KENNETH ALONZO ANDERSON, Ph.D.
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Education

Ph.D., Curriculum and Instruction
Minor: Educational Research and Policy Analysis
North Carolina State University

Ph.D., Mathematics
Howard University (part-time, in progress)

M.S., Business Education
The University of North Carolina at Greensboro

B.S., Business & Marketing Education
The University of North Carolina at Greensboro

Professional Experience

2021-present Associate Provost, Undergraduate Studies
Howard University

Duties: Support the Provost and Chief Academic Officer by leading and supporting undergraduate academic initiatives across seven undergraduate schools and colleges. Develop strategies, programming, use artificial intelligence tools and analytics to inform and implement solutions to improve retention, persistence, graduation rates, and post-graduate outcomes. Provide advising, retention and persistence programming, tutoring and learning support, federal work study programming, career services, curriculum and course management support, and policy review and compliance services to the University community. Lead three major service units within the Office of Undergraduate Studies to include the Academic Center for Excellence, Center for Career and Professional Success, and the Office of General Education, inclusive of a team of approximately 30-40 full-time staff members and up to 200 student workers. Manage budgets, endowed accounts, and donor funds to support operations. Work with key campus partners such as Enrollment Management, Deans, Student Life, and Auxiliary Services to promote academic continuity. Lead initiatives that support the University's strategic plan and provide periodic updates to the Board of Trustees.

Signature Leadership and Faculty Accomplishments:

Development and Donor Relations

- Manage donor relations and a total purse of more than $10M in named scholarships for undergraduate students.
- Stewarded relationships with corporate partners, nonprofits, and family foundations to raise an additional $3.29M in new direct funding for student scholarships during my tenure as Associate Provost.
- Increased current-year awards for the School of Education by 28% ($6.02M to $7.76M) and total (future-year) awards by 91% ($6.02M to $11.4M) during tenure as Associate Dean. Played a crucial role in assisting Howard University with regaining its Carnegie Classification as Research I University.
- Established partnerships with local and federal government agencies including the U.S. Department of Health and Human Services, Central Intelligence Agency, and the District of Columbia's Department of Employment Services.

Faculty Research and Grantsmanship

- Served as PI, Co-PI, or Senior Personnel on grants exceeding $3.1M. Funders include the National Science Foundation, Department of Education, American Educational Research Association, and Department of Homeland Security.
- Selected to serve as Senior Research Scientist at CNA to assist with operating one of ten Regional Education Labs, REL Appalachia. Led research and technical assistance projects across four states (Virginia, West Virginia, Kentucky, and Tennessee).
- Served as Principal Investigator, through REL Appalachia, on a longitudinal, statewide disciplinary data analysis project with the Virginia Department of Education to inform strategies for minimizing suspensions and referrals to law enforcement (at the time Virginia was ranked #1 in referrals to law enforcement). Analyzed more than one million discipline records and worked closely with the State Superintendent and his team to develop actionable recommendations, later learning that this work informed *Governor McAuliffe's Classroom not Courtrooms Initiative*.
- Invited by the National Institute of Justice to serve as a featured contributor on a report to Congress on school policing.
- Served as Founding Member of the DC Education Research Collaborative, in partnership with the Urban Institute, a Research-Practice Partnership for the District of Columbia Public Schools. Provided testimony to the selection committee, supported the development of the proposal, and co-developed the response to questions to aid in winning the bid to operationalize *D.C. Law 22-268. District of Columbia Education Research Practice Partnership Establishment and Audit Act of 2018.* Howard University remains a member.
- Published peer-reviewed research in outlets such as the *Journal of Teacher Education, Teachers College Record, Teaching and Teacher Education, Middle Grades Review,* and *Journal of Computer Science Integration*.
- Published two policy briefs with *The Brookings Institution* on school policing and legislative reform.

- Served as Annual Meeting Co-Program Chair: Division K - Section 9: Teacher Education Program Design and Innovations.
- Served as Research Commissioner on the Research Review Commission of the Association for Supervision and Curriculum Development.

Student Success Results and Strategy

- Served as Initiative Lead for the Enhance Academic Excellence Pillar of the Howard Forward Strategic Plan. Increased 3-year, 4-year, 5-year, and 6-year graduation rates to the highest rates in the University's history during my tenure (2021-present). Simultaneously managed 46% increase in the average freshman class size between 2021-2025, compared to 2016-2020. Collectively increased graduation rates by 9 percentage points over the strategic plan period from 2019-2024.
- Worked with a corporate partner to secure $250K in student success funding to support the career services group and student success strategy. Worked with a team of computer scientists (faculty and students) to review data structures and recommend an enterprise-level student success data strategy to the executive leadership team.
- Developed a comprehensive, research-based student success model by leading a campus-wide working group and thorough internal process review to improve academic advising and student success initiatives.
- Led student success team, inclusive of the ACE Scholars team (merit awards team), that supported 31 students with winning national and international merit awards. Portfolio includes Fulbright, Goldwater, Schwarzman, Marshall, Truman, Beinecke, Luce, and Knight-Hennesey. Estimated award purse is approximately $1.2M-$1.8M.

