

Shantá R. Robinson

Assistant Professor

University of Chicago

School of Social Service Administration
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EDUCATION

Ph.D. University of Michigan

Degree Conferred: May, 2015

Area: Educational Studies, Foundations and Policy

Title: *Fantasies of Ballin': The Educational and Occupational Aspirations of Homeless Youth of Color*

Chair: Carla O'Connor

M.A. University of North Carolina at Charlotte

Degree Conferred: 2004

Area: Public Administration

B.A. University of North Carolina at Asheville

Degree Conferred: 2000

Area: Sociology, 9-12 Social Studies Certification

Minor: History

RESEARCH INTERESTS

Role of social identity in marginalized students' educational experiences, aspirations, and outcomes; empirical investigations of marginalized student achievement and underachievement; inequities in the distribution of educational resources; history, culture, and social organization of K-12 educational institutions.

RESEARCH EXPERIENCE

Winter 2016- present

Voices of Youth Count: Chapin Hall

Site Team Leader, Qualitative Component, Cook County/ Chicago

Principal Investigators and Qualitative Team Leader

PI's: Bryan Samuels, Matthew Morton, PhD., Gina M. Samuels, Ph.D.

Responsibilities include: Hiring and supervising interviewers and transcribers; managing community provider relationships; qualitative data analysis and preparation of findings for presentation and publication.

Fall 2009-2015

Center for the Study of Black Youth in Context

Qualitative Project Manager and Research Assistant

Principal Investigators: Carla O'Connor; Rob Jagers; Robert Sellers; Tabbye Chavous; Stephanie Rowley

Responsibilities include: Conducting interviews, focus groups, and observations of teachers, students and parents at partnering public schools; qualitative data management, analysis, and preparation of findings for presentation and publication; quantitative data collection through online surveys.

2008- 2011

Comprehensive Evaluation of the Effects of District-Wide High School Curriculum Reform on Academic Achievement and Attainment in Chicago

Graduate Student Research Assistant

Principal Investigator: Valerie E. Lee

Responsibilities included: Working closely with the University of Chicago Consortium on Chicago School Research to investigate issues of student underachievement; generating scholarly literature reviews to support new research; quantitative data preparation of findings for presentation and publication.

2008

Doing Justice: Working For Change in a Rapidly Changing Society

Research Assistant

Principal Investigators: Michael Reisch, Beth Reed, Mieko Yoshihama, Charles Garvin

Responsibilities included: Examined existing scholarship to document principles and applications of social justice practice frameworks; synthesized literature from multiple disciplines in order to understand different social justice processes and goals and created preliminary conceptual models of this literature.

TEACHING EXPERIENCE

Fall 2012, 2013

Graduate Student Instructor

Sociology of Education, University of Michigan

Responsible for all aspects of course design and implementation for a graduate level introduction course to the sociology of education. Course focused on schooling in the United States and examined classic and contemporary sociological perspectives. Facilitated critical discussions about education as a social institution and how it operates in relation to other institutions (e.g., the family, labor market, opportunity structure, peer groups/adolescent culture) and structures (e.g., race, class, gender).

Fall, 2009

Graduate Student Instructor

Educational Foundations in a Multicultural Society, University of Michigan

Taught a required undergraduate pre-service teacher course on the philosophical, historical, and sociological foundations of American education in relation to its contemporary settings. Placed special emphasis on multicultural issues and on developing beginning teachers'

knowledge, skill, and disposition in working with diverse and marginalized populations.

Summer 2008, 2012

Graduate Student Instructor

Comprehensive Skills Program, University of Michigan (BRIDGE)
Instructed first-year conditionally-admitted university students on how to apply meta-cognitive and sociological planning of their academic, professional, and personal goals. Assisted students with developing critical thinking skills, study techniques, time management, and the impact of diversity on academic success.

Fall 2003-2007

Teacher, 9-12 Social Studies

Charlotte-Mecklenburg School District, Charlotte, NC
College Board Advanced Placement Certified
Responsible for all aspects of course design and implementation of high school Advanced Placement US History; advised student organizations and assistant coached girls' basketball.

PUBLICATIONS

Robinson, S. R. (*forthcoming*). A crusader and an advocate: The response of the Black press to the Scopes Trial, 1925-1926. Manuscript accepted for publication.

Lee, V. E., Robinson, S. R., & Sebastian, J. (2012). The quality of instruction in urban high schools: Comparing mathematics and science to English and social studies classes in Chicago. *The High School Journal*, 95(3), 14-48.

Robinson, S. R. (2010). Book review: The seduction of common sense: How the right has framed the debate on America's schools. *International Studies in Sociology of Education*, 20(4), 375-382.

O'Connor, C., Hill, L., Robinson, S.R. (2009). Who's at risk in school and what's race got to do with it? *Review of Research in Education*, 33, 1-34.

