

**Christopher C. Jett, Ph.D.**  
**Curriculum Vitae**  
(Updated August 2019)

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University of West Georgia  
College of Science and Mathematics  
Department of Mathematics  
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**EDUCATION**

Georgia State University, Atlanta, GA

Doctor of Philosophy in Teaching and Learning with a concentration in Mathematics Education,  
August 2009, Dissertation: *African American Men and College Mathematics: Gaining Access and  
Attaining Success*

Tennessee State University, Nashville, TN

Master of Science in Mathematical Sciences, August 2005  
Bachelor of Science in Mathematics with Honors, May 2003

**ACADEMIC APPOINTMENTS**

2017–Present	University of West Georgia, Carrollton, GA Associate Professor of Mathematics Education College of Science and Mathematics: Department of Mathematics
2012–2017	University of West Georgia, Carrollton, GA Assistant Professor of Mathematics Education College of Science and Mathematics: Department of Mathematics
2009–2012	Georgia State University, Atlanta, GA Clinical Assistant Professor of Middle Level (Mathematics) Education College of Education: Department of Middle and Secondary Education

**AWARDS & HONORS:**

National Science Foundation CAREER Award, 2016–2021 (first ever in UWG’s history)  
National Science Foundation College of Reviewers for Undergraduate Education, 2018–2021  
Association of Mathematics Teacher Educators Early Career Award, 2019  
Presidential Early Career Award for Scientists and Engineers (PECASE), 2019  
Best of the West—Academic Affairs Strategic Imperative Award, 2018  
UWG Regents’ Teaching Excellence Award, Scholarship of Teaching & Learning, 2016  
College of Science and Mathematics Excellence in Teaching Award, 2014

**RESEARCH**

**Areas of Specialization:**

High-achieving African American male mathematics/STEM students, critical race theory, &  
culturally relevant pedagogy

**Book:**

Davis, J., & Jett, C. C. (Eds.). (2019). *Critical race theory in mathematics education*. New York, NY: Routledge.

**Refereed Journal Articles:**

Edelman, J., Green, K., & Jett, C. C. (2019). Children's literature to inform mathematics teaching and learning: A systematic review of the literature from 1991–2016. *International Journal of Science, Mathematics, and Technology Learning*, 26(1), 49–60.

Jett, C. C. (2019). "I have the highest GPA, but I can't be the valedictorian?": Two Black males' exclusionary valedictory experiences. *Race Ethnicity and Education*. Retrieved from <https://doi.org/10.1080/13613324.2019.1599341>.

Jett, C. C. (2019). Mathematical persistence among four African American male graduate students: A critical race analysis of their experiences. *Journal for Research in Mathematics Education*, 50(3), 311–340.

Bryan, N., & Jett, C. C. (2018). "Playing school": Creating possibilities to inspire Black male teachers through culturally relevant play. *Journal for Multicultural Education*, 12(2), 99–110.

Jett, C. C. (2018). The effects of children's literature on preservice early childhood education mathematics teachers' thinking. *Journal of the Scholarship of Teaching and Learning*, 18(1), 96–114.

Jett, C. C. (2016). Ivy League bound: A case study of a brilliant African American male mathematics major. *Spectrum: A Journal on Black Men*, 4(2), 83–97.

Jett, C. C., & Cross, S. B. (2016). Teaching about diversity in Black and White: Reflections and recommendations from two teacher educators. *The New Educator*, 12(2), 131–146.

Jett, C. C., McNeal Curry, K., & Vernon-Jackson, S. (2016). Let our students be our guides: McNair Scholars "guide" three urban teacher educators on meeting the needs of culturally diverse learners. *Urban Education*, 51(5), 514–533.

Larnell, G. V., Bullock, E. C., & Jett, C. C. (2016). Mathematics, social justice, and race: A critical race analysis of teaching mathematics for social justice. *Journal of Education*, 196(1), 19–29.

Jett, C. C. (2015). Secret, lies, and algebra: Using a novel to explore mathematics concepts. *Voices from the Middle*, 22(3), 33–37.

Jett, C. C., Stinson, D. W., & Williams, B. A. (2015). Communities for and with Black male students: Four strategies can be effective in creating supportive learning environments. *Mathematics Teacher*, 109(4), 284–289.

Jett, C. C. (2014). Using mathematics literature with prospective secondary mathematics teachers. *Journal of Mathematics Education at Teachers College*, 5(2), 49–53.

Jett, C. C. (2013). Culturally responsive collegiate mathematics education: Implications for African American students. *Interdisciplinary Journal of Teaching and Learning*, 3(2), 102–116.

Jett, C. C. (2013). HBCUs propel African American male mathematics majors. *Journal of African American Studies*, 17(2), 189–205.