Curriculum Development

- Served as Chair of the AI Capacity and Expertise Subcommittee, led curriculum development subcommittee meetings, worked with the AI Council Chairs, campus partners, and gained approval from the Howard University Board of Trustees to develop and introduce the Fundamentals of AI Certificate, Howard University's first formal AI credential.
- Led efforts to re-imagine the traditional general education core, which was in place for more than two decades. Transformed the core into a flexible, outcomes-based innovative University-wide General Education Curriculum that includes seven essential learning outcomes and a credit-hour distribution model. Worked closely with faculty, students, staff, Board of Trustees, and relevant committees. Developed an assessment plan in partnership with the Office of Institutional Research and Assessment.
- Established the Office of General Education to support undergraduate curriculum development and innovation. Worked with each undergraduate department to align and revise more than 160 undergraduate programs (majors, minors, and tracks/concentrations) to meet new University-wide General Education Curriculum.

- Co-led a National Science Foundation supported research-practice partnership (RPP), by partnering with the District of Columbia Public Schools to add two new courses to the District of Columbia Public Schools' Course Catalog (Explore Computer Science and Computer Science Principles). Students in all 8 wards (voting districts) gained access to one or both courses during the grant period, one of which was approved to count for credit toward high school graduation. Supported sustainability by introducing a train-the-trainer model for teacher leaders so that ongoing professional development and course offerings would continue beyond the grant period.

Operational and Systems Improvements

- Grew and re-organized the Office of Undergraduate Studies in a manner that better supported the rapidly changing higher education landscape.
- Served as workstream lead for curriculum management and advising, supporting a massive student information system transformation from Banner to Workday. Solicited advice from multiple stakeholders and made recommendations for data management, conversion, and archiving. Managed functionality limitations and optimization efforts post launch. Provided security segmentation recommendations for each student success group (advising, tutoring, career professionals, team leads, curriculum managers, etc.).
- Reorganized and cleaned data that fed manual catalog generation process. Earned full recertification from District of Columbia Higher Education Division and the Office of Veteran's Affairs. Leveraged data analytics tools, cleaned data, and worked with the Office of the Provost staff to implement new tools to integrate the catalog process with a new student information system.
- Led weekly campus-wide stakeholder meetings with staff from the Offices of Finance, Payroll, Budget, Financial Aid, Human Resources, Center for Career and Professional Success, and Sponsored Programs Office, and external Workday consultants to develop and recommend a comprehensive, co-developed solution to enhance efficiency with Title IV funding, student hiring, and Federal Work Study operations.
- Served as CAEP Accreditation "Co-chair" and lead data analyst for the School of Education. Received full re-accreditation on all standards with no cited Areas for Improvement (first time achieving this feat in 14 years).

Capital Planning

- Collaborated with architects, real estate team, and stakeholders to conduct a full remodel of a vacant building to offer an integrated student success center inclusive of advising, career services, tutoring and learning/retention support, merit awards, and general education.
- Served on University-wide Capital Improvement Planning Committee to review and score capital project proposals.

Change and Crisis Management

- Co-led the transition from fully remote undergraduate learning during the height of the COVID-19 pandemic to the re-densification of campus and in-person

learning. Served on continuity committees to ensure proper learning via remote, in-person, and hybrid formats.

- Developed strategic and operational plans to manage a major cyberattack on the University's systems, including the student information system, which included the largest incoming freshman class in the University's history. Achieved the highest four-year undergraduate graduation rate in recorded history with this cohort.
- Led student success team with strategy to manage unanticipated enrollment bulges, including advising the Provost, working with the Deans, Enrollment Management, Student Affairs, and University Communications.
- Provided steady leadership continuity during executive leadership changes.
- Leveraged untapped expertise of existing talent, leveraged artificial intelligence solutions, and revised organizational structure to maintain services associated reductions-in-force and significant budget reductions.

Professional Experience (continued)

2018-2021 Professor (2019) & Associate Dean
Research and Sponsored Programs
Howard University
School of Education

Duties: Developed and supported faculty with establishing or maintaining sponsored research agendas, training programs, centers, and funded outreach. Increased current-year awards by 28% ($6.02M to $7.76M) and total (future-year) awards by 91% ($6.02M to $11.4M) during tenure. Managed school-wide activities that support faculty in the establishment of funded research opportunities. Shared or implemented workshops to educate faculty on best practices for proposal preparation, discovering funding opportunities, and corporate engagement. Cultivated relationships between faculty research interests, expertise, and funding/collaborative research opportunities. Provided the initial review of external grant applications submitted by faculty in the School of Education. Represented the School of Education's interests at University-wide meetings led by the VP of Research to support the research enterprise. Provided quarterly updates on faculty grant applications and awards. Provided annual reports and lead the discussion on the development of the research portion of the strategic plan. Performed duties of a faculty member at the rank of full professor in the Department of Curriculum and Instruction. Fulfilled other relevant responsibilities as assigned by the Dean.

