson contribution 15%)

Under Review

Anderson, A. **Aronson, B.**, & Ellison, S. (under review). "Addressing systemic inequity: Teacher perspectives, solutions, and 'radical possibilities'" *The Urban Review*. (H Index 34; SJR Quartile 1; Acceptance Rate 6-10%; Aronson contribution 40%)

Aronson, B., Anderson, A., Ellison, S., *Barczak, K., & *Bennett-Kinne, A. (under review). "The Last Refuge of the Incompetent?: Urban Teacher Perceptions of Their Positions in Public Discourse" *Educational Studies*. (Acceptance Rate 11-20%, Aronson contribution 40%)

^^**Aronson, B.** Culberson, E. Hochstetler, B. Lowman, S. McCartney, A., McMinimy, J. Murphy, E., Newlin, R. Santen, E. Sutphin, R., Terlau, M., Vrzal, N., & Wheeler, I. (under review). Preservice Teachers as Curriculum Makers: What Could Social Justice Look Like in a Middle School Curriculum? *Journal of Educational Research and Innovation*. (Acceptance Rate --; Aronson contribution 80%)

Wronowski, M. **Aronson, B.** Reyes, G. Radina, R., Batchelor, K., Rothrock, R., & Rind, G. (under review). Pre-Service Teachers' Perceptions of Social Justice Teacher Education. *Race, Ethnicity, & Education*. (Impact Factor 1.228; H Index 51; SJR Quartile 1; Acceptance Rate 6-10%; Aronson contribution 30%)

Aronson, B., Enright, E., & Amatullah, T. (under review). Developing an Angled Perspective as Teacher Educators: Using Narrative Reflection to Disrupt the Funding of Identity in Teacher Education. *Excelsior Leadership in Teaching and Learning*.

*^Stohry, H. & **Aronson, B.** (under review). A Negotiated Relationship: Nuances of 'Whitened' Biracial Educator Identities. *Educational Studies*. (Acceptance Rate 11-20%, Aronson contribution 50%)

^Amatullah, T., **Aronson, B.**, & Rind, G. (under review). International Graduate Students' Positionality in a U.S. Critical Multicultural Education Course. *Journal of Comparative and International Higher Education*. (Acceptance rate 80%; Aronson contribution 40%)

^**Aronson, B.**, Altowajri, M., Brown, D., Enright, E., & Stohry, H. (under review). A Call for Critical Interfaith Religious Literacies: An Intersectional Examination of Whiteness and Christian Privilege in Teacher Education. *Religion and Education*.

Edited Book(s)

Aronson, B. & Poetter, T. (2018). *Teacher Leadership for Social Justice: Building a Curriculum for Liberation*. (Revised First Edition). San Diego, CA: Cognella Publishers, Inc.

Poetter, T.S., Chambers, J., Denney, R., Edwards, J., Fitzgerald, K., Johnson, A., Larrick, P., Moyer, M., Murray, D., Paralkar, V., **Aronson, B.**, Malin, J., & Saultz, A. (Eds.). (2017). *Exploring New Possibilities in Curriculum Policy*. Austin, TX: Sentia Publishing.

Work in progress/Under preparation

Boveda, M., **Aronson, B.**, & Ransom, J., (in preparation). Privileging Identity: Challenges of Integrating Intersectionality Across Equity-Communities. *Review of Educational Research*

Aronson, B. & Reyes, G. (in preparation- Fall 2020). From the Historical to the Contemporary: How White Patriarchal Teacher Education Sustains the “Stepford Teacher” *Critical Studies in Education*.

Aronson, B., Brown, D., & Tangi, J. (in preparation- Fall 2020). Critical Community Building in Action: A Triad of Faculty, Graduate and Undergraduate Students Working for Racial Justice. *International Journal of Qualitative Studies in Education*.

Aronson, B., Tan, J., Syeda, M., & Johnson, P. (in preparation- Fall 2020). Teacher Educators teaching for Social Justice in a Sociocultural Studies Course. [*Journal TBD*].