Jett, C. C. (2012). Critical race theory interwoven with mathematics education research. *Journal of Urban Mathematics Education*, 5(1), 21–30.

Jett, C. C. (2012). “Don’t just talk about it; be about it”: Doing equity work in mathematics education. *Journal of Mathematics Education at Teachers College*, 3(2), 25–29.

Jett, C. C. (2012). Let’s produce culturally responsive pedagogues on deck. A response to “There is no culturally responsive teaching spoken here: A critical race perspective.” *Democracy and Education*, 20(2), Article 16.

Jett, C. C. (2011). “I once was lost, but now am found”: The mathematics journey of an African American male mathematics doctoral student. *Journal of Black Studies*, 42(7), 1125–1147.

Jett, C. C. (2010). “Many are called, but few are chosen”: The role of spirituality and religion in the educational outcomes of “chosen” African American male mathematics majors. *The Journal of Negro Education*, 79(3), 324–334.

#### **Book Chapters:**

Jett, C. C., & Davis, J. (in press). Black males’ STEM experiences: Factors that contribute to their success. In E. McGee, & W. Robinson (Eds.), *Diversifying STEM: Multidisciplinary perspectives on race and gender*. New Brunswick, NJ: Rutgers University Press.

Jett, C. C. (2019). Using personal narratives to elucidate my CRT(ME) journey. In J. Davis, & C. C. Jett (Eds.), *Critical race theory in mathematics education* (pp. 164–182). New York, NY: Routledge.

Bullock, E. C., & Jett, C. C. (2018). Choosing to produce: The early career researcher’s commitment to quality and quantity. In A. Kemp (Ed.), *Dignity of the calling: Educators share the beginnings of their journeys* (pp. 396–401). Charlotte, NC: Information Age Publishing.

Jett, C. C. (2016). Building on our mathematical legacy of brilliance: A critical race reflective narrative. In B. L. McGowan, R. T. Palmer, J. L. Wood, & D. F. Hibbler (Eds.), *Black men in the academy: Narratives of resiliency, achievement, and success* (pp. 77–91). New York, NY: Palgrave Macmillan.

Jett, C. C. (2014). A review of mathematics education research within an African Studies context. In V. O. Okafor (Ed.), *The state of Africana Studies today: Essays on scholarship and pedagogy* (pp. 231–258). Lewiston, NY: Mellon Press.

Stinson, D. W., Jett, C. C., & Williams, B. A. (2013). Counterstories from mathematically successfully African American male students: Implications for mathematics teachers and teacher education. In J. Leonard, & D. B. Martin (Eds.), *The brilliance of Black children in mathematics: Beyond the numbers and toward new discourse* (pp. 221–245). Charlotte, NC: Information Age Publishing.

**Book Reviews:**

Joseph, N. M., Jett, C. C., & Leonard, J. (2018). A review of Cases about Mathematics Teacher Educators: Facilitating conversations about inequities in mathematics classrooms. *Journal for Research in Mathematics Education*, 49(2), 232–236.

Jett, C. C. (2009). Mathematics, an empowering tool for liberation?: A review of Mathematics Teaching, Learning, and Liberation in the Lives of Black Children. *Journal of Urban Mathematics Education*, 2(2), 66–71.

**Editorial:**

Jett, C. C. (2015). An urban mathematics education book review?: Considerations for *JUME* book review authors. *Journal of Urban Mathematics Education*, 8(1), 14–16.

**Refereed Conference Proceedings:**

Voigt, M., Funk, R., Jett, C. C., Johnson, E., Leyva, L., Melhuish, K., & Savic, M. (2019). Executive summary of the ad hoc committee for the advancement of lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) inclusion in the RUME community. *Proceedings of the 22<sup>nd</sup> Conference on Research in Undergraduate Mathematics Education*, Oklahoma City, OK, 1–9.

Jett, C. C. (2017). The role of undergraduate mathematics faculty in the development of African American male mathematics majors. *Proceedings of the 20<sup>th</sup> Conference on Research in Undergraduate Mathematics Education*, San Diego, CA, 1249–1255.

Stinson, D. W., Bidwell, C. R., Jett, C. C., Powell, G. C., & Thurman, M. M. (2007). Critical mathematics pedagogy: Transforming teachers' practices. *Proceedings of the 9<sup>th</sup> International Conference: Mathematics Education in a Global Community*. Mathematics Education into the 21<sup>st</sup> Century Project, Charlotte, NC, 619–624.

**Newsletter:**

Jett, C. C. (2019). A mathematics lesson for early career scholars. Feature article as the 2019 Early Career Award Recipient. *Connections*, Association of Mathematics Teacher Educators.

