

CLEVELAND HAYES, PhDWorkHome**CURRENT POSITION**

Associate Dean, Academic Affairs	2018 – Present
Indiana School of Education – IUPUI	
Interim Department Chair	2023 - Present
Urban Education Counseling and Education	
Leadership and Policy Studies	

ACADEMIC LEADERSHIP

Co – Editor, <i>International Journal of Qualitative Studies in Education</i>	2018 - Present
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Associate Dean, Academic Affairs, Indiana University School of Education - IUPUI

- Chief Academic Officer for the school, reporting to the Dean
- Supervise, 2 Assistant Deans for Diversity and Student Support
- Supervise, 12 Administrative Staff and over 800 students in both undergraduate, graduate programs
- Supervises, the Student Teaching Placement Office, creating partnerships with local schools and districts that align with the School of Education's Mission and Vision
- Oversees recruitment and retention of students – developed and implement at school wide Recruitment, Retention and Enrollment Management Plan;
- Coordinates admission process for all programs – work with graduate and undergraduate enrollment management to recruit students through open houses, recruitment fairs, and the development of marketing material
- Collaborates with the Indiana Department of Education on teacher education, curriculum, assessment, disposition, and accreditation
- Member of the Graduate and Undergraduate Academic Committees – working across and with academic units in the development of degree offerings and programs
- Member of the Dean's Administrative Team
- Works closely with the Diversity Office on mentoring and leadership courses and workshops
- Leads in the handling of governance responsibilities for the school – facilitated academic meetings; facilitated staff meetings; served as the chair of faculty annual performance committee; ex-officio member of the student grievance committee and committee on teacher education
- Assists the Department Chairs and Program Coordinators in program curriculum development and review – worked with teacher education on the development of an

early childhood degree, and world languages teaching credential and a master's in urban community praxis

- Monitors and Approves the Master Schedule of Classes

Assistant Diversity Program Coordinator

2017 - Present

446 Airlift Wing

United States Air Force Reserves

McChord Air Force Base, Washington

- Oversees the Wing's Diversity Training and Program – directly reports to the Wing Vice Commander and Wing Commander
- Developed and conducted more than 20 diversity training sessions resulting in 200 wing members being trained in critical diversity conversations.
- Created a Department of Defense (DoD) one of a kind squadron diversity monitor program. This ensured wing members are actively engaged monthly with diverse topics.
- Provided monthly diversity professional development to 28-unit diversity representatives.
- Coordinated the facilitator training for a military training program that boosted awareness of extremism, ensuring 100 percent of his squadron received this important DoD mandated training while providing training for 12 other unit facilitators.
- Coordinated and conducted five affinity focus groups with wing members – gain important insight on the status of diversity and inclusion within the wing.

EDUCATION

Ph.D. **University of Utah**, Department of Education, Culture, & Society, 2006.
Specialization in Cultural and Social Foundations of Education, History of Education, Social Justice Education, Critical Race Theory in Education, Culturally Responsive Teaching and Urban Education

Dissertation: *Why We Teach: Storying the Lives of a Black Family of Mississippi Educators*

DISSERTATION COMMITTEE AND AREAS OF SPECIALITY

Norma Gonzalez, PhD (Chair-Anthropology, Language and Ethnographic Research)
 Donna Deyhle, PhD (American Indian Studies, Qualitative Research in Education, Comparative Education, Anthropology and Ethnographic Research)
 Karen Johnson, PhD (African American Education, Biographies, Women Studies and Urban Education)
 Octavio Villalpando, PhD (Critical Race Theory, LatCrit, Higher Education Administration, and Qualitative Research in Education)
 Wilfred Samuels, PhD (African American Literature)

M.Ed. **University of Utah**, Department of Educational Studies, 1998

Specialization: Culture, Curriculum, and Critical Studies

B.S. **Mississippi State University**, Biology Education, 1991

A.A.S **Community College of the Air Force**, Health Services Administration,
1993

RESEARCH INTERESTS

Examinations of Race, Class, and Gender in the Sociology of Education
Critical Race Theory in Education
Historical and Contemporary Issues in African American Education
Storytelling as a Pedagogical Methodology
Urban Education
Anti-Racist Education
Qualitative Research in Education
Intersections of Race and Sexuality
Whiteness in Teacher Education
Latino/a Educators
Teacher Education

TEACHING LICENSES

Utah Standard Certification, Biology, Integrated Science, English as a Second Language,
Business Management, Expired 2020

SECONDARY AND POST-SECONDARY AREAS OF TEACHING SPECIALIZATION

Biology
Chemistry
Earth Science
Middle School Science
English as a Second Language
Business Management

PROFESSIONAL POSITIONS

2017 – Present Professor, Urban Education Teacher Education School of Education,
Indiana University-Indianapolis, Indianapolis, Indiana
2013 – 2017 Associate Professor (with tenure), Advanced Studies in Education and
Human Development, University of La Verne, La Verne, California
2011 – 2013 Associate Professor, Education and Teacher Development, University of
La Verne, La Verne, California
2007 – 2011 Assistant Professor, Teacher Education, University of La Verne, La
Verne, California
Fall, 2006 Adjunct Instructor, Teacher Education, University of Utah, Salt Lake
City, Utah
Spring, 2006- Adjunct Instructor, Diversity in Education, Westminster College, Salt
Lake City, Utah

1996 - 2007 Biology, Chemistry, Earth Systems, Reading, English Language Learner Teacher, Salt Lake City School District, Salt Lake City Utah

1996 – 1998 Basic Computer Literacy Teacher, Granite School District Adult Education, Salt Lake City, Utah

ADMINISTRATIVE POSITIONS

Lead Faculty, Teaching in the Content Single Subject, Teacher Education, College of Education and Organization Leadership, University of La Verne, La Verne, CA, 2007 - 2017