CONFERENCE PRESENTATIONS

International

- 2020 Stohry, H. & **Aronson, B.** (May 18-21). *Negotiating Legitimacy and Consciousness as Positioned Biracially White Educators*. Korean Association of Multicultural Educators, Seoul, South Korea (conference postponed due to COVID-19)
- 2020 **Aronson, B.**, Stohry, H., Tan, J., & Jackson, J. *Building a Solidarity Curriculum to Confront Global White Supremacy*. Korean Association of Multicultural Educators, Seoul, South Korea (conference postponed due to COVID-19)
- 2018 **Aronson, B.**, Batchelor, K., Radina, R., Reyes, G., & Ross, G. (July 14-19). *Making the Familiar Strange: Crossing Disciplinary Borders to Foster Self-Study and Critical Reflexivity*. Paper presentation at the S-STEP (a special interest group (SIG) of the American Educational Research Association), East Sussex, England
- 2015 **Aronson, B.**, Amatullah, T. & Laughter, J. (October 1-4). *Culturally Relevant Education: Extending the Conversation to Religious Diversity*. Paper presentation at the National Association for Multicultural Education Annual International Conference, New Orleans, LA.
- 2015 **Aronson, B.** and Anderson, A. (May 20-23). *Teaching and Learning in Diverse Schools: Comparing Two Approaches to Teacher Education*. Paper presentation at the International Congress of Qualitative Inquiry, Champagne-Urbana, IL
- 2014 **Aronson, B.** Ellison, S., Qi, Tingting, Shabazz, S., and Thayer-Bacon, B. (October 30-November 2). *Reconceptualizing Diversity: Engaging with Histories, Theories, Practices, and Discursive Strategies in Global Contexts*. Panel presentation at the American Studies Educational Association/International Association of Intercultural Education Conference, Toronto, Canada

2012 **Aronson, B.** and Anderson, A. (July 10-14). *Practicing What We Preach: Do We Really Want Critical Teacher Education in the U.S.?* Paper presentation at the 2nd International Conference on Critical Education, University of Athens, Greece.

National

2020 **Aronson, B.,** Bryan, N., Callier, D., Jackson, J., & McMillian. (Oct. 28-Nov. 1). *Teacher Education as Prison? Dismantling the School-to-Prison Nexus in Preparation Programs.* Paper presentation at the American Educational Studies Association, Baltimore, MD. (conference cancelled due to COVID-19)

2020 **Aronson, B.,** Tan, J., Syeda, M., & Johnson, P. (Oct. 28-Nov. 1). *Critical Teacher Educators: On the Learning of Doing Social Foundations.* Panel presentation at the American Educational Studies Association, Baltimore, MD. (conference cancelled due to COVID-19)

2020 Anderson, A. & **Aronson, B.** (Oct. 28-Nov. 1). *Teacher Education, Diversity, & the "Demographic Divide": An Interest Convergence Analysis.* Panel presentation at the American Educational Studies Association, Baltimore, MD. (conference cancelled due to COVID-19)

2020 Anderson, A. & **Aronson, B.** (April 17-21). *Systemic inequity and urban education reform: The "radical possibilities" of teachers as policy actors.* Roundtable presentation at American Educational Research Association. San Francisco, CA (conference cancelled due to COVID-19)

2020 Reyes, R. Rothrock, R. & **Aronson, B.** (April 17-21). *Latina Interdisciplinary Feminist Troupe (LIFT): Co-constructing Testimonios and Community for Scholarly, Pedagogical, and Personal Development.* Roundtable presentation at American Educational Research Association. San Francisco, CA (conference cancelled due to COVID-19)

2019 **Aronson, B.,** Reyes, G, Batchelor, K., Ross, G., & Radina, R. (Oct 30-Nov 3). *A Self-Study of Social Justice: How Critical Community Building Amongst Colleagues Builds Solidarity.* Paper presentation at the American Educational Studies Association, Baltimore, MD

