

Shannon R. Waite, Ed.D.

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Education and Professional Certifications

Ed.D.	Fordham University, Educational Leadership	January 2015
MST	Fordham University, Certification – Social Studies 7-12	May 2005
MPA	University of Albany, Public Administration	December 2003
BA	University of Albany, Political Science	May 2001

Professional Appointments

Assistant Professor	School of Education, Howard University	Aug. 2022-Present
Visiting Assistant Professor	School of Education, Howard University	Aug. 2021-May 2022
Clinical Assistant Professor	Graduate School of Education, Fordham University	Sept. 2016-Aug. 2021

Referred Publications

- Nganga, C. & **Waite, S. R.** (Forthcoming). Engaging in Pedagogies of Resistance and Disruption in Urban School Leadership Preparation [Special Issue]. *The Urban Review*
- Waite, S. R., & Wilkerson, C. (2023). Are Educational Leaders of Color Truly Able to Lead for Equity? Maintaining the Status Quo or Disrupting Unequitable Systems? *Journal of Cases in Educational Leadership*, 26(4), 75-88. <https://doi.org/10.1177/15554589231198443>
- Yuan, T., **Waite, S. R.**, Bristol, T. J., & Mentor, M., &. (2023). NYC men teach: Listening to and supporting early-career Asian American male teachers in English teaching. *English Leadership Quarterly*, 45 (3), 5- 12.
- Waite, S. R. (2021). Towards a theory of critical consciousness: A new direction for instructional supervisory leadership programs. *Journal of Educational Supervision*, 4(2), 65-79.
- Waite, S. R. (2021). Disrupting dysconsciousness: Confronting anti-blackness in educational leadership preparation programs. *Journal of School Leadership*, 31(1–2), 66–84.
- Waite, S.R., Mentor, M., Bristol, T.J. (2018). Growing our own: Reflections on developing a pipeline for male teachers of color. *Journal of the Center for Policy Analysis and Research*, 1, 148-166

Book Chapters

- Waite, S. R. (2024). *Developing Supervisors Critical Consciousness*. In: Matte, I. M., Cormier, D. R. & Oliveras-Ortiz, Y. (eds) *Culturally Responsive School Leadership*. Teachers College Press.
- Waite, S. R. (2022). National standards and the structured silence of white supremacy. In: English F. (eds) *The Palgrave Handbook of Educational Leadership and Management Discourse*. Palgrave Macmillan.
- Waite, S. R. (2021). Black girls' voices matter: Empowering the voices of black girls against co-opting and colonization. In Delano-Oriaran, O., Penick-Parks, M.W., Arki, S., Michael, A., Swindell, O. & Moore, Jr., E. (2021). *Teaching beautiful, brilliant black girls*. Corwin

Jackson, M. A., & **Waite, S. R.** (2021). Constructive diversity pedagogy for challenging classroom dialogues: Participatory Action Research with interdisciplinary faculty. In C. S. Clauss-Ehlers (Ed.), *The Cambridge Handbook of Community Psychology* (pp. 161-174). Cambridge University Press.

Manuscripts in progress

Waite, S. R. (In Draft). Repairing harm: Restoring the spirit of Ubuntu. Conference Submission

Waite, S.R. (In Draft). Making Culturally Responsive School Leaders: Tools to support the development of equity-centered educational leaders. Special Issue of *Urban Review*

Waite, S. R. & Young, T. (In Draft). Anti-Racist Leadership and Succession Planning. Special Issue of *Frontiers in Education*

Technical Reports

Bristol, T. J, Mentor, M., & **Waite, S. R.** (2017). NYC Men Teach Policy Recommendation Reports. New York: NYC Men Teach Program and Young Men’s Initiative, Office of the Mayor.

Bristol, T. J, Mentor, M., **Waite, S. R.**, Yuan, T., & Menjivar, J.A. (2018). NYC Men Teach Policy Recommendation Reports. New York: NYC Men Teach Program and Young Men’s Initiative, Office of the Mayor.

Bristol, T. J, Mentor, M., **Waite, S. R.**, Yuan, T. & Acevedo, A. (2019). NYC Men Teach Policy Recommendation Reports. New York: NYC Men Teach Program and Young Men’s Initiative, Office of the Mayor.