Lead Faculty, Foundations and Introduction to Teaching Single Subject, Teacher Education, College of Education and Organization Leadership, University of La Verne, La Verne, CA, 2010 - 2017

Lead Faculty, Science for Elementary Teachers, Education Studies, College of Education and Organization Leadership, University of La Verne, La Verne, CA, 2007 - 2017

Co-Director, Men of Color Initiative, University of La Verne, La Verne CA, 2015 – 2017

Director, Center for Educational Equity and Intercultural Research, LaFetra College of Education, University of La Verne, La Verne, California, 2016 - 2017

ADDITIONAL ADMINISTRATIVE POSTIONS

Senior Administrator, 446th Aerospace Medicine Squadron, United States Air Force Reserves, Joint Base Lewis-McChord, McChord Field, Washington, 2020 - Present

Associate Administrator, 446th Aerospace Medicine Squadron, United States Air Force Reserves, Joint Base Lewis-McChord, McChord Field, Washington, 2011 - 2020

Director, Clinical Operations, 446th Aerospace Medicine Squadron, United States Air Force Reserves, McChord Air Force Base, Washington, 2007 – 2012

Director, Medical Training, 446th Aerospace Medicine Squadron, United States Air Force Reserves, McChord Air Force Base, Washington, 2004 – 2020

Director, Internal Audit, 446th Aerospace Medicine Squadron, United States Air Force Reserves, McChord Air Force Base, Washington, 2002 – 2004

Science Department Chair, Glendale Middle School, Salt Lake City School District, Salt Lake City, 1997 – 2001.

Lead Teacher, Glendale Middle School, Salt Lake City School District, Salt Lake City, Utah, 1997 – 2002.

Director of Technology, Glendale Middle School, Salt Lake City School District, Salt Lake City, Utah, 1997 – 2002.

School Improvement Council Member, Glendale Middle School, Salt Lake City School District, Salt Lake City, Utah 1997 – 2002.

School Improvement Council Chair, Glendale Middle School, Salt Lake City School District, Salt Lake City, Utah 1997, 1998, 2000.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA), Social Context of Education,
Division G

American Educational Research Association (AERA) Teaching and Teacher Education,
Division K

American Educational Research Association (AERA), Qualitative Research SIG; Critical
Examination of Race, Ethnicity, Class and Gender SIG; Hispanic Research Issues SIG;
Leadership for Social Justice SIG; Research Focus on Black Education SIG; Sociology of
Education SIG; Queer SIG

Critical Race Studies in Education Association,
Vice President and Program Chair, 2017 – 2018
President, 2018 – 2019
Past President, 2019 – 2020

American Education Studies Association (AESA)

OTHER PROFESSIONAL ACTIVITIES

Reviewer, American Educational Research Association, 2008; 2009; 2012; 2013; 2016

Reviewer, *Critical Education*, 2010

Reviewer, *Power and Education*, 2011

Reviewer, Critical Race Studies in Education Association, 2010, 2016 - Present

Reviewer, *Educational Studies*, 2011, 2016

Reviewer, *Urban Education*, 2011

Reviewer, *Gender and Education*, 2013

Reviewer, *Equity and Excellence*, 2013

PUBLICATIONS

* Published with Doctoral Students

Books

Darder, A., **Hayes, C.**, Howard, R. (forthcoming). *Speaking Race and Class: Contested
Dialogues in Education Reform*. Bloomsbury.

*Silverman, E., Manlove, J. & **Hayes, C.** (2022). *Critical storytelling: Dismantling racism one
doctoral student at a time*. DIO Press.

Hayes, C., Carter, I.M., Elderson, K. (2021). *Unhooking from Whiteness: It's a process*. Brill
Publishers.

Hayes, C., Fashing-Varner, K.J., Esworth, H.B. & White-Smith, K. (2018). *Through the fire:
Teacher candidates share their journeys in narrative*. Boston: Sense Publishers.

Fasching-Varner, K.J., Hartlep, N.D., Martin, L.L., **Hayes, C.**, Mitchell, R.W., & Allen-Mitchell, C.A. (2015). Assaults on communities of color: Exploring *the realities of race based violence*. Lanham, MD: Rowman and Littlefield.

Hartlep, N.D. & **Hayes, C.** (2016). *Unhooking from Whiteness: Resisting the Espirit de Corp*. Boston: Sense Publishers

Hayes, C & Hartlep, N.D. (2013). *Unhooking from Whiteness: The key to dismantling racism in the United States*. Boston: Sense Publishers.

Journal: Guest Editor

Hayes, C. & Bracho, C.A. (2020). Gay voices without intersectionality is White supremacy: narratives of gay and lesbian teachers of color on teaching and learning. *International Journal of Qualitative Studies in Education*.

Book Chapters

Hayes, C. (In Press). Where are the Black Folx? A Queer Critical Race Theory Intersectional Analysis. In M. D. Young & S. Diem (Eds.). *Handbook of Critical Education Research: Qualitative, Quantitative, and Emerging Approaches*. (pp. xx – xx) Routledge.

Hayes, C. (forthcoming). A pandemic couldn't crumble the wall of whiteness and white supremacy: A Critical Race perspective. In A. Darder, C. Hayes & H. Ryan (Eds.). *Speaking Race and Class: Contested Dialogues in Education Reform*. Bloomsbury (pp. xx-xx) Bloomsbury.

Hayes, C., & Carter, I. (2022). The rage of whiteness and the hindrance of Black mentorship: A critical race perspective. In B.R. Butler, A. Farinde-Wu, & M. Winchell (Eds.), *Mentoring while White* (pp. 1-31). Roman & Littlefield.

Hayes, C. & Garcia, L-G (2022). One art teacher empowering urban youth with critical arts pedagogy. In D. Hucks, Y. Sealy-Ruiz, S. Carothers & C. Lewis (Eds.) *Purposeful teaching and learning in diverse context* (pp. 37 – 49). Information Age Press.