2019 **Aronson, B.,** Reyes, G, Batchelor, K., Ross, G., & Radina, R. (Oct 30-Nov 3). *Critical Community Building in Action: A Triad of Faculty, Graduate, and Undergraduate Students Working for Racial Justice.* Paper presentation at the American Educational Studies Association, Baltimore, MD

2019 Boveda, M., Reyes, G., & **Aronson, B.** (Oct 30-Nov 3). *Disability as Meta Curriculum: Epistemologies, Ontologies, and Transformative Praxis.* Panel presentation at the American Educational Studies Association, Baltimore, MD

2019 Anderson, A, **Aronson, B.,** & Ellison, S. (Oct 30-Nov 3). *Assessing systemic inequity: Teacher perspectives, solutions, and "radical possibilities."* Paper presentation at the American Educational Studies Association, Baltimore, MD

- 2019 Alsuwailan, Z., **Aronson, B.**, & Franklin, Y., Sohn, B., Stumbo, Z. & Thayer-Bacon, B. (Oct 30-Nov 3). *Building Community Through Shared Responsibility, Identity, and Authority – A Cultural Studies Response*. Paper presentation at the American Educational Studies Association, Baltimore, MD
- 2019 Stohry, H. & **Aronson, B.** (Oct 30-Nov 3). *A Negotiated Relationship: Educators' Positioned Understandings of Biraciality and Whiteness*. Paper presentation at the American Educational Studies Association, Baltimore, MD
- 2019 **Aronson, B.**, Reyes, G., Rothrock, R., Barrios, V., & Claros Berlioz, E. (May 30-June 1). *Intersectional Identities: The Diaspora of Latinas*. Paper presentation at the Critical Race Studies in Education Conference, Los Angeles, CA.
- 2019 Boveda, M., Reyes, G., & **Aronson, B.**, (Apr. 5-9). *De/colonizing “access” to the general education curriculum: Girls of color, dis/abilities, and specialized education programming*. Paper presentation at the American Educational Research Association Conference, Toronto, CA.
- 2019 **Aronson, B.**, Reyes, G., Radina, R., Rothrock, R., Wronowski, M., & Rind, G. (Apr. 5-9). *Grassroots Mobilization in a “Post-truth” Environment: Establishing Social Justice at the Core of Teacher Education*. Roundtable presentation at the American Educational Research Association Conference, Toronto, CA.
- 2018 Perez, D. II, **Aronson, B.**, Reyes, G., Ironstrack, G., Kimple, K., Birkenhauer, L. Bermudez, G., & Carrubba-Whetstine, C. (Nov. 15-18). *Using Anti-Deficit Research to Foster Student Success in Higher Education: Perspectives from a Faculty Learning Community*. Original Lilly Conference on College Teaching.
- 2018 **Aronson, B.** & Meyers, L. (Nov. 7-10). *Disrupting White Teacher's Understandings of Race, Racism, & White Supremacy*. Paper presentation at the American Educational Studies Association Conference, Columbia, SC
- 2018 Radina, R., Reyes, G., & **Aronson, B.**, (Nov. 7-10). *A new way forward: Resistance as an act of love within teacher education*. Paper presentation at the American Educational Studies Association Conference, Columbia, SC
- 2018 Boveda, M., **Aronson, B.**, & Reyes, G. (Nov. 7-10). *Disciplined to Access the General Education Curriculum Girls of Color” Dis/abilities And Specialized Education Programming*. Paper presentation at the American Educational Studies Association Conference, Columbia, SC
- 2018 Meyers, L. & **Aronson, B.** (June 1-3). *Resistance, Disruptions, and Awareness: Using Critical Race Theory and Critical Whiteness Studies in Teacher Education Curriculum*. Paper presentation at the Critical Race Studies in Education Conference, Albuquerque, New Mexico.
- 2018 Boveda, M., Ransom, J., **Aronson, B.**, Hines, D. & Jackson, I. (Apr. 13-17). *A Review of Intersectionality as a Lens Across Equity-Based Research in Education*. Paper presentation at the American Educational Research Association Conference, New York, NY