**Conference Presentations: (amended: 2015–Present)**

Jett, C. C. (2019, November, accepted). *An asset-based approach to Black male STEM majors' mathematics experiences*. Association of American Colleges & Universities (AAC&U) Transforming STEM Higher Education Conference, Chicago, IL.

Jett, C. C. (2019, May). *CRiT walking in mathematics education*. Critical Race Studies in Education Association, Los Angeles, CA.

Jett, C. C. (2019, April). *African American male STEM majors' mathematics experiences at an urban research university*. American Educational Research Association, Toronto, Canada.

de Araujo, Z., Bennett, C., Heid, M. K., Jett, C. C., Lessig, K., McLeod, K., & Stockero, S. (2019, February). *Advocacy: It's not just for breakfast anymore*. Association of Mathematics Teacher Educators, Orlando, FL.

Green, K., Jett, C. C., & Edelman, J. (2018, November). *Integrating mathematics and children's literature within the college context*. Council for Exceptional Children, Las Vegas, NV.

Jett, C. C. (2018, April). *The valedictory terrain as racialized beings: The experiences of two high-achieving Black men*. American Educational Research Association, New York, NY.

Drake, C., Heid, M. K., McLeod, K., & Jett, C. C. (2018, February). *Preparing mathematics teacher educators to advocate and respond to emerging issues*. Association of Mathematics Teacher Educators, Houston, TX.

Burt, B. A., Jett, C. C., McGee, E., Wright, C., & Moore, J. L. (2017, October). *Fueling the fire: Securing grant funding to ignite your research*. International Colloquium on Black Males in Education, Toronto, Canada.

Jett, C. C. (2017, April). *Undergraduate mathematical community: Investigating the case of an all-male HBCU*. American Educational Research Association, San Antonio, TX.

Jett, C. C. (2017, February). *The role of mathematics faculty in the development of African American male mathematics majors*. Research in Undergraduate Mathematics Education, San Diego, CA.

Jett, C. C. (2016, October). *Exploring mathematics identity with and among Black men* (poster presentation). Society for Research in Child Development, Tampa, FL.

Bullock, E., C., Jett, C. C., & Larnell, G. V. (2016, April). *Mathematics, social justice, and race: A CRT analysis of teaching mathematics for social justice*. American Educational Research Association, Washington, DC.

Jett, C. C. (2016, February). *The case of an undergraduate mathematics cohort of African American males striving for mathematical excellence*. Research in Undergraduate Mathematics Education, Pittsburgh, PA.

Bullock, E., C., Jett, C. C., & Larnell, G. V. (2015, May). *(Social justice – race – civil rights) \* mathematics = democracy?* Critical Race Studies in Education Association, Nashville, TN.

Jett, C. C. (2015, April). *Ivy League bound: The case of a brilliant African American male mathematics major*. American Educational Research Association, Chicago, IL.

#### **Invited Research Talks:**

Vanderbilt University, Nashville, TN, Department of Teaching and Learning, (2018, May)  
 Augusta University, Augusta, GA, Department of Mathematics, (2018, January)  
 University of Wisconsin–Madison, Madison, WI, Wisconsin Issues in Education Series, (2017, March)  
 Florida State University, Tallahassee, FL, Center for Education Research in Mathematics, Engineering, and Science, (2016, November)  
 University of Arizona, Tucson, AZ, Department of Mathematics, (2016, September)  
 Morehouse College, Atlanta, GA, Department of Mathematics, (2015, November)

#### **Funded Projects:**

#### **Extramural Grant Work as PI:**

*CAREER: Broadening Participation in STEM: A Qualitative Analysis of African American Male STEM Majors' Mathematics Experiences and Career Decisions*, (2016–2021), National Science Foundation, Amount: \$405,063

*Improving Mathematical Number Sense and Technology Integration in the Elementary Classroom*, (2015–2016), Improving Teacher Quality State Grant (Co-PI: Dr. Lara Willox), Amount: \$41,089

#### **Extramural Grant Work as Co-PI:**

*Teaching Mathematics through Problem Solving in Grades 4–8*, (2014–2015), Improving Teacher Quality State Grant (PI: Ms. Lorie Moore), Amount: \$44,502

*Enhancing Middle Level Teachers' Understanding of Proportional Reasoning and Rational Number Concepts (EMUPR)*, (2011–2012), Improving Teacher Quality State Grant (PI: Dr. Iman Chahine), Amount: \$48,921

#### **Intramural Grant Work as PI:**

STEM Education Enhancement Plan (SEEP) (2018–2019), Amount: \$4,200

Faculty Research Grant (2015–2016), Amount: \$1,100

Faculty Research Grant (2014–2015), Amount: \$1,250

President's Development Award: *Mathematical Experiences of High-Achieving African American Male Students at Morehouse College*, (2014), Amount: \$6,500