*Collins II, B. T., & **Hayes, C.** (2020). Interest Convergence. In Z. A. Casey (Ed.), *Critical understandings in education encyclopedia: Critical whiteness studies* (pp. 303 – 309). Brill Publishers.

Hayes, C. (2021). Ernest Smith: Transforming Students Lives for 50 Years. In A. L. Ellis, N. Bryan, Y. Sealey-Ruiz, I. A. Toldson, & C. Emdin (Eds.), *The impact of classroom practices: Teacher educators' reflections on culturally relevant teachers* (pp. 41- 55). Information Age Publishing.

Hayes, C. (2021). Gay is not the new Black: Decentering Whiteness in the Quest for Equality. In C. Hayes, I. Carter & K. Elderson (Eds.), *Unhooking from Whiteness: It's a process* (pp 81 - 99). Brill Publishers.

- Hayes, C. (2020). The Art in Portraiture: An Urban School Art Teacher use of Art as Critical Resistance. In R. Papa (Ed.) *Handbook on Promoting Social Justice in Education*. Springer Nature.
- Hayes, C. (2020). I Feel No Way Tired: The Exhaustion from Battling the Pathology of Whiteness. In N. Hartlep & D. Ball (Eds). *Racial Battle Fatigue in Faculty*. Routledge.
- Harris, B.G & **Hayes, C.** (2019). They Must Get It, They Must Learn”: Exploring Teaching as Community Mothering for a Multigenerational Mississippi Family of Black Women Teacher-Leaders. In R. Jefferies (Ed). *Queen Mothers: Articulating the Spirit of Black Women Teacher-Leaders*.
- Carter, I.M., Gonzalez, B. & **Hayes, C.** (2018). The Jim Crow Effect on Federal Policy and Practice: Social Engineering and the Making of Metropolis in Black and White. In K. Fashing-Varner, K. Tobin & S. Lentz (Eds). *#Brokenpromises, Black Deaths, & Blue Ribbons: Understanding, Complicating, and Transcending Police-Community Violence*. Boston: Brill/Sense.
- Hayes, C. (2016). Unhooking from Whiteness and the Assault that Follows: Lynching in the Academy. In N.D Hartlep & C. Hayes (Eds). *Unhooking from Whiteness: Resisting the Esprit de Corps*. Boston: Sense Publishers.
- Hayes, C.**, Juarez, B.G. & Hartlep, N.D. (2016). Stop Showing your Whiteness and Unhook. In N.D Hartlep & C. Hayes (Eds). *Unhooking from Whiteness: Resisting the Esprit de Corp*. Boston: Sense Publishers.
- Juarez, B.G., **Hayes, C.** & Smith, D.T. (2016). Just Do What We Tell You: White Rules for Well Behaved Minorities. In N.D Hartlep & C. Hayes (Eds). *Unhooking from Whiteness: Resisting the Esprit de Corp*. Boston: Sense Publishers.
- Hayes, C. (2015). You wonder why I am an angry Black man. In K.J. Fasching-Varner, N.D. Hartlep, N.D., L.L. Martin, C. **Hayes**, R.W. Mitchell, & C.A Allen-Mitchell, (Eds.). *Assaults on communities of color: Exploring the realities of race based violence*. Lanham, MD: Rowman and Littlefield.
- Juárez, B. G., & **Hayes, C.** (2014). Too Black, Yet Not Black Enough: Challenging White Supremacy in US Teacher Education and the Making of Radical Social Misfits. In F. Briscoe, & M. Khalifa, (Eds.). *Becoming critical: Oppression, resistance and the emergence of a critical educator/researcher*. New York: SUNY Press.
- Hayes, C. (2015). Assault in the academy: When it becomes more than racial battle fatigue. In K. Fashing-Varner, K. Albert, R. Mitchell, & C. Allen (Eds.), *Racial battle fatigue: Difference and division in higher education*. Lanham, MD: Rowman & Littlefield.
- Hayes, C. (2014). “Why I teach”: An analysis of one mid-twentieth century Mississippian educator’s pedagogical perspectives and practices. In K.A. Johnson & A. Pitre (Eds.),

African American women educators: A critical examination of their pedagogies educational ideas, and activism from the nineteenth the mid-twentieth centuries. Lanham, MD: Rowman Littlefield.

Hayes, C., Juarez, B.G., & Witt, M.T., & Hartlep, N.D. (2013). Unhooking from Whiteness a 12-step process. In C. Hayes & N.D. Hartlep (Eds.), *Unhooking from Whiteness: The key to dismantling racism in the United States*. Boston: Sense Publishers.

Hayes, C. (2013). Too Black to be White and too White to be Black. In C. Hayes & N.D. Hartlep (Eds.), *Unhooking from Whiteness: The key to dismantling racism in the United States*. Boston: Sense Publishers.

Hartlep, N.D., & **Hayes, C.** (2013). Interrupting the racial triangulation of Asians: unhooking from whiteness as a form of coalitional politics. In C. Hayes & N.D. Hartlep (Eds.), *Unhooking from Whiteness: The key to dismantling racism in the United States*. Boston: Sense Publishers.

Juarez, B.G. & **Hayes, C.** (2012). On the Battlefield for social justice in the education of teachers: The dangers and dangerousness of challenging Whiteness in predominantly White institutions and teacher preparation programs. In C. Clark, K. Fasching-Varner & M. Brimhall-Vargas (Eds.), *Occupying the Academy: Just how important is diversity work in higher education*. Lanham, MD: Rowman Littlefield.

Articles (Refereed)

Hayes, C. (2022). To be woke, you must be awake: a critical response to white liberals. *International Journal of Qualitative Studies in Education*,

Acosta, M. & **Hayes, C.** (2022). Without Vision, A people perish: Black teachers modeling the praxis of the Black intellectual tradition. *International Journal of Qualitative Studies in Education*.