2017-2018 Associate Professor & Interim Associate Dean
Academic Programs and Student Affairs
Howard University
School of Education

Duties: Oversaw the implementation and assessment of an innovative and coherent strategic plan for the academic and student affairs programs of the school. Coordinated with Program Coordinators, the faculty, and the Assistant Dean to ensure quality,

continuity, innovation, and integrity in academic and student issues. Led efforts to report and analyze retention and attrition trends. Liaised and collaborated with the Office of the Provost, Student Affairs, University Admissions, and the University Registrar. Ensured academic and student affairs compliance with Howard University policy and procedures. Created a culture across the unit that valued a team-based and collaborative approach to supporting students. Fulfilled other relevant responsibilities as assigned by the Dean.

2012-2016 Associate Professor & Department Chair
Howard University
Department of Curriculum & Instruction

Duties: Provided Departmental leadership for 4 master's degree programs and 2 undergraduate programs. Facilitated positive student experiences, ensured compliance with accreditation, developed new and refined existing assessment systems, evaluated staff and faculty performance, promoted and developed new programs, managed relationships with donors including a major endowment exceeding $1.5M. Provided service to the University and community, developed and led research projects, and served on various committees. Completed other related duties as directed by the Dean.

2015-2017 Senior Research Scientist (part-time)
CNA

Duties: Assisted CNA staff with the operation of the U.S. Department of Education's Regional Education Laboratory Appalachia, one of ten federally funded education laboratories. Provided technical assistance, research support, and professional development to states and research alliances in the Appalachian region. Developed and supported other education initiatives.

2007-2012 Assistant Professor & Program Coordinator, Secondary Education; Reading Education
Howard University
Department of Curriculum & Instruction

Duties: Taught and developed graduate and undergraduate courses in secondary and literacy education. Coordinated, maintained, and developed program materials. Provided service to the University and community, developed and conducted research projects, and served on various committees. Awarded more than 1.9 million in extramural funding as PI, Co-PI, or Senior Personnel with various funding agencies. Completed other related duties as directed by the Dean.

2005-2007 Assistant Professor & Program Coordinator
University of North Carolina Wilmington
Curriculum/Instructional Supervision Program

Duties: Taught graduate courses and directed theses in the Curriculum/Instructional Supervision master's program. Coordinated, maintained, and developed program

materials. Assisted in maintaining Professional Development System with local school districts. Provided service to the University and community, developed and conducted research projects, and served on various committees. Completed other related duties as directed by the Dean.

2004-2005 Research Assistant
North Carolina State University

Duties: Participated in comprehensive evaluation of statewide technology project with high-poverty schools. Developed case studies, interviewed staff, and observed classrooms to assess the implications of technology integration on student achievement, teacher development, and leadership enhancement. Other duties included survey preparation, mailings, and data entry.

2005 University Supervisor (contract)
North Carolina State University

Duties: Advised student teachers, conducted cycles of assistance, completed evaluations, and made recommendations for licensure in the State of North Carolina.

2005 Teaching Assistant
North Carolina State University

Duties: Developed syllabus, facilitated course, and maintained web-based component of Senior Seminar in Business & Marketing Education under guidance of major advisor.

2001-2004 Business & Information Technology Teacher
Durant Road Middle School

Duties: Developed courses, facilitated instruction, and participated in the total school-related activities of a teacher. Served as School Improvement Team liaison, mentor for African American males, Assistant football coach, Assistant basketball coach, and Step-team coach. Courses taught: Business & Computer Technology I & II, Exploring Business and Marketing, Keyboarding, and Technology Encore for Math and Language Arts.

1999 Student Teacher
Ben L. Smith High School

Duties: Taught business and marketing courses with guidance of corresponding teachers and University advisor. Participated in work-based learning components. Courses taught: Computer Applications I & II and Marketing Management.

Peer-reviewed Journal Articles

Anderson, K.A. (2020). A national study of the differential impact of novice teacher certification on teacher traits and race-based mathematics achievement. *Journal of Teacher Education,* 71(2), 247-260. https://doi.org/10.1177/0022487119849564

Jones, V. C., **Anderson, K. A**., Mahmood, M., Johnson, A. (2019). Introducing the Predictors of Black Outcomes in STEM Survey (PBOSS): A Tool for Identifying and Cultivating STEM Talent. *Urban Education*, 58(2). https://doi.org/10.1177/0042085919850245

Anderson, K. A. (2018). Policing and middle school: An evaluation of a statewide school resource officer policy. *Middle Grades Review*, 4(2), 1-22. https://journals.uvm.edu/mgr/article/id/47/

Anderson, K. A., Burge, L., Shine, T., Mejias, M., & Jean-Pierre, K. (2018). Lessons learned from a district-wide implementation of a computer science initiative in the District of Columbia Public Schools. *Journal of Computer Science Integration*, 1 (1). https://doi.org/10.26716/jcsi.2018.01.1.2

Anderson, K. A. (2016). Examining organizational practices that predict persistence among high-achieving black males in high school. *Teachers College Record, 118(6),* 1-26. https://www.tcrecord.org/content.asp?contentid=19965

Anderson, K. A. (2015). An introduction to optimal resource theory: A framework for enhancing student achievement. *Journal of Negro Education*, 84(1), 25-39.