- 2018 **Aronson, B.** & Boveda, M. (Apr. 13-17). *The Intersection of White Supremacy and the Education Industrial Complex: An Analysis of #BlackLivesMatter and the Criminalization of People with Disabilities*" Paper presentation at the American Educational Research Association Conference, New York, NY
- 2018 Radina, R., **Aronson, B.**, Jenkins, M. (Apr. 13-17). *Education as the Practice of Freedom: Racial Equity & Diversity Curriculum*. Paper presentation at the American Educational Research Association Conference, New York, NY
- 2018 Ellison, S., Anderson, B. & **Aronson, B.** (Apr. 13-17). *Educational Policy from the Ground Up: Teachers' Perspectives on Problems and Solutions in Urban Schools* Paper presentation at the American Educational Research Association Conference, New York, NY
- 2018 Sander, S., **Aronson, B.**, & Reyes, G. (Feb. 17-20). *Developing and Evaluating an Interdisciplinary Curriculum Focused on Social Justice in Preservice Teacher Education*. Paper presentation at the Association for Teacher Educators Conference, Las Vegas, NV
- 2018 **Aronson, B.**, Boveda, M. & Reyes, G. (Feb. 17-20). *Teacher Educator Collectives to Reimagine the Teachers as Public Intellectuals*. Symposium presentation at the Association for Teacher Educators Conference, Las Vegas, NV
- 2017 Reyes, G. **Aronson, B.**, Radina, R. Sander, S. Kelly, M. Johnson, A. & Saultz, A. (Nov. 1-5). *(De)constructing Traditional Teacher Education to (Re)construct Social Justice Teacher Education*. Panel presentation at the American Educational Studies Association Conference, Pittsburgh, PA
- 2017 **Aronson, B.**, Meyers, L. & Winn, V. (Nov. 1-5). *(Re)membering in Order to Forget: Critical Race Counternarratives as a Tool to Disrupt Whiteness in Teacher Education*. Paper presentation at the American Educational Studies Association Conference, Pittsburgh, PA
- 2017 Franklin, Y. P., **Aronson, B.**, Thayer-Bacon, B., Sohn, B., Fairchild-Keyes, S., & Shabazz, S. (Nov. 1-5). *Social Foundations as a Sanctuary for Memory: Remembering and Un-forgetting- a Pedagogical Tool for Praxis*. Panel presentation at the American Educational Studies Association Conference, Pittsburgh, PA
- 2017 **Aronson, B.**, Boveda, M., Cordova, R. Hayes, N., Reyes, G. (Nov. 1-5). *Teacher Educators as Collectives of Diverse Transformative Intellectuals*. Fireside Chat at the American Educational Studies Association Conference, Pittsburgh, PA
- 2017 Ellison, S., Anderson, A., & **Aronson, B.** (Nov. 1-5). *Teachers as Empowered Policy Agents: Introducing Teacher Voices into the Educational Policy Landscape*. Paper presentation at the American Educational Studies Association Conference, Pittsburgh, PA
- 2017 Sohn, B. Shabazz, S., Harness, M. & **Aronson, B.** (Nov. 1-5). *Memories of Citizenship: Narratives and Counternarratives*. Panel presentation at the American Educational Studies Association Conference, Pittsburgh, PA