Bracho, C.A. & **Hayes, C** (2020): Gay voices without intersectionality is White supremacy: narratives of gay and lesbian teachers of color on teaching and learning, *International Journal of Qualitative Studies in Education*

Hayes, C. (2020). The salience of Black mentors on the teaching praxis of Latino Male Teachers. *Race, Ethnicity and Education*, 23(3), 413 – 431.

Harris, B., **Hayes, C.**, & Smith, D.T. (2019). Not a ‘who done it’ mystery: On how whiteness sabotages equity aims in teacher preparation programs. *Urban Review*, 52, 198 – 213.

Hayes, C. & Fasching-Varner, K.J. (2015). Racism 2.0 and the death of social and cultural foundations of education: A critical conversation. *Journal of Educational Foundations*, 28(1), 103 – 119.

- Hayes, C. (2014). What I know about teaching I learned from my father: A Critical race autoethnographic/counternarrative exploration of multi-generational transformative teaching. *Journal of African American Male Education*, 5(2), 247 – 265.
- Hayes, C., Juarez, B.G., & Escoffery-Runnels, V.** (2014). We were there too: Learning from Black male teachers in Mississippi about successful teaching for Black students. *Democracy & Education*, 22(1), 1 – 11.
- Juarez, B.G. & **Hayes, C.** (2014). On being named a Black supremacist and a racist against your own kind: The problem of White racial domination and the domestic terrorism of White supremacy in U.S. teacher education and colleges of education. *Urban Review*, 46(2), 2 – 20.
- Hayes, C. (2014). We Teach Too: What are the Lived Experiences and Pedagogical Practices of Gay Men of Color Teachers. *Masculinities and Social Change*, 3 (2), 148-172.
- Hayes, C., Montes, A., & Schroeder, L.** (2013). Self-fulfilling prophecy not: Using cultural assets to beat the odds. Manuscript submitted for publication. *Gender and Education*, 25 (7), 923 – 937.
- Juarez, B.G., & **Hayes, C.** (2012). An endarkened learning and transformative education for freedom dreams: The education our children deserve. *Journal of Educational Controversy*, 6(1), Winter (2012).
- Hayes, C. & Juarez, B.G.** (2012). There is no culturally responsive teaching spoken here: A Critical Race Perspective. *Democracy and Education*, 20(1), article 1.
- Hayes, C., Juarez, B.G., & Cross, P.T.** (2012). What can we learn from Big Mama? *Critical Education*, 2(14).
- Juárez, B. G., & **Hayes, C.** (2010). Social justice is not spoken here: Examining the nexus of knowledge and democratic education. *Power and Education*, 2(3), 233 – 252.
- Hayes, C. & Juarez, B.G.** (2009). You showed your Whiteness: You don't get a good White people medal. *International Journal of Qualitative Studies in Education*, 22(6), 729-744.
- Juarez, B., Smith, D.T., & **Hayes, C.** (2008). Social justice means just us White people: The diversity paradox in teacher education. *Democracy & Education*, 17(3), 20 – 25.

Non-refereed:

- Swinford, E., Jackson, T. O., Etienne, L. K., **Hayes, C., & Kazembe, L. D.** (2020). *Education for liberation: School improvement toolkit*. Indiana University Purdue University Indianapolis.

Swinford, E., Jackson, T. O., Etienne, L. K., Hayes, C., & Kazembe, L. D. (2020). *Education for liberation: Equity audit*. Indiana University Purdue University Indianapolis.

Feldman, J. L., Swinford, E., Etienne, L. K., **Hayes, C.**, Jackson, T. O., & Kazembe, L. D. (2021). *Education for liberation: School equity climate survey*. Indiana University Purdue University Indianapolis.

Swinford, E., Smith, E., Etienne, L. K., **Hayes, C.**, Jackson, T. O., & Kazembe, L. D. (2021). *Education for liberation equity committee toolkit*. Indiana University Purdue University Indianapolis.

INVITED SESSIONS/PRESENTATIONS

Manlove, J., Scheurich, J., Sosa, T., Kazembe, L. D. & Hayes, C. (2020, Apr 17 - 21) International Journal of Qualitative Studies in Education [Invited Roundtable]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tupsrhz> (Conference Canceled)

Hayes, C. (April, 2019). *Graduate Student Council Dialogic Forum, Division A*, AERA Annual Meeting, Toronto, ON.

Hayes, C. (April, 2019). *Division K Pre-Conference Seminar: Writing Winning AERA Submissions*, AERA Annual Meeting, Toronto, ON.

Hayes, C. (April, 2019). *SIG Executive Committee Interactive Session on Cross-Collaboration for SIGs*, AERA Annual Meeting, Toronto, ON.

Hayes, C. (April, 2019). *Queering Teaching and Teacher Education from an Intersectional Lens: Theories, Stories, and Practices*, AERA Annual Meeting, Toronto, ON.

Hayes, C. (April, 2018). *Writing Winning Proposals*, AERA Annual Meeting, New York City, NY.

Hayes, C. (April, 2018). *Why We Teach: An Examination of Latino Male Perceptions of Teaching*, AERA Annual Meeting, New York City, NY.

Hayes, C. (April, 2017). *Latino Serving Institutions Operating like a PWI: A Critical Race Perspective*, AERA Annual Meeting, San Antonio, TX.

Hayes, C. et. al. (April, 2013). *Advancing the AERA Division K and developing consistency across reviewer scores*, AERA Annual Meeting, San Francisco.

Hayes, C. (April, 2012). *Educational research in the 21st century as an Abilene paradox: Just go with it... Or should you?*, AERA Annual Meeting, Vancouver, British Columbia.

Hayes, C. (March, 2009). *Diversity 2.0*, the University of La Verne Colloquium Diversity Series, La Verne, California.

Hayes, C. (February 2007). *Is There A Need for Multi-Cultural Education*, Brigham Young University, Provo Utah.

Hayes, C. (January 2007). *Is There A Need for Multi-Cultural Education*, University of Utah, Salt Lake City, Utah.