Howard, K. E. & **Anderson, K. A**. (2010). Stereotype threat in middle school: The effects of prior performance on expectancy and test performance. *Middle Grades Research Journal. 5(3), 119-137*

Toldson, I. A., & **Anderson, K. A.** (2010). The role of religion in promoting academic success for black students. *Journal of Negro Education*, 79, 205-213.

Britton, L. R., & **Anderson, K. A**. (2010). Peer coaching and pre-service teachers: Examining an underutilized concept. *Teaching & Teacher Education*, 26, 306-314.

Anderson, K. A. & Sadler, C. I. (2009), The effects of school-based curricula on reading achievement of African American males in special education, *Journal of Negro Education,* 78(3), 333-345.

Graham, A., & **Anderson, K. A**. (2008). "I have to be three steps ahead": Academically gifted African American male students in an urban high school on the tension between an ethnic and academic identity. *Urban Review,* 40, 472-499.

Anderson, K. A., Howard, K., & Graham, A. (2007). Reading achievement and suspensions among African American males in middle school. *Middle Grades Research Journal,* 2(*2*), 43-63.

Anderson, K. A. (2007). Mentoring and standardized achievement of African American males in the elementary and middle grades. *Middle Grades Research Journal,* 2(*1*), 49-72.

Edited Book Chapters

Anderson, K. A. (2014). Equity in opportunities to learn mathematics: Policy and practice implications for high-achieving black students, In Y. Sealey-Ruiz, C. W. Lewis, & I. Toldson (Eds.). *Teacher education and black communities: implications for access, equity, and achievement (pp.253-272)*. Charlotte, NC: Information Age Publishing, Inc.

Anderson, K. A., Howard, K. E. & Graham, A. (2009), Reading achievement and suspensions among African American males in middle school, In D. L. Hough, (Ed.), *(pp. 83-101).* Charlotte, NC: Information Age Publishing, Inc.

Policy Briefs

Contributor to Congressional Report by Joseph M. McKenna, J.M. & Pestrosino, A. (2022). *School Policing Programs: Where Have We Been and Where Do We Go Next?* National Institute of Justice. https://www.ojp.gov/pdffiles1/nij/301592.pdf

Anderson, K. A. & Anderson, M. B. L. (2020). *Safety and School Resource Officers: Framing a Legislative Agenda (Policy Brief)*. Washington, DC: Howard University School of Education and UNCF. https://cdn.uncf.org/wp-content/uploads/UNCF-Howard-School-Safety-Report.pdf

U.S. Department of Education Technical Assistance Reports

Anderson, K. A., Leeds, D., Geraghty, T., Sun, C., Kannapel, P. (2016) *Understanding Virginia's disciplinary pipeline data: Data quality review. Technical Assistance Memorandum #1.* Arlington, VA: Regional Education Laboratory Appalachia.

Anderson, K. A., Leeds, D., Geraghty, T., Sun, C., Kannapel, P. (2016) *Understanding Virginia's disciplinary pipeline data: Data analysis summary. Technical Assistance Memorandum #2.1: Suspensions.* Arlington, VA: Regional Education Laboratory Appalachia.

Anderson, K. A., Leeds, D., Geraghty, T., Sun, C., Kannapel, P. (2016) *Understanding*

Virginia's disciplinary pipeline data: Data analysis summary. Technical Assistance Memorandum #2.2: Law Enforcement Referrals. Arlington, VA: Regional Education Laboratory Appalachia.

Technical Reports

Anderson, K A., & Shine, T. J. (2018). Evaluation report #5: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Anderson, K A., & Shine, T. J. (2016). Evaluation report #4: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Anderson, K A., & Shine, T. J. (2015). Evaluation report #3: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Anderson, K A., & Shine, T. J. (2014). Evaluation report #2: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Anderson, K A., & Shine, T. J. (2013). Evaluation report #1: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Published Conference Proceedings

Washington, A. N., **Anderson, K. A**., Warner, G., & Burge, L. (2010). Graduating Engineers in the U.S.: Bridging Engineering and entrepreneurship for African-American high school students. *Proceedings of the International Conference Frontiers in Education* (pp. 156-158).