- 2017 **Aronson, B.**, Enright, E., & Amatullah, T (April 27-May 1). *Mediating Teacher Positionality: Intersectional Understandings of Who We Are*. Paper presentation at the American Educational Research Association, San Antonio, TX.
- 2017 **Aronson, B.**, Enright, E., & Amatullah, T. (Feb. 10-14). *Unpacking educator positionality in critical multicultural education*. Paper presentation at the Association for Teacher Educators Conference, Orlando, FL.
- 2017 **Aronson, B.**, Enright, E., & Amatullah, T. (March 2-4). *Positionality as a Starting Point: Building Competence for Teaching Across Identity Difference in Multicultural Education Courses*. Paper presentation at the American Association for Colleges of Teacher Education, Tampa, FL.
- 2016 **Aronson, B.** & Laughter J. (Nov. 30-Dec. 3). *Creating Powerful Alliances: Embracing Other Epistemologies in Teacher Education*. Panel presentation at the Literacy Research Association Annual Conference, Nashville, TN.
- 2016 **Aronson, B.** & Callier, D. Hill, D., & Okello, W. (Nov. 2-6). *Centering Ourselves to (De)center Hegemony: Reflections on Interrogating Positionality in the Classroom as Social Justice Pedagogy*. Panel presentation at the American Educational Studies Association Conference, Seattle, WA.
- 2016 **Aronson, B.** & Anderson, A. (Nov. 2-6). *Preparing for Diversity: Teach For America, Traditional Teacher Education, and the Politics of Preparation*. Panel presentation at the American Educational Studies Association Conference, Seattle, WA.
- 2016 Shabazz, S., **Aronson, B.**, Sander, S., & Sohn, B. (Nov. 2-6). *Complicating the Labors of Teaching: Challenges in Higher Ed, K-12, and Corrections*. Poster presentation at the American Educational Studies Association Conference, Seattle, WA.
- 2016 **Aronson, B.** Murphy, K., & Saultz, A. (April 8-12). *After the Atlanta cheating scandal: Implications for teacher preparation in a high-stakes world*. Paper presentation at the American Educational Research Association, Washington D.C.
- 2015 **Aronson, B.** Murphy, K., & Saultz, A. (November 20-23). *Under Pressure in Atlanta: School Accountability and Disability Practices during the Cheating Scandal*. Paper presentation at the University Council for Education Administration, San Diego, CA.
- 2015 Anderson, A., **Aronson, B.** Ellison, S., & Fairchild-Keyes, S. (November 11-15). *From Objects to Subjects: Repositioning Teachers as Policy Actors Doing Policy Work*. Paper presentation at the American Educational Studies Association, San Antonio, TX.
- 2015 **Aronson, B.**, Bolyard, C., Johnson, L., & Williams, T. (May 27-29). *"All we do is talk about race." Teacher Educators' Reflections on Teaching White Preservice Teachers about Race*. Paper Presentation at the Critical Race Theory in Education Conference, Nashville, TN (unable to attend)
- 2014 **Aronson, B.** & Laughter, J. (November 21-22). *The Landscape of Culturally*

Relevant Education. Roundtable presentation at the National Council for Teachers of English Annual Convention, Washington D.C.