Hayes, C. (October 2006). *Is Desire Enough: High School Preparation Needed for Higher Education*, College Fair, Calvary Baptist Church, Salt Lake City, Utah.

Hayes, C. (September 2006). *Math Skills, Trainings, Attainments, Rewards*, Weber State University, Ogden, Utah.

Hayes, C. (April 2006). *The Use of Critical Race Theory as a Research Method*, University of Utah, Salt Lake City, Utah.

Hayes, C. (March 2002). Middle School Summit Conference, Salt Lake City School District, Salt Lake City, Utah, *Reading Strategies in the Science Classroom*.

Hayes, C. (February 2000). Shades of Literacy Conference, Salt Lake City School District, Salt Lake City, Utah. *Content Reading Strategies for the English Language Learner*.

PRESENTATIONS - (Refereed)

Hayes, C. (2022, Apr 21 – 26) Until Ya'll Get it There will be no Equitable Education Systems: An Open Letter to White Liberals [Paper Session]. AERA Annual Meeting San Diego, CA

Hayes, C. (2022, Apr 21 – 26) Cultivating Education Systems Through Art: An Act of Creative Resistance [Paper Session]. AERA Annual Meeting San Diego, CA

Hayes, C. & Bracho, C. (2022, Apr 21 – 26) Creators of Equitable Education Systems for the 21st Century: Queer Teachers of Color Realness [Paper Session] AERA Annual Meeting San Diego, CA

Hayes, C. (2022, Apr 21 – 26) Learning From Our Black Mentors: Latino Male Teachers Creating Equitable Education Systems Through Mentorship. [Roundtable Session] AERA Annual Meeting San Diego, CA

Hayes, C. & Bracho, C. (2020, Apr 17 - 21) The Category Is — Queer Teachers of Color Realness: Narratives in Black and Brown [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wg7tg7b> (Conference Canceled)

Hayes, C. (2020, Apr 17 - 21) Art as Creative Resistance: An Urban School Art Teacher Providing Power and Possibilities Through Art [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u7a6ut6> (Conference Canceled)

Jackson, T. O., Flowers, N., Santamaria Graff, C. C., Sosa, T., Taylor, K. M., Kazembe, L. D. & Hayes, C. (2020, Apr 17 - 21) Student Influences on the Teacher Identities and Emancipatory Pedagogies of Teacher Educators of Color [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rmh9zh8> (Conference Canceled)

Hayes, C., Harris, B. & Hayes, C. (2020, Apr 17 - 21) *Black Women as Community Leaders and Educators: Providing Power and Possibilities Across Multiple Generations* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rcascba> (Conference Canceled).

Hayes, C., Harris, B. & Hayes, C. (2020, Apr 17 - 21) *Black Educator Memories: Providing Power and Possibilities* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r2slewq> (Conference Canceled).

Hayes, C. & Bracho, C. (April, 2019). *CRiT Walkers in Classrooms: Latino Teachers Giving Kids the Education They Deserve*, AERA Annual Meeting, Toronto, ON.

Bracho, C. & Hayes, C. (April, 2019). *Where Is the Intersectionality? Narratives of Black and Brown Teachers*, AERA Annual Meeting, Toronto, ON.

Hayes, C. (2019). *Urban School Art Teacher: Providing Truths, Dreams, and Possibilities Through Art as Creative Resistance*, AERA Annual Meeting, Toronto, ON.

Hayes, C., Harris, B.G., Shierra, A.J. (April, 2019). Historical Presentations of the "Truth" and Black Educators' Memories as Counternarratives, AERA Annual Meeting, Toronto, ON.

Hayes, C. & Harris, B.G. (April, 2019). *An Exploration of Black Women Teachers Providing a Quality Education Across Multiple Generations*, AERA Annual Meeting, Toronto, ON.

Hayes, C., Montoya, R & Bracho, C. (April, 2018). *Latino Male Teachers: Providing Dreams and Possibilities in Urban School Spaces*, AERA Annual Meeting, New York City, NY

Hayes, C. (October, 2017). *Black male and Latino going to school going to jail: The public schools to prison pipeline in the United States*, Coalition for Urban and Metropolitan Universities (CUMU), Denver, CO.

Hayes, C. (October, 2017). *Education for freedom dreams: Giving our kids the education they deserve*, CUMU, Denver, CO.

Hayes, C. (April, 2017). *What Can We Learn from Luis? An Art Teacher's Use of Art as Creative Resistance*, AERA, San Antonio, TX

Hayes, C. (April, 2017). *Why We Teach: An Examination of Latino Male Perceptions of Teaching*, AERA, San Antonio, TX

Hayes, C. (May, 2017). *If Gay is the New Black: Where are the Black Folk*, CRSEA, Indianapolis, IN.

Hayes, C. (April, 2016). *We did, so can you: Using cultural assets to beat the odds*, AERA, Washington, D.C.

Hayes, C. (April, 2016). *We teach too: Gay men of color share their lived experiences and pedagogical practices*, AERA, Washington, D.C.

Hayes, C. (April, 2016). *And you wonder why I am angry*, AERA, Washington, D.C.

Juarez, B.G. & , Hayes, C. (April, 2015). *Where is the critical conversation in Teacher Education: A Critical Race Perspective*, AERA, Chicago.

Hayes, C. (April, 2015). *They were there: What can we learn from those who were there in 1954*, AERA, Chicago.

Hayes, C. (April, 2015). *When I unhooked, I changed the way I teach for a just society*, AERA, Chicago.

Hayes, C. (April, 2015). *The women in my life and what they taught me about teaching: A Critical Race Perspective*, AERA, Chicago.

Hayes, C. (April, 2014). *We teach too: What are the lived experiences and pedagogical practices of gay men teachers of color*, AERA, Philadelphia.