Media Contributions

https://www.nbcnews.com/news/us-news/inside-chicago-s-decade-long-fight-defund-police-schools-n1233391

https://www.brookings.edu/blog/brown-center-chalkboard/2020/06/25/framing-a-legislative-agenda-to-achieve-meaningful-school-safety-and-policing-reform/

https://madison.com/ct/news/local/education/policing-madison-schools-are-the-days-numbered-for-school-resource/article_29afa178-eb0b-587c-8838-015eaff0537b.html

https://www.brookings.edu/blog/brown-center-chalkboard/2018/11/08/does-more-policing-make-middle-schools-safer/

https://www.newsobserver.com/news/politics-government/article221962265.html

https://www.heraldsun.com/news/politics-government/article221962265.html

https://www.theroot.com/putting-more-cops-in-schools-does-not-make-them-safer-1830668233

https://www.charlotteobserver.com/news/politics-government/article221962265.html

https://www.policeone.com/school-violence/articles/482168006-Study-More-cops-in-schools-may-not-make-them-safer/

http://www.bluebulletin.com/NationalNews/2018/November/26/Do.more.cops.in.schools.make.them.safer.New.study.looking.at.North.Carolina.schools.says.no.aspx

Invited Presentations

Anderson, K. A., Piver-Renna, J., Gregory, M. (2020). *Courageous Connections: Discipline, Race, and Achievement.* Virginia Department of Education's Virtual Equity Summit.

Anderson, K. A. (2020). *School Safety: Addressing the Issue of School Resource Officers.* Howard University/AASA's Virtual Leadership Series

Anderson, K. A. (2017). *Implicit Bias and Cultural Challenges Within the Schooling Context: Lessons for Teachers, Teacher Education, and School Personnel.* Paper presented at the Division K Vice-Presidential Invited Session (Rethinking discipline and incarceration: Examining systemic and pragmatic issues that limit and promote positive school and community climates) during the annual meeting of the American Educational Research Association, San Antonio, Texas.

Anderson, K. A. Lee, V. J., Flennaugh, T. K., McGee, E. O., & Petchauer, E. M. (2017). *Division K: Successful Proposal Submission and Reviewing Tips from Sections 9 & 10 Co-Chairs.* Forum presented at the Division K Vice-Presidential Invited Session during the annual meeting of the American Educational Research Association, San Antonio, Texas.

Anderson, K. A., (2016). *Examining Organizational Practices that Predict Persistence among High-Achieving Black Males in High School.* Paper presented at the Education and Socialization of Black and Hispanic/Latino Children: The Enduring Legacy of Dr. Billingsley's Analysis, Washington, DC.

Division K Co-Chairs (2016). *AERA 2017? You Only Have a Year to Get Your Next Proposal Ready!.* Forum presented at the Division K Vice-Presidential Invited Session during the annual meeting of the American Educational Research Association, Washington, DC.

Division K Co-Chairs (2015). *AERA 2016? It's Not Too Early to Think About Your Next Proposal.* Forum presented at the Division K Vice-Presidential Invited Session during the annual meeting of the American Educational Research Association, Chicago, Il.

Anderson, K. A. (2014). *Re-examining large-scale research designs to inform best practices: The case of high-achieving black males.* Paper presented at the Division H Vice-Presidential Invited Session (Do African American male students still lag behind given the multiplicity of changes in programs, policies, and practices) during the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Anderson, K. A. (2013). *Homework and efficacy as predictors of black male success patterns in mathematics and reading.* Paper presented at the Division K Invited Session (Preparing teachers of African American children) during the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Anderson, K. A. (2012). *Re-directing an obsession with deficits: The case of black male literacy*. Paper presented at the State of the Black World Conference III, Washington, DC.

Anderson, K. A. (2011). Promoting black male achievement and reducing teacher feelings of inadequacy by shifting from an external to an internal locus of control. Paper to be presented at Breaking Barriers 2: Teacher Preparation and the Future of School-age Black Males, Congressional Black Caucus Foundation, Concurrent Session at the American Educational Research Association, New Orleans, Louisiana.

Peer-Reviewed Presentations

Anderson, K. A. (2019). *Does Increased Policing Improve Safety Outcomes in the Middle Grades?* Paper presented at the annual Howard University Research Week. Washington, DC.

Jones, V. C**., Anderson, K.A**., Maxwell, C., Mahmood, M., Grant, O., Edwards, L. D., (2017). Development of the Conditions for Black Outcomes in STEM Survey: Lessons from Innovations University. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Jones, V. C**., Anderson, K.A**., Maxwell, C., Mahmood, M., Grant, O., Edwards, L. D., (2015). Development of the Conditions for Black Male Success in STEM Survey. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Anderson, K. A. (2012). *A national examination of the relationship between top-performing black male readers and the prevalence of peer social networks.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Anderson, K. A. & Howard, K. E. (2012). *Examining the influence of school-based collective socialization for high-achieving black males in mathematics.* Manuscript to be presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Anderson, K. A. (2011). *Longitudinal factors related to high-achieving African American males in special education: A national study.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Anderson, K. A. (2009). *Reading skills and reading achievement for African American males in special education: A complex issue.* Poster presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Anderson, K. A., Howard, K., & Graham, A. (2007). *Reading achievement and suspensions among African American males in middle school.* Paper presented at the annual conference of the National Middle School Association, Houston, Texas.