Non-Refereed Publications

Waite, S. R. (2021, July 7) [Blog post]. [Criticality is the Nemesis of Indoctrination](#)

Waite, S. R., (2020, June 7). [Blog post]. [Retrieved from Four ways schools can support teachers to become ‘actively’ anti-racist](#)

Waite, S. R., (2020, May 2). [Blog post]. Retrieved from [Black students need love shown through action right now](#)

Waite, S. R., (2019, September 5). [Blog post]. Retrieved from [What are the best ways to respond to educators who say they don’t see race?](#)

Waite, S. R. (2019, February 25). [Blog post]. Retrieved from [Increasing advocacy and agency for black girls through GEM nation](#)

Research and Grant Experience

Principal Investigator September 2021-August 2026

Wallace Foundation DCPS Equity-Centered Leadership Pipeline Grant

Funding: \$1.9 million

Principal Investigator August 2020-December 2020

EdLoC Collabo Grant

Developing Critical Consciousness in Educational Leaders professional development focused on interrupting the pathology of racism in school building administrators, teachers, and staff

Funding: \$5,000

Principal Investigator September 2019-January 2020

NYC Men Teach Research Team

Responsibilities include recruiting, supporting, and leading a team of 4 researchers and redesigning methodology of study from qualitative towards a mixed methodology

Funding: \$15,661

Co-Principal Investigator September 2019-May 2020
Promoting Relevance, Access, Culture, and Equity (R.A.C.E.) Professional Learning Community

Funding: \$6,500 – Consortium on High Achievement and Success

Principal Investigator September 2019-May 2020

Fordham University Proof of Concept Grant: Principal Support for Male Teachers of Color

Funding: \$10,000

Co-Principal Investigator March 2017-June 2019

NYC Men Teach Research Team

Funding: \$15,661 Responsibilities included collecting all the data in study related to administrators and observation of PD provided for school building administrators on CRE practices

Peer-Reviewed Conference Presentations

Tillman, L., Davis, D. Aaron, T., **Waite, S. R.**, Armstrong, R. (2025, November). Leading with Justice and Joy: Black Women in and in Pursuit of Prek-12 Leadership. (UCEA), Los Angeles, California

Waite, S. R. (2024, April). Towards a Critical Theory of Professional Development: A framework for Culturally Responsive Instructional Supervisors. (AERA), Philadelphia, Pennsylvania

Waite, S. R. & Wilkins, C. (2023, April). Is there really access to excellence for all? Disrupting for equity or maintaining the status quo? (AERA), Chicago, Illinois

Waite, S.R. (2023, April). In pursuit of truth: National standards, hegemony, and white supremacy (AERA), Chicago, Illinois

Waite, S. R. & Williams, D. G. (2022, November). Developing Dispositions for an Equity Centered Pipeline Initiative. (UCEA), Settle, Washington

Waite, S. R., Young-Aliebar, T. (2022, November). Developing an Equity Centered Doctoral Program-Developing Anti-racist Programmatic Dispositions. (UCEA), Settle, Washington

Waite, S. R. (2020, November). Towards a Theory of Critical Consciousness: A New Direction for Educational Leadership Programs. Synchronous (Live) Research/Inquiry Presentation. New

Developments in Principal Preparation: Standards, Pedagogy, and Outcomes. (UCEA), Online Format

Waite, S.R. (2019, November). Black girls' voices matter: Empowering the voices of Black girls against co-opting and colonization. 2019 UCEA Symposium by Dr. Terri Watson Examining the Impact, Ingenuity, and Leadership Practices of Black Women and Girls in PK-20 Contexts. (UCEA), New Orleans, LA.

Waite, S. R., Bristol, T. J., Mentor, M., Yuan, T., Haynes, R. (2019, April). Differentiating professional development to grow the capacity of novice male teachers of color: A qualitative methods exploration. Paper will be presented at the annual meeting of the American Educational Research Association (AERA), Toronto, ON.

Bristol, T.J., Mentor, M., **Waite, S. R.**, Yuan, T., Menjivar, J.A. (2018, April). How is making the Connection Between Research and Policy Working Locally in NYC with NYC Men Teach? Teacher Education Policy Breakfast. (AERA), New York, NY.