- 2014 **Aronson, B.** (February 14-17). *Making White Privilege Explicit for Pre-service Teachers: An Action Research Project Including a Teacher Educator, Popular Media, and Future Teachers*. Paper presentation at the Association of Teacher Educators Annual Meeting, St. Louis, MO. (unable to attend)
- 2013 Laughter, J. & **Aronson, B.** (May 30-June 1). *Critical Race Tools in Teacher Preparation*. Paper Presentation at the Critical Race Theory in Education Conference, Nashville, TN.
- 2013 **Aronson, B.** & McAloon, C. (April 22-24). *Powerful Voices: Giving Marginalized Students the Power to Direct their Learning*. Paper presentation at the Culturally Responsive Education Conference, Chicago, IL (unable to attend)
- 2013 **Aronson, B.** (February 15-19). “*Group Differences*” curriculum: Reflections from Pre-service Teachers in an Educational Psychology classroom. Paper presentation at the Association of Teacher Educators Annual Meeting, Atlanta, GA.
- 2013 **Aronson, B.** and Fairchild-Keyes, S. (February 15-19). *Cultural Competence Academy: Can Critical Race Theory impact practicing teachers’ pedagogy?* Paper presentation at the Association of Teacher Educators Annual Meeting, Atlanta, GA.
- 2012 **Aronson, B.** and Fairchild-Keyes, S. (February 15-19). *Skittles . . . see the rainbow: Application of Critical Race Theory as an alternative to colorblind pedagogy*. Interactive workshop presented at the National Association for Multicultural Education Annual Meeting, Philadelphia, PA.
- 2012 Anderson, A., **Aronson, B.** Ellison, S., & Fairchild-Keyes, S. (October 31-November 4). “*Pushing up against the limit-horizon of educational change: A critical discourse analysis of reform movements since A Nation At Risk*.” Paper presentation at the American Educational Studies Association, Seattle, WA.
- 2012 **Aronson, B.** (February 11-14). *Critical teacher pedagogy: How do intern teachers’ ideologies fluctuate throughout a social justice discourse?* Paper presentation at the Association of Teacher Educators Annual Meeting, San Antonio, TX.
- 2011 Thayer-Bacon, B., Anderson, A., **Aronson, B.**, Cloud, T., Fairchild-Keyes, S., & Franklin, Y. (November 2-6). *Redesigning Social Foundations of Education Programs: A Panel Discussion of the On-going Development of a Learning Environments and Educational Studies (LEEDS) Program, Students and Faculty Perspectives*. Panel presentation at the American Association of Educational Studies, St. Louis, MO.
- 2007 Dickinson, D.K., Darrow, C. L., Tinubu, T., **Aronson, B.**, Shalev, S., (April 8). *Examining Changes in the Structure and Content of Children’s Patterns of Language Use*. Poster presented at the biannual conference of the Society for Research in Child Development, Boston, MA.

Local & Regional

- 2012 Anderson, A., **Aronson, B.**, & Fairchild-Keyes, S. (February 24-25).

Hidden agendas: Exposing inequitable policies and institutions through social theory. Panel presentation at the Southeastern Association of Educational Studies Conference, University of South Carolina, Columbia, SC.

2007 **Aronson, B.** (2007). *A case study of desegregation in Nashville, TN.* Paper presentation at the Florida Council for the Social Studies, Orlando, FL.

INVITED WORKSHOP FACILITATOR

Spring 2020 *Whiteness and Teacher Identity.* Marian City Schools Equity Institute (cancelled due to COVID-19 pandemic)

Spring 2020 *Diversity & Social Justice in Education.* SUNY Oneonta April 7-10, 2020. (cancelled due to COVID-19 pandemic)

Fall 2018 *ECE Race & Racism Seminar.* Workshop conducted with ECE Majors, Department of Educational Leadership, College of Education, Health & Society, Miami, University Oxford, OH

Fall 2016 Director of Ambassadors for Diversity Annual Meeting, *Working in Solidarity: The Importance of Building Cross-Identity Alliances*, Invited Workshop Co-Facilitator (with Ganiva Reyes), Miami University, Oxford, OH

Fall 2016 Department of Sociology and Gerontology, *Mentorship in the Academy: Doctoral Students and their "Mentor" Speak*, Invited Workshop Facilitator, Miami University, Oxford, OH

INVITED GUEST LECTURES/PANELS

Spring 2020 *Collaborative research methods talk: Designing a critical social justice teaching survey* (w/Dr. Ganiva Reyes). University of Dayton, School of Education and Health Sciences.

Fall 2018, 2019, 2020 *Educational Conferences* Speaker for EDL 761, Department of Educational Leadership, College of Education, Health & Society, Miami, University Oxford, OH

Fall 2018 *Understand the Purpose of Education Past and Present: Who is school for?* Seminar Speaker for EDT 190, Department of Educational Leadership, College of Education, Health & Society, Miami, University Oxford, OH

Fall 2017 *Culturally Inclusive Teaching: Race, Racism, and Whiteness*, Seminar Speaker for EDT 190, Department of Educational Leadership, College of Education, Health & Society, Miami, University Oxford, OH