Anderson, K. A. & Imig, S. (2006). Teacher efficacy: Confirming the factors and assessing its relationship to experience. Paper presented at the annual meeting of the Council of Professors in Instructional Supervision, Gainesville, Florida.

Anderson, K. A. (2006). Mentoring and standardized achievement of African American males in the elementary and middle grades. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Anderson, K. A. (2005). Teacher traits and African American student performance on standardized assessments in the middle grades. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.

Anderson, K. A., Steelman, J., & Foley, A. (2005). The digital divide and culturally relevant technology – Some insights from the IMPACT evaluation. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.

Anderson, K. A. & Seaton, A. (2004). Evaluating the effectiveness of IMPACT: Guidelines for school library media and instructional technology programs. Paper presented at the annual meeting of Educational Technology,

Raleigh, NC.

State and District Professional Development Workshops

Anderson, K. A., Leeds, D., Geraghty, T., Sun, C., Kannapel, P. (2016) *Understanding Virginia's disciplinary data: Trends and data quality review. Presented at the Virginia Department of Education,* Richmond, VA.

Anderson, K. A., & Mabry, B. (2016*). Workshop Series on Building Capacity to Implement School Progress Plans in Richmond Public Schools.* Workshops presented during the summer and Fall Professional Development Concurrent Sessions, Richmond Virginia.

Kannapel, P., **Anderson, K. A.,** & Sun, C. (2016*). Addressing Problems of Practice Through Action Research.* Workshop presented to Region 2 members of the Virginia Department of Education, Williamsburg, Virginia.

Sponsored Projects

Funded Projects

Extramural.

Title: H.E.R.D Student Success Model
Role: Principal Investigator
Agency: Private Donor
Year: 2025
Amount: **$250,000**

Title: Howard University Teacher Residency Program
Role: Principal Investigator (with Legand Burge III, James Jackson, and Celeste Malone-Co-PIs)
Agency: U.S. Department of Education
Year: 2019
Amount: **$984,795**

Title: Metropolitan Teacher Residency Program
Role: Principal Investigator
Agency: Fairfax County Public Schools
Year: 2015
Amount: **$18,720**

Title: Partnership for Early Engagement in Computer Science-High School
Role: Co-Principal Investigator (with A. Nicki Washington-PI; Legand Burge III-Co-PI)
Agency: National Science Foundation.
Year: 2012

Amount: **$996,239**

Title: Broadening the Participation of African American Males in STEM.
Role: Co-Principal Investigator – (with Vinetta Jones-PI, Rosalie Boone-Co-PI, Muhammad Mahmood -Co-PI)
Agency: National Science Foundation
Year: 2012
Amount: **$399,888**

Title: The Graduating Engineers in the U.S.-Department of Homeland Security (GENIUS-DHS) Program: Infusing DHS Research into Undergraduate Education at Howard University.
Role: Senior Personnel
Agency: Department of Homeland Security
Year: 2012
Amount: **$448,594**

Title: Exploratory Project: Graduating Engineers in the U.S. (GENIUS) Summer Program
Role: Senior Personnel – Partnered with College of Engineering, Architecture and Computer Science to develop with PI to develop measurable outcomes and wrote the external evaluation plan.
Agency: National Science Foundation
Year: 2009
Amount: **$99,336**

Title: A comprehensive examination of factors related to future reading achievement for African American males in special education.
Role: Principal Investigator.
Agency: American Educational Research Association Grants Program
Year: 2009
Amount: **$35,000**

Funded Projects

Intramural.

Title: Howard University Research Fellowship
Role: Principal Investigator
Agency: Howard University
Year: 2011
Amount: **$15,000**

Title: The Coalition for Urban Reading Enhancement – Middle School of Mathematics and Science Reading Project
Role: Principal Investigator

Agency: Howard University
Year: 2007
Amount: **$51,284**

Title: Technologically Enhanced Instruction
Role: Principal Investigator
Agency: University of North Carolina Wilmington
Year: 2005
Amount: **$1,814**

Service

International/National

Elected Positions:

- Treasurer/Financial Officer, Middle Level Education Research Special Interest Group, American Educational Research Association (2012-2014)
- Council Member, Middle Level Education Research Special Interest Group, American Educational Research Association (2010-2012)

Invited Appointments:

- Invited Contributor – National Institute of Justice's Report to Congress on School Policing (2020)
- Invited Expert Reviewer – NASA's Sparking STEM Engagement Initiative (2019, 2020)
- Invited Faculty Presenter and Mentor - Summer Dissertation Proposal Workshop– Co-sponsored by the University of Wisconsin Madison's Institute for Research on Poverty and Howard University's Center for Race and Wealth (2019)
- 2015-2017 Annual Meeting Co-Program Chair: Division K - Section 9: Teacher Education Program Design and Innovations
- Research Commissioner, Research Review Commission of the Association for Supervision and Curriculum Development (2007-2010)