Garcia, L-G, Hayes, C. (2014). *Empowering immigrant identity through creative resistance: Art based critical pedagogy in the immigrant experience*, AERA, Philadelphia.

Hartlep, N.D., Hayes, C., Ellis, A.L. (April, 2013). *Reconsidering the model minority and Black Mormon discourses in Black education*, AERA, San Francisco.

Hayes, C., Steck, A.K., Perry, D.R. (April, 2013). *Meeting the demands of the 21st century learner: Delivering elementary science and math methods courses on line: An autoethnographic approach*, AERA, San Francisco.

Juarez, B.G. & Hayes, C. (April, 2012). *Black architects of education for freedom dreams: Teaching and African-descent students in the American South*, AERA, Vancouver, British Columbia.

Hayes, C., Montes, A., & Schroeder, L. (April, 2012). *Self-fulfilling prophecy not: Using cultural assets to beat the odds*, AERA, Vancouver, British Columbia.

Hayes, C. & Juarez, B.G. (April, 2011). *We were there too: The pedagogical practices of Black male teachers during Jim Crow*, AERA, New Orleans, Louisiana.

Hayes, C. & Juarez, B.G. (April, 2011). *There is no culturally responsive teaching spoken here: A Critical Race Perspective*, AERA, New Orleans, Louisiana.

Hayes, C. & Montes, A. (May, 2011). *Latinos armed and dangerous: Weapons of Mass Deconstruction*, CRSEA, San Antonio, Texas.

Juarez, B.G. & Hayes, C. (November, 2010). *I thought all I had to do was be nice: Future teachers on culturally responsive teaching and multicultural teacher preparation*, NAME, Las Vegas, Nevada.

Juarez, B.G. & Hayes, C. (October, 2010). *Future teachers of color on multicultural teacher preparation in historically White colleges of education: Talking across and within difference*, AESA, Denver, Colorado.

Hayes, C. & Madhuri, M. (April, 2010). *Two different professors, two different experiences, one goal: Social Justice Curriculum in Teacher Education*, AERA, Denver, Colorado.

Hayes, C. (April, 2009). *Why I teach": An analysis of one mid-twentieth century Mississippian educator's pedagogical perspectives and practices*, AERA, San Diego, California.

AUTHORED GRANTS SUBMITTED and FUNDED

Co-PI. *National Science Foundation* Teaching science with their vocabulary: A culturally relevant science curriculum in an out-of-school program for racialized minority youth. Award Period May 2023 – May 2024. Award \$51,339 – Co-Authored

PI. *Indiana Arts and Humanities Diversity Grant*. Critical Race Art Education. Award Period October 2021 – October 2022. Award: \$2,000

PI. *Racial Justice Grant – Indiana University*. The 8-minutes and 46-seconds that Started a Movement: A Critical Race Moment of Why Now? Project Period: July 2020 – July 2022. Award: \$15,000

PI – Cleveland Hayes. Racial Justice Grant – Indiana University. The 8-minutes and 46-seconds that Started a Movement: A Critical Race Moment of Why Now? Project Period: July 2020 – July 2022. Award: \$15,000- Funded

PI: - Cleveland Hayes. We Teach Too: Gay Teachers of Color thoughts on Teaching and Learning. University of LaVerne Research Committee, 2016 – Award: \$3,000

PI: Cleveland Hayes. We teach too: Examining the pedagogical practices of Latino teachers. University of La Verne Research Committee, 2012 – Award: \$4,100

PI: Cleveland Hayes. Latino Males on Teaching. University of La Verne Research Committee, 2014 – Award: \$3,000

KEY PERSONNEL GRANTS

Authors and PI's: Drs. Tambra Jackson & Annela Teemant). IUPUI Cultural Competency: Leading Radical Change. Indiana Department of Administration on behalf of Indiana Department of Education Request for Services 19-072 Cultural Competency Training and Support. Project Period: August 2021-August 2023. Award: \$499,998

Authors and PIs: Drs. Tambra Jackson & Annela Teemant). IUPUI Cultural Competency: Leading Radical Change. Indiana Department of Administration on behalf of Indiana Department of Education Request for Services 19-072 Cultural Competency Training and Support. Project Period: August 2019-August 2021. Award: \$498,236

SUBMITTED GRANTS: UNDER REVIEW

PI: United States Department of Education: \$5,660,456
Mental Health Service Professional Demonstration Grant
Training Local Counselors (TLC): Urban Partnerships for Mental Health Professionals
Co-Authored: Cleveland Hayes and Tambra Jackson

SUBMITTED GRANTS: NOT FUNDED:

National Science Foundation, 2021 - \$1,120,708
Co-Primary Investigator – Co-authored¹
Integration of Energy Education in Science Courses using Industry-Related Experiences (IEESC)

National Science Foundation, 2021 – \$1,508,790
Co-Primary Investigator – Co-authored
A culturally relevant Science, Technology and Math Imaging and Data Science Skills (STM IDss) curriculum for improved STEM career interests of racialized minority students

Spencer Foundation, 2020 - \$499,572
Co-Primary Investigator – Co-authored
Enhancing Educational Well Being for Gender Diverse Youth: The Role of Gender Identity Development and Affirmation

US DOE Teacher Quality Grant, 2018 - \$1,500,000
Co – Primary Investigator – Co- Authored
Critical Culturally Relevant Ethnic Studies Teaching (C-CREST)

¹ Grants that are labeled authored are the ones that I wrote solo and I have labeled with my name. The grants labeled co-authored there was a team of researchers who wrote and submitted the grant.