Professional Associations Presentations

Waite, S. R. (2022, March). Research Presentation at the California Association of African American Administrators (CAAASA). Sacramento, CA

Local Presentations

- Waite, S. R.** and Mentor, M. (2019, October). Building Capacity of School Building Leaders to Develop Teachers of Color. 2019 EdFest hosted by The Fellowship. Philadelphia, PA
- Bristol, T. J. and **Waite, S. R.** (2019, July). Developing Diversity: Equipping school building leaders to support Teachers of Color. 2019 Relay GSE Education Summit. Philadelphia, PA
- Waite, S. R.** and Mentor, M. (2019, June). NYC Men Teach research team presents: Findings from year 3. NYC Men Teach End-of-the-Year Showcase. New York, NY.
- Waite, S. R.** and Menjivar, J.A. (2018, June). Towards Continuous Improvement: Insights from The NYC Men Teach research team. NYC Men Teach End-of-the-Year Showcase. New York, NY
- Waite, S. R.**, Bristol, T. J., Mentor, M. (2017, October). Reflections on building a pipeline: The NYC Men Teach Program study. The Inaugural National Black Male Educators Convening. Philadelphia, PA

Recognition and Honors

2024 Paula Silver Case Award-Recognized by the University Council for Educational Administration (UCEA) as the most outstanding case published during the last volume of the UCEA Journal of Cases in Educational Leadership.

Mayoral Appointee

Panel for Educational Policy, New York City Department of Education

Board of Trustees,

Board of Education Retirement System, New York City Department of Education

Faculty Marshal,

School of Education Marshal 2023 Commencement

Grand Marshal,

Graduate School of Education Commencement Ceremonies, 2017, 2018, 2019, 2021

Invited Addresses

Waite, S. R. (2022, February). GSAC Debunked Series: Gallery D (Critical Race Theory and Black Intersectionality). Virtual Gallery

Waite, S. R. (2021, October). My journey from EOP to the academy: The Story of a Critical Race Scholar-Activist. SUNY Educational Opportunity Program. Virtual

Waite, S.R. (2021, March). Disrupting Dysconsciousness: Confronting Anti-Blackness in Education. Keynote at the Creating the Beloved Community Spring Symposium at the University at Buffalo

Waite, S.R. (2020, October). Educational Leadership Colloquium at the UPenn GSE entitled Disrupting Dysconsciousness: Confronting Anti-Blackness in Principal Preparation Programs

Waite, S.R. (2020, August). Developing Critically Conscious Educators. Ossining Union Free School District 2020 Equity Conference Professional Learning on the Grow

Waite, S. R. (2020, January). Speaker at the 2020 MLK Day of Action for Educators for Equity, NY

Waite, S. R. (2019, April). Keynote Speaker at the 2019 District 3 Harlem Summit. New York, NY

Waite, S. R. (2018, June). Keynote Speaker at Bronx Engineering and Technology Academy (BETA) 2018 graduation. Bronx, NY

Waite, S. R. (2018, June). Keynote Speaker at celebration for the Day of the African Child. United Nations African Mother's Association. New York, NY

Panels

- Waite, S. R. (2024, October). DEI Work – Leading Equity Focused Work During Polarizing Times, School of Education at Howard University, Washington, D.C.
- Waite, S. R. (2023, March). She’s Speaking: Black Women in Education. What’s the tea Podcast, School of Education at Howard University, Virtual format
- Waite, S. R. (2022, February). Culturally Responsive Education Panel. Office of Equity and Inclusion in the Philadelphia School District, Virtual format
- Waite, S. R. (2022, January). Critical Race Theory vs. Culturally Responsive Education. Equity and Engagement Academy. Virtual format
- Waite, S.R. (2021, November). Moderated and coordinated panel. Howard University presents Critical Race Theory: Addressing the truth, the lies, and the misnomers. Virtual via zoom
- Waite, S. R. (2019, March). Panelist at the 2nd Annual Women’s Symposium hosted by Brooklyn Emerging Leaders Academy (BELA). Brooklyn, NY
- Waite, S. R. (2019, February). Panelist at Career Day and Alumni Reunion at the High School of Arts and Technology. New York, NY
- Waite, S. R. (2018, February). Panelist at Recruiting and Supporting Teachers of Color Event. New Visions for Public Schools. New York, NY
- Waite, S. R. (2017, October). Panelist-Support and Leadership for Male Teachers of Color. Power of One: Why Male Teachers of Color Matter. Virtual Conference, New York, NY
- Waite, S. R. (2017, April). Panelist-Higher Ed Career Day. City Knoll Middle School Panel. Fordham University, New York, NY
- Waite, S. R. (2017, March). Panelist-Importance of College. Inaugural Realizing the College Dream Conference for the Bronx Studio School for Writers and Artists at Lehman College. Bronx, NY