Editorial Boards:

- Board Member – Journal Computer Science Integration (2017-present)
- Section Editor – *Journal of Negro Education* (2016-2021)
- Board Member – *Journal of Negro Education* (2009-present)
- Board Member – *Middle Grades Review* (2014-present)

International/National

Reviewer:

- *Journal of Negro Education*
- *Educational Researcher*
- *Educational Policy*
- *Teaching and Teacher Education*

- *Urban Education*
- *Chronicle of Middle Level Education*
- *Review of Educational Research*

Past Reviewer:

- *The Handbook of Research in Middle Level Education*
- *Review of Educational Research*
- Division H: School Evaluation and Program Development – *American Educational Research Association*.
- Division G: Social Context of Education - *American Educational Research Association.*
- Division B: Curriculum Studies - *American Educational Research Association.*
- Division C - Humanities, Social Sciences, and Fine Arts – *American Educational Research Association.*

Discussant:

- Lessons Learned from Mayoral Control of Large Urban School Systems, Association for Supervision & Curriculum Development (2009)

Paper Session Chair:

- Division K – Section 9 (American Educational Research Association, Toronto, ON)
- Instructional Technology - Special Interest Group – American Educational Research Association, San Diego, CA.

University/School

Howard University:

CETLA Search Committee Member (2019-2020)
Undergraduate General Education Committee (2018-2019)
Career Services Advisory Committee (2017-2018)

Howard University School of Education:

- Charles Thompson Lecture Colloquium Committee Member (2020 & multiple years)
- Walter and Theodora Daniel Endowed Educational Research Fund Committee Member (2020 & multiple years)
- Council of Accreditation Educator Preparation (Lead data analyst Co-author of Self Study)
- Search Committee Chair (2017)
- Department Chair (2012-2016)
- Howard University – Black Male Initiative, Office of the Provost (2011)
- Howard University - Provost Search Committee (2009, 2010)

- Howard University - Teaching, Learning, and Technology Committee (2008, 2009)
- CAEP Accreditation "Co-chair" and lead data analyst
- Dissertation Committee Member - Department of Educational Leadership and Policy Studies (2009-2017)
- Dissertation Committee Member - Department of Human Development and Psychoeducational Studies (2009-2017)
- Secondary Education Minor Coordinator (2012)
- Teacher Education Advisory Council (2009-2015)
- Interviewer, Ready-To-Teach Program (2012)
- Reading Education Program Coordinator (2008, 2009, 2010)
- Comprehensive Examination Committee Chair (2009, 2010, 2011)
- Mission Statement Revision Adhoc Committee (2010)
- Internship Supervisor (2009, 2010, 2011)
- Curriculum Committee Member (2008, 2009, 2010)
- Department of Educational Administration & Policy - Dissertation Committee Member (2008, 2009, 2010, 2011)
- Scholarship Committee (2010, 2011)
- National Council for the Accreditation of Teacher Education (NCATE) Standard 5 Committee Member (2007, 2008)
- Helen Matthews Rand Scholarship Committee Member (2007, 2008)
- Assessment Committee Member (2007, 2008)
- Teacher Education Advisory Committee Member (2008, 2009, 2010)
- Thesis/Research and Publications/Seminar Paper Committee Member (2007, 2008)
- Comprehensive Examination Committee Member (2007, 2008)
- Admissions/Recruitment/Retention & Open House Committee Member (2007, 2008)
- Search Committee Member (2007, 2008)
- Student Council Guest Speaker – Literacy (2008)

University of North Carolina Wilmington:

- Faculty Senate (2006)
- Provost Advisory Council
- University Teaching Fellows Guest Lecturer - African American Male achievement (2006)

University/School

University of North Carolina Wilmington:

- Faculty Search Committee Member (2006) - Watson School of Education and the Department of Social Work
- Faculty Search Committee Chair (2006) – Curriculum/Instructional Supervision Program
- Diversity Committee (2005)

- Teaching Fellows Advisory Committee (2005)
- Professional Development System Committee Member