Indiana University School of Education, 2018 - \$15,287.00

Proffitt Internal Grant - Authored

Primary Investigator (PI) Cleveland Hayes: We Teach Too: Latin@ Teachers on Teaching

Department of Education: Title V – \$2,750,000

Primary Investigator (PI) - Cleveland Hayes: Developing Urban Education (DUET):

Preparing Latinx Upward Success (PLUS), 2017, Authored

AERA Research Conference Grant - \$35,000

Latino Serving Institutions: Developing an Identity and Strengthening Their Role in Educator Preparation. **Authored – Cleveland Hayes**

Co-Primary Investigator: Rural Education Achievement through Cultural Competence and High Impact Practices. Fall, 2016 - \$4,759,915, **Co-Authored**

We teach too: Examining the pedagogical practices of Latino teachers. Spencer Foundation, 2011 - \$47,000. **Authored – Cleveland Hayes**

We teach too: Examining the pedagogical practices of Latino teachers. Spencer Foundation, 2012 - \$47,000

MEDIA PRESENTATIONS and NEWS COVERAGE

Zalaznick, M. (2021). 3 Keys to teaching critical race theory. *District Administration*, retrieved from <https://districtadministration.com/3-keys-teach-critical-race-theory-anti-racism-inclusively>

Adams, D. (2021). What we know about the critical race theory controversy impact on Indiana education, retrieved from <https://www.indystar.com/story/news/education/2021/05/11/what-critical-race-theory-heres-why-its-controversial-indiana/5035542001/>

Burt, C. (2021). Critical Race Theory: 3 Experts discuss its true role in higher education, retrieved from <https://universitybusiness.com/critical-race-theory-3-experts-discuss-its-true-role-in-higher-education/>

Bouthier, B. (2021). Experts on law and education discuss Critical Race Theory and its rise in national discourse, retrieved from <https://indianapublicmedia.org/noonedition/experts-on-law-and-education-discuss-critical-race-theory-and-its-rise-in-national-discourse.php>

CURRICULUM DEVELOPMENT

Kazembe, L. D., Etienne, L. K., **Hayes, C.**, Jackson, T. O., & Swinford, E. (2020). *Education for liberation: Equity strand*. Indiana University Purdue University Indianapolis.

Kazembe, L.D., **Hayes, C.**, Taylor, K.M., Taylor, E.M. & Swinford, E. (2021). *Education for Liberation: Curriculum strand*. Indiana University Purdue University Indianapolis.

Hayes, C. (2020). *Diversity, Equity and Inclusion Training*. Joint Base Lewis McChord, WA.

COURSE DEVELOPMENT

EDUC T – 701 – Introduction to Critical Race Studies in Education

AFRO A - 531 – Theories of Africana Thought: Intellectual History and Critical

GRDM-T721 (EDUC-T721) - Teaching and Learning in the Biomedical/Life Sciences

PROGRAM DEVELOPMENT

Doctor of Education (EdD): Urban Teaching and Learning

PhD Minor: Biomedical/Life Science Teaching & Learning

PhD Minor: Africana Studies

CURRICULUM BOOKS

Kazembe, L. D., Etienne, L. K., **Hayes, C.**, Jackson, T. O., Swinford, E., & Feldman, J. L. (2021). *Education for liberation: Equity instructional guide*. Indiana University Purdue University Indianapolis.

COURSES TAUGHT: Indiana University- Indianapolis

EDUC H-440, Education and American Culture

EDUC Y-611, Qualitative Inquiry in Education

EDUC E-328, Elementary Science Methods

EDUC Q-200, Introduction to Scientific Inquiry

EDUC Y-520, Action Research

EDUC T-701, Critical Race Theory

EDUC S-505, The Junior High and Middle School

EDUC T- 321, Critical Praxis for Elementary Classrooms

EDUC T- 690, Early Inquiry in Urban Education

COURSES TAUGHT: University of LaVerne

CS 305, Hip Hop and Community Arts

SOC 305, Race and Ethnicity, Department of Sociology,

EDUC 466, Introduction to Reading for Single Subject Candidates,

EDUC 504, Introduction and Methods of Research,

ASCD 504, Introduction and Methods of Research

ASCD 596 Graduate Seminar,

EDUC 504 Graduate Seminar

EDUC 390, Science for Elementary Teachers

EDUC 475, Foundations and Introduction to Teaching: Single Subject

EDUC 476 A – H, Teaching in the Content Single Subject: Math, English, Social Studies, Science, Physical Education, Fine Arts, Foreign Language, Music and Health
LVE 200, Sophomore La Verne Experience

ADJUNCT AND DOCTORAL INSTRUCTOR MENTORSHIP

EDUC H-440, Education and American Culture
EDUC E-328, Elementary Science Methods
EDUC Q-200, Introduction to Scientific Inquiry
EDUC T-701, Critical Race Theory
EDUC T- 321, Critical Praxis for Elementary Classrooms

PROFESSIONAL DEVELOPMENT- INVITED SESSIONS

Hayes, C. & Scheurich, J. (2020). *iCare - IU School of Medicine*. Indiana University Purdue University Indianapolis.

Hayes, C. (2021). *CIRTLCast*. Indiana University Purdue University Indianapolis

Hayes, C. (2021). *White Racial Literacy Project*. Indiana University Purdue University Indianapolis

Hayes, C. (2021). *Virtual World Café, (Re)claim, (Re)vitalize, (Re)imagine, and (Re)commit to Intersectional Anti-Racist Coalitions toward Education Justice for All!*

Jackson, T.O., **Hayes, C.** & Greene, D. (2021). *Racial Equity and Justice in PK-12 Classroom*.

Hayes, C. (2021). *Critical Race Theory in Schools? The Struggle for a More Inclusive Curriculum*

PROFESSIONAL DEVELOPMENT: DESIGNED

Confronting Anti-Black Racism on College Campuses: A 2-Day Professional Development Training for Educators, California State University, 2020.

Extremist Training in the Military, Joint Base Lewis McChord, Washington, 2021.

LEADERSHIP

American Education Research Association, **Co – Program Chair**, Division G, 2019 - Present

Critical Race Studies in Education (CRSEA) **President**, 2018 - 2019

Critical Race Studies in Education (CRSEA) **Vice President and Program Chair**, 2017 – 2018.