Facilitated Workshops/Professional Development

- Waite, S.R. (2023, November). The Criticality of Consciousness in Culturally Responsive School Leadership. Howard University’s Urban Superintendent’s Academy
- Waite, S.R. (2023, November). Anti-Blackness Workshop at the Coalition for Asian American Children and Families (CACF). AAPI Anti-Racism Educators Workshop for the NYC Department of Education
- Waite, S.R. (2022, September). Towards a Theory of Critical Consciousness: A New Direction for the Development of Instructional and Supervisory Leaders. Howard University’s Urban Superintendent’s Academy
- Waite, S.R. (2022, June). Anti-Blackness Workshop at the Coalition for Asian American Children and Families (CACF). AAPI Anti-Racism Parent Workshop Series.
- Waite, S. R. (2021, October). Disrupting Dysconsciousness: CRT, RISA, and Liberatory Praxis. Howard University’s Urban Superintendent’s Academy
- Waite, S. R. (2020, August). Let’s talk about race! Developing Critically Conscious School Leaders. Empire State Supervisors and Administrator Association
- Waite, S. R. (2019, October- 2020, March). Let’s talk about Race. R.A.C.E. Professional Learning Committee for GSE Faculty. Fordham University, NY, NY
- Waite, S. R. (2019, October). Let’s Talk about Race Keynote. 2019 Entrepreneurial Leaders Series hosted by the Center for Catholic School Leadership at Fordham University, NY, NY
- Waite, S. R. (2019, February-March) Whistling Vivaldi Seminar. Book study offered campus wide by the Special Advisor to the Provost and the Chief Diversity Officer. Fordham University, NY, NY

Waite, S. R. (2018, July). Workshop on Educational Leadership for the Khbrat Project. Kansas State University. Manhattan, KS

University Teaching Experience

Course	Level	Course Description
Howard University ELPS 455: Ethics in decision making	Doctoral	This course will investigate the relationship between philosophy, ethics, and administrative decision-making. Educators continuously confront social, economic, and political situations that include moral and ethical issues.
Howard University ELPS-520: Financial Management in Education: Finance and Equity	Doctoral	This course is intended to provide the foundations from which educators and researchers gain substantial understanding and practical abilities for effective financial management in public school administration.
Howard University ELPS-422: Seminar in Educational Policy	Doctoral	This course is designed to introduce students to educational policy, the intergovernmental system of education in the US and some of the major issues challenging educators, students, and policy makers.
Howard University ELPS-384: Practicum in School Administration	Master's	The practicum is designed to provide the candidate with practical experience as an administrator under the mentorship of a current practitioner.
UC Berkeley Education 277A: Leaders of System Reform	Doctoral	This course is the first in a three-part series on the work of leading systems that have produced unacceptable outcomes for children and examines the need to lead the system while actively seeking to transform it in radical ways.
Fordham University ASGE 5112: Fundamentals of Administration and Management	Master's	This course introduces students to the theory and practice of administration in a school setting. Students will consider a variety of leadership, organizational, and management theories.
ASGE 5119: Fundamentals of Educational Supervision	Master's	This course provides students with an understanding of the essential role of school building leaders as supervisor, coach and evaluator.
ASGE 6130: Instructional Leadership	Master's	This course focuses on the critical inter-relationship of instructional leadership, supervision of instruction and school effectiveness.
ASGE 6243: Impact of Prejudice on Minority Groups in America	Doctoral	This course will focus the origins of racism and prejudice in America and its impact on minority groups. We will explore these topics and investigate how bias and stereotypes contribute to these phenomena.
ASGE 6322: School Finance	Master's	This survey level course provides an overview of the education funding process.
ASGE 6361: Strategic Planning and Change	Master's	This course will examine the dynamics of strategic planning and change as they occur in our personal and professional life.
ASGE 6720: Program Evaluation and Research	Master's	This course will the ways in which knowledge, theory, concepts, and data inform the work of school leaders, teachers, and other educational decision makers.