Regional/Local

- DC Education Research Collaborative – Founding Member of the Research-Practice Partnership for DC Public Schools in partnership with the Urban Institute (2021). Howard University remains a member.
- Building Our Network of Diversity (BOND) Member - Montgomery County Public Schools (2017-present)
- Student to Educator Pathway Program - Montgomery County Public Schools (2015)
- Board Member (2004-2005), Meridian [peer-reviewed instructional technology journal]
- Content-Area Reading Workshop (2010) – McKinley Technology High School
- Sports Management, Academic, & Recreational Training (2009) - S.M.A.R.T. – Advisor Board Member
- Guest Facilitator (2009) – Greater Area Washington Urban League – Panel on Historically Black Colleges & Universities
- Content-Area Reading Workshop (2008) – Howard University Middle School of Mathematics & Science Weekly reading intervention for African American males (2006) – assisted instruction – Rachel Freeman Elementary School.
- Advancement via Individual Determination (AVID) – college advisor (2006) - North Brunswick High School.
- Strategies for high school reading achievement – Teacher Workshop (2006) – John T. Hoggard High School.
- Teacher strategies for African American male achievement – Teacher workshop (2006) – Bradley Creek Elementary School.
- Improving teacher retention/working conditions – Administrator Workshop (2005-2006) - Pender County Schools.
- African American Males Preparing for Leadership Excellence (AAMPLE) – Project Partner (2005-2006) - South Brunswick Middle School.
- Mentoring & monitoring instruction - Workshop (2006) – United States Marine Corps – Camp Johnson - Jacksonville, NC.
- Reading intervention – Small group tutoring (2006) – Rachel Freeman Elementary School.

Courses Taught

Howard University

- Research Methods in Curriculum and Teaching (graduate)
- Research Foundations and Methods (undergraduate)
- Literacy Assessment & Instruction in Urban Elementary Schools (undergraduate)
- Orientation & Pre-professional Seminar
- Pedagogy & Content Literacy (undergraduate)

- Content Area Reading & Writing I (graduate)
- Content Area Reading & Writing II (graduate)
- Diagnostic and Remedial Techniques in Reading (graduate)
- Literature for Children & Adolescents (graduate)
- Language, Literacy, and Applied Phonics (graduate)

University of North Carolina at Wilmington

- Thesis
- Learning-Centered Supervision
- Practicum in Learning-Centered Supervision

Earned Teacher Certificates & Licenses

- Curriculum-Instructional Specialist
- Middle Grades Business
- Business Education
- Marketing Education
- K-12 Reading Specialist

Current/Former Professional Memberships

Society for Research on Educational Effectiveness

American Educational Research Association
-Division K – Teaching and Teacher Education
-Division H - School Evaluation and Program Development / Section 2: Program Evaluation in School Settings
-Division B – Curriculum Studies
-Special Interest Group - Middle Level Education Research
-Special Interest Group - Research Focus on Black Education
-Special Interest Group - Instructional Technology

- Association of Middle Level Education (now AMLE)
- International Reading Association
- National Association of Multicultural Education
- Association of Supervision and Curriculum Development
- American Educational Research Association
- National Education Association
- North Carolina Association of Educators

Non-Academic Experience

1999-2001 Multiple Positions (Marketing/Sales)

Bellsouth Advertising & Publishing Corporation

Duties: Consulted with small businesses throughout North Carolina to evaluate, develop, and sell appropriate Directory and Internet advertising programs to meet company marketing needs. Assisted with the development of internal marketing plans and sales reports.

1997-1999 Help Desk Analyst
Department of Client Services – UNC Greensboro

Duties: Provided technical computing support to the faculty at the University of North Carolina at Greensboro via telephone, electronic mail, and outside troubleshooting.

Awards/Honors

2020 Invited Contributor – School Policing Report to Congress – National Institute of Justice

2017 Quasi-Experimental Design and Analysis Workshop Invitee, Northwestern University/Institute for Education Sciences

2016 Meritorious Award, Volunteer Youth Leader, Kettering Baptist Church

2011 Emerging Scholar Interdisciplinary Network (ESIN) Fellow, University of Michigan,

2011 Howard University Faculty Senate Interdisciplinary Project Award for collaboration between the School of Education and the College of Engineering, Architecture, and Computer Science

2009 Top 10 Publication Award – *Middle Grades Research Journal* Review Board, Manuscript selected for re-print in an edited book entitled *Middle Grades Research: Exemplary Studies Linking Theory to Practice*

2008 American Educational Research Grants Award – One of two HBCU faculty recipients in 20 years (out of more than 200 internationally-competitive awards since 1991)

2007 Sole junior faculty member invited and appointed to serve on the Research Review Commission of the Association for Supervision and Curriculum Development

2001 Regional Sales Performance Recognition (private sector)

Technical Skills

Software: Python, MATLAB, R, STATA

Methodological Expertise: Categorical and Count Models, Quasi-experimental Design, Hierarchical Linear and Nonlinear Modeling, Exploratory and Confirmatory Factor

Analysis, Structural Equation Modeling, Linear/Loglinear Regression, Analysis of Variance, Numerical Analysis, Optimization, Instrument Construction

Data Science Skills: Algorithms for classification, regression, natural language processing, and cluster analysis.

Additional Education/Training

IBM Research
Dynamical Systems for Machine Learning & AI - Summer 2026
Principled Scientific Discovery with Formal Methods - Summer 2025

- Completed two immersive research trainings at the Thomas J. Watson Research Center (NY). Reviewed key dynamical systems concepts and their relationships to optimization. Combined AI-based computational methods with traditional machine learning techniques to support scientific discovery.

Erdos Institute:

- Quantitative Finance Certificate (2026)
- Data Science Certificate (2024)