

# UCEA

## Barbara Jackson Scholars Network Workshop

Thursday, April 21, 2022

8:00 am – 12:00 pm

Omni San Diego Hotel

## AERA 2022

American Educational Research Association  
April 21–26, San Diego, California



University Council for Educational Administration  
*Quality Leadership Matters* since 1954

## Wednesday April 20, 2022

6:00–8:00 pm PDT  
Joint Clark/Jackson  
Scholars Reception  
*(Optional)*

## Thursday April 21, 2022

7:45 am  
Breakfast

8:00–8:30 am PDT  
Welcome & Icebreaker

Mónica Byrne-Jiménez  
UCEA Executive Director,  
Michigan State University

Hollie J. Mackey  
UCEA Co-Associate Director of Graduate  
Student Development,  
White House Initiative on Advancing  
Educational Equity, Excellent, and  
Economic Opportunity for Native  
Americans and Strengthening Tribal  
Colleges and Universities

Angel Miles Nash  
UCEA Co-Associate Director of Graduate  
Student Development,  
Chapman University

8:30–9:30 am  
Early-Career Jackson  
Scholar Network (JSN)  
Alumni Panel

Dwuana Bradley  
University of Southern California

Alejandro Gonzalez Ojeda  
San Diego State University

Taeyeon Kim  
University of Nebraska–Lincoln

Elsa Villareal  
Texas A&M University, Commerce

James S. Wright  
San Diego State University

## Omni San Diego

675 L St, San Diego, CA 92101

**Level 4 Grand Ballroom Salon AB**

## Thursday April 21 (continued)

9:30–9:45 am	Break	
9:45–11:30 am	Facilitated Roundtable	
	Grants	Alex Redcorn University of Kansas
		Angel Miles Nash UCEA, Chapman University
	Methodologies	Taeyeon Kim University of Nebraska–Lincoln
		Hollie Mackey UCEA, White House Initiative
	Navigating AERA	Detra Johnson University of Houston
		Mariela Rodríguez University of Texas at San Antonio
	Conceptual Frameworks	Susan Faircloth Colorado State University
		Amanda Cordova North Dakota State University
	Collaborations	Alejandro Gonzalez San Diego State University
		Dwuana Bradley University of Southern California
11:30–11:55 am	Debrief & Closing	

**Omni San Diego**  
675 L St, San Diego, CA 92101  
**Level 4 Grand Ballroom Salon AB**

## About the Jackson Scholars Network



UCEA established the JSN in honor of Dr. Barbara Loomis Jackson in November 2003. The 2-year program provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership. Since 2003, almost 300 doctoral students have participated, developing a robust pipeline of faculty and graduate students of color in the field of educational leadership. Barbara Jackson Scholars and Alumni enhance the field of educational leadership and UCEA with their scholarship and expertise.

Dr. Barbara Loomis Jackson (1928–2012) was a leader, builder, scholar, and mentor in the field of educational administration for over 50 years. As a trailblazer, she opened up avenues of research and practice in educational administration that still benefit people, institutions, research, diversity, and urban education. She pioneered research on women, particularly concentrating on women of color. As dean at Morgan State University and associate dean at Atlanta University, she helped found doctoral programs in educational administration. She was professor emerita of Educational Administration at Fordham University, where she served for 25 years, including as chair, 1997–2003. Dr. Jackson earned an EdD from Harvard University; an MA from Teachers College, Columbia University; and a BA from Wellesley College. In 2000, Teachers College recognized her as a Distinguished Alumna. A year later, she received the Wellesley College Achievement Award. In 2010, the American Association of School Administrators honored her with the Dr. Effie H. Jones Humanitarian Award. In 2004, UCEA recognized her with the Roald Campbell Lifetime Achievement Award.

### Friday April 22

**Division A Business Meeting**, 6:00–7:30 pm PDT  
Hyatt Manchester Grand, 1 Market Pl, San Diego 92101  
2nd Level, Harbor Tower, Harbor Ballroom G

**Divisions A & L, UCEA, & SAGE Joint Reception**, 7:30–9:00 pm  
Hyatt Manchester Grand, Lobby Level, Marina Terrace

### Saturday April 23

**Division L Business Meeting**, 6:00–7:30 pm  
Hyatt Manchester Grand, Harbor Ballroom A

**LTEL SIG Business Meeting**, 6:00–7:30 pm  
Hyatt Manchester Grand, Harbor Ballroom E

### Sunday April 24

**LSJ SIG Business Meeting**, 6:00–7:30 pm  
Marriott Grand, Ballroom 12

## JSN Alumni Bios

**Dwuana Bradley, PhD**, is an assistant professor at the



University of Southern California, Rossier School of Education.