Fall 2017 *Qualitative Coding* Guest Lecture for EDL 683, Department of Educational Leadership, College of Education, Health & Society, Miami, University Oxford, OH

Fall 2017 *EDL Professor Research Panel* Department of Educational Leadership, College of Education, Health & Society, Miami, University Oxford, OH

- Fall 2017 *Ethics of Race-Related Research*, Guest Lecturer, Black Studies, Amherst College, Amherst, MA
- Fall 2016 *Curriculum & Policy: The Atlanta Cheating Scandal*, Guest Lecturer (with Andrew Saultz; EDL 783), Department of Educational Leadership, College of Education, Health & Society, Miami, University Oxford, OH
- Fall 2016 *Culturally Responsive Teaching in Linguistically Diverse Schools*, Guest Lecturer, Department of Curriculum & Instruction, College of Education and Human Development, University of Massachusetts, Boston, MA
- Fall 2016 *Critical Whiteness in Teacher Education*, Guest Lecturer, College of Arts and Letters, Department of English, Michigan State University, East Lansing, MI
- Fall 2016 *Culturally Responsive Classroom Management and the School-to-Prison Pipeline*, Guest Lecturer, College of Education and Counseling Psychology, Saint Martin's University, Lacey, WA
- Spring 2016 4th Annual César Chávez Celebration Program, Panel Speaker, *Social Justice Forum: Latino Futures: Student Presentations and Roundtable Discussion with Local Activist and Latino Studies Scholars*, Center for American and World Cultures, Miami University, Oxford, OH
- Spring 2015 *Social Justice in Teacher Education*, Guest Lecturer, College of Education, Health, and Society, Introduction to Education (EDT 190), Miami University Oxford, OH.
- Fall 2014 *Graduate Research Series: Grant Writing*, Guest Lecturer, College of Education, Health, and Society, Miami University Oxford, OH.
- Fall 2014 *Graduate Research Series: The IRB Process*, Guest Lecturer, College of Education, Health, and Society, Miami University Oxford, OH.
- Fall 2013 *Cultural Studies Scholarly Research Projects*, Panel Speaker, College of Education, Health, & Human Services, Introduction to Cultural Studies in Education Class University of Tennessee, Knoxville TN
- Fall 2012 *Learning to Conduct Research*, Panel Speaker, College of Education, Health, & Human Services, Introduction to Qualitative Research Class University of Tennessee, Knoxville TN

UNIVERSITY ADVISING

Since Fall 2016, I have been asked to serve on 26 comprehensive exam/dissertation committees. Additionally, I served as a reader on 4 comprehensive exam committees across the two doctoral programs in EDL (Students Affairs in Higher Education (SAHE) and Leadership, Culture and Curriculum (LCC)). I have served on 9 committees through the dissertation defense, co-chairing one of them (Vanessa Winn). Additionally, I am actively serving on 12 committees and chairing 4 of those committees. I also currently advise 15 undergraduate students in the Education Studies major.

Dissertation Chair	Dissertation Committee Member	Comprehensive Exam Committee Member
2019-present Hannah Stohry, LCC Dominique Brown, LCC Trace Hacquard, EdD	2020-present Phyllis Mensah, LCC Muna Altowajri, LCC	2017 Vijay Paralkar, LCC Amy Baldrige, LCC
2018-present Elaysha Wright, EdD	2019-present Don Murray, LCC Daniel Coleman, LCC Rachel McMillian, LCC Robin Blathers, LCC	2017 Shamika N. Karikari, SAHE
2017-2018 Vanessa Winn, LCC	2017-present Angela Trubceac, LCC	2017 Peggy Larrick, LCC
	2016-present Richelle Frabotta, LCC	
	2015-present Robyn Bryant, LCC (inactive)	
	Completed Lateasha Meyers, LCC Molly Sawyer, LCC Kyle Ashlee, SAHE Jody Googins, LCC Crystal Phillips, LCC Mark Pontious, SAHE Tasneem Amutullah, LCC Tiffany Williams, LCC	