MANUSCRIPTS UNDER REVIEW OR PREPARATION

Robinson, S. R. (under review). Homelessness as a socially constructed identity: Intersectional group formation amongst homeless youth. Manuscript submitted for publication.

Robinson, S. R. (under review). Fantasies of ballin': Homeless youth of color and the role of institutions in the making of aspirations. Manuscript submitted for publication.

O'Connor, C., Robinson, S.R., Neal, A., Hope, E., Hengen, A., & Drotar, S. (under review). Race-making in schools of choice: Teacher narrative construction of the Black interloper.

Griffin, S., Drotar, S., Bentley, T., & Robinson, S.R. (in preparation). "Why are Black youth

underperforming?" How different constituencies explain the low achievement of Black students.

O'Connor, C., Jagers, R., Robinson, S.R., Rosenberg, S., & Candal, M. (in preparation). Black boys in a white school: Accommodation and resistance to racialized inequalities.

PRESENTATIONS

Robinson, S.R. (2017). Fantasies of ballin': The educational and occupational aspirations of homeless youth. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Robinson, S. R. (2017). Homelessness as a socially constructed identity: Intersectional group formation among homeless youth. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Robinson, S.R. (2016). Fantasies of ballin': The educational and occupational aspirations of homeless youth. Paper presented at the 4th Annual Black Doctoral Network Conference, Atlanta, GA.

Robinson, S.R. (2016). Restorative care: Toward a new stance and practice in teacher-student relationships. Paper presented at the annual summer conference of the Association of Teacher Educators, Louisville, KY.

O'Connor, C., Robinson, S.R., Neal, A., Hope, E., Hengen, A., & Drotar, S. (2015). Race-making in teacher narratives: Defining black educational access and opportunity via the stories teachers tell. Paper presented at the International Conference on Education, Teaching, and E-Learning, Venice, Italy.

O'Connor, C., Robinson, S.R., Neal, A., Hope, E., Hengen, A., & Drotar, S. (2015). Race-making in the classroom: Black educational access and opportunity. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

O'Connor, C., Jagers, R., Rosenberg, S., Robinson, S. R., & Candal, M. (2014). Black boys in a white school: Accommodation and resistance to racialized inequalities. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Lee, V.E., Robinson, S.R., Allensworth, E., & Sebastian, J. (2010). *Instructional quality in Chicago high school classrooms: Mathematics and science vs. English and social studies*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Robinson, S.R., & McMahon, K. (2010). *Principal Matters: How principal experience may moderate social class differences in kindergarten math learning*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Robinson, S. R. (2009). *A crusader and an advocate: The response of the Black press to the Scopes Trial, 1925-1926*. Paper presented at the annual meeting of the History of Education Society, Philadelphia, PA.

Robinson, S. R. (2009). *Preservice teachers as social change agents: Self-perceptions*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

HONORS and AWARDS

- 2014 **Jack Kent Cooke Foundation Dissertation Fellowship: \$25,000.00**
The Jack Kent Cooke Foundation provides financial and educational support to exceptionally promising students who have financial need. This award supports advanced doctoral students completing dissertations that further the understanding of the educational pathways and experiences of low-income students.
- 2014 **American Educational Research Association
Minority Dissertation Fellowship Recipient (declined): \$19,000.00
Minority Dissertation Travel Award: \$1,000.00**
The Council of the AERA established the fellowship program to provide support for doctoral dissertation research, to advance education research by outstanding minority graduate students, and to improve the quality and diversity of university faculties.
- 2014 **Ford Foundation Dissertation Fellowship
Honorable Mention**
- 2013 **Edward A. Bouchet Honor Society
Rackham Graduate School, University of Michigan Charter**
The purpose of the Bouchet Society is to recognize outstanding scholarly achievement and promote diversity and excellence in doctoral education and the professoriate. The Bouchet Society seeks to develop a network of scholars who exemplify academic and personal excellence, and serve as examples of scholarship, leadership, character, service, and advocacy for students who have been traditionally underrepresented in the academy.
- 2012, 2014 **Race and Educational Inequality Research Grant: \$6,000.00
Rackham Graduate School, UM School of Education**
Small grants competition that supports research and other scholarly activities surrounding race and educational inequality.
- 2008 **Student Initiated Research Mini-Grant: \$800.00
University of Michigan School of Education**
The School of Education provides financial resources for research-related needs which are not covered by fellowships, grants, or other sources of financial assistance.
- 2007 **Horace H. Rackham Merit Fellowship Recipient: 5 Years
Rackham Graduate School**
The RMF is a department nominated, competitive fellowship that provides full funding for five years. The fellowship recognizes entering students who have outstanding academic qualifications, show exceptional potential for scholarly success in their graduate program, and demonstrate promise for contributing to wider academic, professional, or civic communities.