Dr. Bradley graduated with a PhD in Educational Leadership and Policy from The University of Texas at Austin in 2020. Her research broadly examines the ways in which anti-Black sentiment perpetually undergirds the drivers and levers of federal, state, and institutional policies across the P-20 pipeline in ways that (un)intentionally reify the

social stratification of Black peoples across the diaspora. Her work employs theories of anti-Blackness, socio-legal concepts, and critical qualitative methodologies to address issues of hate speech and antiracist inclusion on predominantly White campuses; postsecondary access facing racially minoritized community college transfer students; and legislative influence on emergent Tier 1 universities, Hispanic-serving institutions, and historically Black colleges and universities.

**Alejandro Gonzalez Ojeda, EdD**, is an assistant professor of



educational leadership at San Diego State University and an instructional technology leader at Health Sciences High & Middle College. Alejandro is also program manager of the preliminary administrative services credential program, in which he has contributed to and led curriculum and course experience redesign efforts. He is a proud Jackson Scholar alum (2016–18) and owes much of his

pursuit in academia to the positive experiences stemming from mentorship. Alejandro's dissertation was in a three-article format, which he found beneficial for his focus on pursuing publications. His scholarly and practitioner work has focused on evidence-based practices that prioritize collaborative leadership and clear instructional purpose. Alejandro's work has been published in

practitioner books and peer-reviewed articles. He has led professional learning both nationally and internationally on school leadership, literacy instruction, and educational technology. Alejandro's work in the field of literacy spans policy and practice analysis. His most recent contributions to the field have emphasized effective practices in resource adoption and comprehensive intervention practices. A passionate advocate for use of technology for purpose, his work also features ways in which educators can harness technology purposefully rather than at surface level. Throughout his career, he has led the design and implementation of blended and fully online learning programs at the K-12 and graduate levels, including developing capacity among staff.

**Taeyeon Kim**, PhD, joined the University of Nebraska–Lincoln in 2020 as an assistant professor. Her



research focuses on how leaders' voices and strategies intersect with school organizations and policy contexts. Specifically, her research examines (a) policy enactment in school settings whereby leaders and educators interpret and transform multiple accountability policies and (b) leadership development in school organizations by applying learning theories. In her research, she tries to revisit and reimagine concepts around policy and leadership by centering the voices of school leaders

who advocate for equity and social justice. Dr. Kim teaches courses in P-12 educational leadership, including Administration Theories in Educational Organizations and School Culture and Student Behaviors. She also teaches qualitative research methods for doctoral students. Dr. Kim advises students in EdD and PhD programs with a focus on P-12 educational leadership. Beyond the University of Nebraska, Dr. Kim serves on the internal editorial team of the Educational Administration Quarterly. Prior to higher education, Dr. Kim spent more than 7 years in K-12 education serving as an elementary school teacher and professional development consultant for teachers and principals in South Korea. She earned her PhD in K-12 Educational Administration from Michigan State University.

**Elsa Villarreal**, PhD, is an assistant professor in the Department of



Educational Leadership at Texas A&M, Commerce. Dr. Villarreal previously served as a program coordinator for a master's program and school enhancement program within a multi-million-dollar research SEED (Supporting Effective Educator Development) grant awarded to Texas A&M University from the U.S. Department of Education. This project supports a cohort of 110 aspiring principals over 4 years. In addition, Villarreal dedicated 15 years in Lamar CISD with 7 years as a teacher and 8 years as an administrator. She taught Spanish in a Title

I high school and partnered with the local YMCA to provide leadership experiences for at-risk students in the Leadership High School Program. As a high school assistant principal, she coordinated the English as a Second Language, Career and Technology Education, Special Education, and English Language Arts programs. As head principal, Villarreal implemented the first district-wide night school program. She collaborated with the city mayor and city council members to make home visits and communicated with Spanish-speaking parents of students at risk of dropping out of high school. These night school students consisted of teenage parents, former gang members, and homeless students.

**James S. Wright**, PhD, is an assistant professor in the Educational



Leadership Department at San Diego State University. His work is grounded in culturally responsive school concepts, highlighting how these concepts are not new but were standard practices pre-*Brown v. Board*. James uses coloniality, an interdisciplinary lens, to look at the racial, ethnic, social, and economic inequities fundamental to modern educational institutions. He worked with The Wallace Foundation on behalf of San Diego State University as part of the University Principal Preparation

Initiative (UPPI) in course redesign for educational leadership preparation programs. Additionally, he has a Master of Business Administration degree and worked as a K-12 school administrator in an international school and as an educational consultant in Cairo, Egypt.



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