American Education Research Association, **Special Interest Groups (SIG) Executive Committee**, 2016 - 2019

American Education Research Association, Scholars for the Advocacy of Gender Equity, Committee **Chair**, 2015 – 2016

American Education Research Association, Critical Educators for Social Justice, Co-**Program Chair**, 2014 - 2016

Chair, Faculty Senate Sub Committee on Faculty Evaluation, University of La Verne, 2013

American Education Research Association, **Division K Section Co-Chair**, 2012, 2016, 2017, 2018

Chair, College of Education and Organizational Leadership Faculty Research, University of La Verne, 2012 - 2017

College of Education and Organizational Leadership, **Dean's Administrative Advisory Team**, University of La Verne, 2012 - 2017

Faculty Senate, University of La Verne, 2012 - 2015

Faculty Senate **Vice President**, University of La Verne, 2013 - 2015

SERVICE

Ex-officio Member, Council of Teacher Education and Student Grievance Committee, Indiana University School of Education – IUPUI, 2018 - Present

Committee Member, Undergraduate Affairs Committee and Graduate Affairs Committee, Indiana University Purdue University, 2018 – Present

Graduate Fellowship Committee, Graduate Affairs Committee, Indiana University Purdue University, 2018 – Present

Search Committee, Visiting Assistant Professor, Early Childhood Education, Indiana University School of Education – IUPUI, 2021

Search Committee, Academic Advisor, School of Education, Indiana University, Indianapolis, 2021

American Research Association, Annual Meeting Program Committee, 2014 - Present

Search Committee, Dean, School of Education, Indiana University, Indianapolis, 2017

Search Committee, Dean, College of Arts and Sciences, University of La Verne 2015

Advisory Board Member, Campus Faculty and Technology Master Plan Advisory Board, University of La Verne 2013

Advisory Board Member, Center for the Advancement of Education (CAFÉ), University of La Verne, 2013

Session Discussant, Taking the poverty out of education: Teacher educators of color reclaiming antiracist strategies in pre-service teacher education, AERA, San Francisco, 2013

Search Committee, Associate Director, Human Resources, University of La Verne, 2013.

President's Diversity Task Force, University of La Verne, 2011

University Diversity Committee, University of La Verne, 2011, 2012

Search Committee, Chief Diversity Officer, University of La Verne, 2011

Search Committee, Director Office of Sponsored Research, University of La Verne, 2010

University Coalition Diversity Committee Diversity Colloquium, University of La Verne, 2009

Admissions Policy Committee, University of La Verne, La Verne California, 2008, 2009, 2010, 2011

Faculty Salary Committee, University of La Verne, La Verne California, 2008, 2009, 2010

University Coalition for Diversity, University of La Verne, La Verne California, 2007, 2008, 2009, 2010, 2011, 2012

Teacher Education Diversity Committee, College of Education, University of La Verne, La Verne California, 2007, 2008, 2009, 2010, 2011, 2012

Advisor, National Honor Society, Highland High School, Salt Lake City School District, Salt Lake City, Utah 2006.

Youth Mentor, Calvary Baptist Church, Salt Lake City, Utah, 2005.

New Teacher Mentor, Highland High School, Salt Lake City School District, Salt Lake City, Utah, 2005.

Pre-service Teacher Mentor, Highland High School, Salt Lake City School District, Salt Lake City, Utah, 2004.

Founder and Advisor, National Junior Honor Society, Glendale Middle School, Salt Lake City School District, Salt Lake City, Utah, 1997 – 2003.

Promotion Coordinator, Glendale Middle School, Salt Lake City School District, Salt Lake City, Utah, 1996 – 2003.

DOCTORAL DISSERTATION COMMITTEES

Harrison Jones, W. (in progress), IUPUI, Chair

Manlove, J. (in progress), IUPUI, Chair

Box, T. (in progress). IUPUI, Chair

Mooney, J. (in progress). IUPUI, Chair

DOCTORAL DISSERTATION COMMITTEES

Coomer, M.N. (2021). Figuring the emotionally disturbed child: the function of teacher talk on special education referrals of elementary aged children with emotional and behavioral. IUPUI, Committee Member

Robertson, K.A. (in progress). Experiences of residency program directors in their roles: exploring well-being through burnout and engagement. IUPUI, Committee Member

Sanborn, E.K. (in progress). The Figured World of Equity-Oriented White Women Educators: An Analysis of Thought Patterns, Language, and Performance. IUPUI, Committee Member

McKay, M. (in progress). White rainbow weaponization: white gay males understanding and use of racial identity privilege in urban post-secondary education. IUPUI, Committee Member

Cunningham, R. (in progress). IUPUI, Committee Member

Taylor, E.M. (in progress). IUPUI, Committee Member

Collins, B.T, (in progress). IUPUI, Committee Member

Garcia, L-G. (2017). La Loteria and creative resistance in Art Education: A funds of knowledge approach to Art Education in marginalized schools. Claremont Graduate University, Committee Member

Perry-Levy, S. (2016). The perspectives of successful teachers in the identification of culturally diverse students from the gifted and talented education program. University of LaVerne, Committee Member

Walters, E. (2014). What are the lived experience of gay Black men at Historically Black Colleges and Universities? Azusa Pacific University, Committee member

Sanders, R. (2014). A phenomenological study of the paradoxes of trust and identity and strategies for moving beyond the limitations of paradoxical paralysis when coming out. University of La Verne, Committee member

Aryo, I. (2012). A case study of five Latino males' college students: What contributes to their educational success? University of Southern California, Committee member

Kuczma, M.J. (2008). School site leadership team behaviors of principals and teachers in selected low socioeconomic elementary schools that exceeded their adequate yearly progress requirements; University of La Verne; Committee member

HONORS AND AWARDS

Jon M. Huntsman *Excellence in Teaching* Nomination

Who's Who in Teaching

Young Scholars Award, University of La Verne, Spring 2011