ASGE 7322: Economics and Finance in Education	Doctoral	The purpose of the course is to develop school and district leaders who are equipped with the critical consciousness to examine and interrogate the legacy of historical inequity as related to money and schools.
ASGE 7448: Seminar in Ethics and Social Justice	Doctoral	This course provides a foundational understanding of ethics and social justice as future change agents. Students will explore and interrogate themes related to ethics and social justice as related to both their personal and professional educational philosophies; inclusive of the importance of developing a critical consciousness.

Dissertation Committee Work

2024

- Brown, B. Sankofa for Survival: An Exploration of Howard University as a Historically Black Anchor Institution in the Historic Pleasant Plains, LeDroit Park, and Shaw Communities (Dissertation-Committee Member)
- Colson, T.M. The Perceived Effectiveness of the McKinney-Vento Act Among School Homeless Liaisons Serving Black Students Experiencing Homelessness in the Mid-Atlantic Region (Dissertation-Committee Member)
- Diggs, T. Exploring Black Principals Perceptions About Creating Positive and Affirming Spaces for Black Children: A Narrative Inquiry (Proposal-Advisor)
- Goode, A. Arts Integration and School Leadership: An Investigation of Principals' Roles and Experiences in Leading and Sustaining Arts-Integrated Programming for Black Students at Title I Elementary Schools (Proposal-Committee Member)
- Jackson, B. Examining the Experiences of Black Development Officers at Private HBCUs and how They Obtain Resources. (Proposal; Dissertation-Committee Member)
- Johnson, J. Can you teach my CommUNITY?: An Examination of the Relationship Between Administrator & Teacher Professional Development and Culturally Relevant Practices (Proposal; Dissertation-Advisor)
- Speller, S. Somos Dos: Institutional Leaders' Sensemaking of Being a Racialized Dually Designated Historically Black Emerging Hispanic-serving Institution (HB-eHSI) (Proposal-Committee Member)
- Smith, D. The Hidden Figures in Higher Education Policy: Exploring the experiences of Black Women Policy Experts (Dissertation-Committee Member)
- Thomas, S. HOME: A Case Study on American Public School Stakeholders' Identification of and Responses to Student Homelessness (Dissertation-Committee)

2023

- Colson, T.M. The Perceived Effectiveness of the McKinney-Vento Act Among School Homeless Liaisons Serving Black Students Experiencing Homelessness in the Mid-Atlantic Region (Proposal-Committee Member)
- Jackson, B. Examining the Experiences of Black Development Officers at Private HBCUs and how They Obtain Resources. (Proposal-Committee Member)

- Johnson, J. Can you teach my CommUNITY?: An Examination of the Relationship Between Administrator & Teacher Professional Development and Culturally Relevant Practices (Proposal-Advisor)
- Smith, D. The Hidden Figures in Higher Education Policy: Exploring the experiences of Black Women Policy Experts (Proposal-Committee Member)
- Thomas, S. HOME: A Case Study on American Public School Stakeholders' Identification of and Responses to Student Homelessness (Proposal-Committee)

2022

- Browne, M. S. Construing the Influence of Collective Bargaining Agreements on Chief Education Officer's Decision-Making in K-12 Public Education in the Eastern Caribbean (Dissertation-Committee Member)
- Eusanio, J. Novice principal's perspectives regarding in-service training and their self-efficacy beliefs (Dissertation)

2021

- Hoggard, R. Ordained presidency: Education, faith, and social activism: The leadership of Dr. Calvin Otis Butts (Dissertation)
- Alexis, M. Urban principals of schools in low socioeconomic areas: Their complex mentoring experiences and results in education (Dissertation)
- Dere, J. Effective church engagement with young adults: An organizational study (Dissertation)
- Reaves, T. God-talking in liminal spaces: A phenomenological study on black millennials and their disaffiliation from christendom (Dissertation)
- Williams, M. High-stakes accountability: Influences of external forces on the lived experiences of high school principals (Dissertation)

2020

- Alba, R. Understanding effective transformative leadership of equity programs in higher education: directors leading the new york state collegiate science and technology entry program (CSTEP) (Dissertation)
- Bethea, M. Principal's perspectives of teacher hiring and induction in all-male public schools (Dissertation)
- Brier, A. Career and technical high school principals: Perceptions after a sudden federal policy shift (Dissertation)
- Jackson, T. Perspectives and career experiences of black women in physician assistant education leadership roles (Dissertation)
- Pierce, C. A mixed methods study of principal's self-efficacy beliefs in a high poverty, high achieving urban district in new york (Dissertation)