PROFESSIONAL SERVICE

Service to the Profession

Spring 2020	Book review “A Critical Race Studies Blueprint for Educators at Predominantly White Schools” for McFarland Publishers
Summer 2019	Book proposal review “Moving Beyond White Fragility and Guilty: Unpacking White Supremacy” for Palgrave Macmillan Publishers
2017-present	Critical Race Studies in Education Association, Conference Committee Member, proposal reviewer
2015-present	Proposal Reviewer, <i>American Educational Studies Association (AESA)</i>
2017-present	Proposal Reviewer, <i>American Educational Research Association (AERA)</i>
Spring 2015	Proposal Reviewer, <i>NAME Annual International Conference</i>
2011-present	Frequent Manuscript Reviewer, <i>Urban Education</i> (5 manuscripts)
2014-present	Frequent Manuscript Reviewer, <i>Journal of Teacher Education</i> (5 manuscripts)
2014-present	Guest Manuscript Reviewer, <i>Multicultural Perspectives, Journal of Literacy Research, International Journal of Qualitative Studies in Education, Theory and Research in Social Education, Teachers College Record, The New Educator, American Educational Research Journal, Whiteness & Education, and the American Journal of Sexuality Education</i> . (13 manuscripts).

Service to the University/College

2019-2020	Faculty Mentor Program Rinella Center
Fall 2019	Search Committee Member for Assistant Professor of Student Affairs and Higher Education, Miami University
Fall 2018	Search Committee Member for Assistant Professor of Sports Leadership, Kinesiology and Nutrition Department, Miami University
2017-present	Youth Participatory Action Research (YPAR) Faculty Liaison for Urban Cohort
2017-present	Education, Health, and Society Strategic Recruitment Team
Fall 2016	Search Committee for an Associate Director of Diversity Affairs, Division of Student Life, Miami University, member
Fall 2014	Faculty Judge Graduate Student Research Forum, Miami University

Leadership Positions

2019	Critical Race Studies in Education Association, Conference Committee Chair
2015-2016	Faculty Conference Advisor, Educational Leadership Graduate Student Council, Oxford, OH
2012-2018	Diversity Committee, Association of Teacher Educators
2012-2014	Dean's Board of Advisors, Selected Representative, University of Tennessee Knoxville, TN
2012-2014	Chair, Graduate Student Advisory Board, University of Tennessee Knoxville, TN
2012-2014	Student Representative, Department of Educational Psychology & Counseling, University of Tennessee, Knoxville, TN

PROFESSIONAL AFFILIATIONS

2011-present	American Educational Studies Association (AESA)
2011-present	Association of Teacher Educators (ATE)
2011-present	National Association of Multicultural Education (NAME)
2005-present	American Educational Research Association (AERA)
2011-present	Critical Race Studies in Education Association (CRSEA)
2005-2010	National Council for the Social Studies (NCSS)
2014-2017	National Council for Teachers of English (NCTE)
2016-2018	Literacy Research Association (LRA)

AWARDS AND RECOGNITIONS

Awards

1. Miami University Junior Faculty Scholar Award, 2020
2. Educators Hall of Honor Scholarship Award, University of Tennessee, 2014
3. Graduate Fee Scholarship awarded at the University of Tennessee, 2010-2014
4. John R. and Nancy S. Ray Fellowship Award, University of Tennessee, 2013
5. Graduate Fee Scholarship awarded at Vanderbilt University, 2005-2007
6. Peabody Dean's Scholarship Award, Vanderbilt University, 2005-2007
7. ETS Recognition of Excellence, PRAXIS Pedagogy and Praxis, 2005
8. Graduate with honest honors from the University of Florida, 2005
9. Vernice Law Hearn Scholarship, University of Florida, 2004
10. Broward County Retired Educators Association Scholarship, 2003
11. Community Foundation of Broward County Scholarship, 2003