2019

- Hernandez, F. Principal self-efficacy: Exploring the role of teaching experience on principals' self-efficacy beliefs (Dissertation)
- Valcin, G. Examination of high school principals' level of knowledge and training related to the McKinney Vento homeless assistance act and the interventions and practices implemented by principals to ensure homeless students are academically successful and college and career ready (Dissertation)

2018

- Ambrose, D. Fostering student success: Supporting foster youth in urban community college (Dissertation)

- Rubinstein, M. A study of the property tax cap legislation on the decision making of center office administrators (Dissertation)
- Tello, A. Using social media for more effective leadership in administrators' roles in university support services (Dissertation) 2017
- Cuthbert, K. Black male superintendents in new york (Dissertation)

Service to the Community

Mayoral Appointee

Panel for Educational Policy, New York City Department of Education March 2018- August 2021
 Appointed by Mayor Bill de Blasio to serve as a panel member on the Panel for Educational Policy; the governing body of appointed parents that serve as an advisory committee to the Mayor and the Chancellor of NYC public schools. As an educational policy maker for the largest urban public-school district in the nation, I approved all major contracts, budgets, and policies, inclusive of the Chancellor's Regulations, which manage the 1.1 million public school students and families in the district. My role on the panel was informed by my work as a critical scholar activist who is deeply invested in ensuring that all children and families receive an equitable, high-quality education. It was also to hold the system accountable and influence the level of transparency and access families in the district receive regarding the public-school system.

Trustee for the Board of Education Retirement System

BERS, Fifth Largest Retirement System in New York State March 2018- August 2021
 Appointed by Mayor Bill de Blasio to serve as trustee of the Board of Education Retirement System, which is the fifth largest retirement system in New York State. In my role as a trustee, I had a fiduciary responsibility to ensure that the best decisions are made on behalf of the members of the fund. My work as a critical scholar activist informs this role as approximately 70-80% of our members work in hourly positions and three-fourths of our entire member population are people of color. I used my voice to escalate issues of inequity and policies that might have adversely impacted our members as well as to ensure that our policies were inclusive, responsible, and respectful.

Service to Howard University

School of Education

- Recruitment and Retention 2024-2026
- Graduate Studies 2024-2026
- Appellate 2024-2026
- Academic Standards 2021-2023
- Executive Committee 2021-2023
- Scholarship Committee 2021-2023

Departmental

- MEd Coordinator 2021-Present
- HELPS Scholarship Application Committee 2021-2023
- Faculty Lead and Advisor for 2022 ECPI Doctoral Cohort 2021-Present
- Master's Revision Committee, Chair 2023-Present
- EdD Admissions Coordinator Spring 2023

Service to Fordham University

Fordham University:

- 2019 President's Council Reception and Executive Leadership Series Mentoring Event, Guest Mentor
- 2019 Fordham University's Women's Athletic Panel for female student athlete's
- 2019 Spring Panel on Free Speech in the Context of Cura Personalis, Panelist
- 2018 Spring Seminar on Academic Freedom and Campus Free Speech at Fordham University, New York, NY, Participant
- 2016 New Faculty Constructive Diversity Pedagogy Participatory Action Research Project (CDPPAR), Participant

Graduate School of Education:

- Curriculum Committee 2016-2020
- Advisory Council of Multicultural Affairs (ACMA) 2016-2020
- Diversity Committee of School Council 2018-2020

Departmental:

- Master's Review Working Group 2016-2020
- EdD redesign team 2017
- iLead team member 2017-2019
- Leadership Conference, Chair 2017 and 2018
- PES Search Committee 2017 and 2019
- UCEA NIC Representative 2016-2017
- Carnegie Project on the Education Doctorate Convening (CPED) 2017

Service to the Profession

American Psychological Association

- 2022 Racial Equity Think Tank
- 2022 Racial Equity Virtual Summit

UCEA Submission Reviewer for 2022, 2023, 2024 UCEA Annual Conference

2023 AERA Submission Reviewer for:

- Division K-Teacher and Teacher Education
- SIG 84-Religion and Education

Peer Reviewer, Journal for African American Males in Education (JAAME)

Peer Reviewer, Journal of School Leadership (JSL)

Peer Reviewer, Journal of Educational Supervision (JES)

Peer Reviewer, Leading & Management Journal (L&M)

Professional Affiliations and Networks

American Education Research Association

April 2019 – Present

- Division A-Administration, Organization, & Leadership
- Special Interest Groups (SIGs):
 - Research Focus on Black Education

- Leadership for Social Justice
 - Critical Educators for Social Justice
- University Council for Educational Association June 2017 - Present
 Educational Leaders of Color (EdLoC) August 2019 - Present
 Delta Sigma Theta Sorority, Incorporated April 1999 – Present
 National Association for the Advancement of Colored People Consulting June 2024-Present
- Associate with Hazard, Young & Attia July 2024-Present
 - SRWaite Consulting Inc., President Aug. 2019-Present
 - Fordham Athletics Department Sept. 2020-Nov. 2020
 - Amistad Academy Achievement First Charter School Aug. 2020-Dec. 2020
 - Greenburgh CSD via Southern Westchester BOCES Aug. 2019
 - Charter HS for Law and Social Justice, Bronx, NY Aug-Sept. 2017
 - Frederick Douglass Academy II, NY, NY Nov.-Dec. 2017
- Additional Conferences
- Wallace Professional Learning Communities (PLC) 2021-Present
 - Educational Leaders of Color National Convening. Reston, VA October 2019
 - Branch Ed Alliance Conference. (2018, August). Austin, TX August 2018
 - National Summit for Courageous Conversations. Austin, TX October 2016
- Professional Development Junior Faculty Forums
- APT from the Perspective of the Evaluator February 2023
 - What I Wish I Had Known When I Was a Junior Faculty Member February 2022

Professional Experience

- Lecturer, Leadership Program-Graduate School of Education Summer 2021, 2023
 University of California, Berkeley, Leaders for Equity and Democracy (LEAD) Program
- Clinical Assistant Professor, Fordham University Aug. 2016-June 2021
 Fordham University, New York, Graduate School of Education
- Director of Principal Pipeline Recruitment Oct. 2014-August 2016
 Office of Leadership, New York City Department of Education
- Human Resource Director Oct. 2012-Oct. 2014
 Children’s First Network 561/New Vision
 New York City Department of Education
- Teacher Recruitment Manager Feb. 2008-October 2012
 Office of Teacher Recruitment and Quality
 New York City Department of Education
- Lead Dean Sept. 2005-Feb. 2008
 The High School of Arts and Technology,

New York City Department of Education

Social Studies Teacher

Oct. 2003-Sept. 2005

The Urban Peace Academy and the High School of Art and Technology
New York City Department of Education

Media Mentions

“Women’s Athletics’ Panel Offers Career Advice, Insight to Student-Athletes” Fordham University, November 12, 2019 <https://news.fordham.edu/fordham-magazine/womens-athletics-panel-offers-career-advice-insight-to-student-athletes/>

“Race in the Classroom” A series of discussions led by Shannon R. Waite Fordham University, September 13, 2019 <https://news.fordham.edu/colleges-and-schools/graduate-school-of-education/race-in-the-classroom-a-series-of-discussions-led-by-shannon-r-waite/>

“Congressional Black Caucus Report on President Obama” Radiofacts.com, November 2, 2018 <https://radiofacts.com/congressional-black-caucus-releases-report-on-president-obama/>

“Education Professor Tapped for Advisory Role to Mayor” Fordham University, April 16, 2018 <https://news.fordham.edu/education-and-social-services/education-professor-tapped-advisory-role-mayor/>

“Nine things to watch in 2018” Fordham University, January 1, 2018 <https://news.fordham.edu/editors-picks/things-watch-2018/>

“Twenty-five percent of HBCU’s Student Body are Non-Black: Is this the End of Majority Black Schools?” AtlanticBlackStar.com, November 20, 2017 <http://atlantablackstar.com/2017/11/20/twenty-five-percent-hbcus-student-body-non-black-end-majority-black-schools/>

“Faculty Mini-Lecture: Shannon Waite on Hyper-segregation” Fordham University, June 15, 2017 <https://gse.news.fordham.edu/blog/2017/06/15/shannon-waite-on-hyper-segregation/>

“New Faculty Receive Diversity Training” Fordham University, March 20, 2017 <https://news.fordham.edu/education-and-social-services/new-faculty-to-receive-diversity-training/>