Faculty Research Grant (2013–2014), Amount: \$1,250

Innovation on Scientific Literacy (2012–2013), Amount: \$1,300

#### **Intramural UWise (University of West Georgia Institutional STEM Excellence) Grants:**

*Using Literature to Explore Mathematical Ideas* (2015–2016), Amount: \$4,500

*Using Literature to Explore Mathematical Ideas* (2014–2015), Amount: \$4,250

*Using Literature to Explore Functions & Modeling* (2013–2014), Amount: \$3,500

*Using Literature to Promote Algebraic Thinking* (2012–2013), Amount: \$5,000

#### **Research Advisory Board Work:**

*A Post Baccalaureate STEM Teacher Preparation Program for High-Needs Schools in the West Georgia Region and Beyond* (2019–2025), National Science Foundation (PI: Dr. Dianne Hoff), Amount: ~\$1.3M

*What Difference Does Early-Career Faculty Development Make? A Research Study of Multiple Models* (2018–2023), National Science Foundation (PI: Dr. Sandra Laursen), Amount: ~\$3M

*SEMINAL: Student Engagement through an Institutional Network for Active Learning* (2018–2021), National Science Foundation (PI: Dr. Howard Gobstein), Amount: ~\$5M

#### **Involvement in Grant Work:**

*Mathematics and Science Partnership* (2015–2016), U. S. Department of Education (PI: Dr. Bob Powell), Amount: \$684,420

Served as the 2016 mathematics instructor for a two-week summer professional development for approximately 150 elementary and middle school mathematics teachers

*Mathematics and Science Partnership* (2011–2012), U. S. Department of Education (PI: Dr. Christine Thomas), Amount: \$340,000

Helped design and co-facilitated a two-week summer PD for middle school mathematics teachers in Fulton County; spearheaded the follow-up workshops with the teachers throughout the academic school year; and worked with the external evaluator to assess the program

### **Unfunded Grant Projects:**

*Broadening Participation Research Project: Examining the Role of Mathematical Community in the Development of Black Male Mathematics Majors*, (2017), National Science Foundation (PI: Dr. Duane Cooper), Amount: \$349,429

*Mathematics and Science Partnership* (with Atlanta Public Schools), (2014), U. S. Department of Education, Amount: \$400,000

*Exploring the Depths of CCGPS for Teaching Numbers and Operations*, (2013), Improving Teacher Quality State Grant (PI: Dr. Marsha McCrary), Amount: \$66,907

## **TEACHING**

### **Teaching Assignments:**

#### **University of West Georgia:**

MATH 1001: Quantitative Skills and Reasoning  
 MATH 1111: College Algebra  
 MATH 2008: Foundations of Numbers and Operations  
 MATH 3703: Geometry for P-8 Teachers I  
 MATH 3803: Algebra for P-8 Teachers I (redesigned course)  
 MATH 3805: Functions and Modeling  
 MATH 4983: Senior Project  
 MATH 6733: Research in Mathematics Education (redesigned course)  
 XIDS 2002: Honors Seminar—Diversity in STEM (developed course)

#### **Georgia State University:**

EDCI 3220: Understanding and Supporting Middle School Learners  
 EDCI 3250: Introduction to Secondary Mathematics and Science Education  
 EDCI 4640: Critical Issues in Middle Grades Education  
 EDCI 4810: Directed Reading in Teaching and Learning  
 EDCI 6660: Introduction to Secondary Instruction (TA)  
 EDCI 7660: Practicum I  
 EDCI 7670: Practicum II  
 EDCI 7680: Practicum III  
 EDMT 3350: Topics in Middle Grades Mathematics  
 EDMT 6560: Principles of Mathematics Instruction (TA)  
 EDMT 7530: Mathematics Concepts for Middle Childhood Education

## **SERVICE**

### **University of West Georgia:**

University:

- African American Male Initiative (AAMI), Academic Coach/Mentor, 2016–2020
- Center for Diversity and Inclusion, Dr. Martin Luther King, Jr. Program Planning Committee, 2015–2018
- Diversity Champions Action Council, 2017–2018, Co-Chair, 2018–2020
- First-Year Seminar Committee, 2016–2017

- Liberal Education and America’s Promise (LEAP) Symposium Fellow, Summer 2016
- Multicultural Committee, 2016–2017
- Office of Research and Sponsored Projects (ORSP) Advisory Board, Member, 2013–2015
- ORSP Director Search Committee, Member, 2018
- Regents Teaching Awards Committee, 2016–2018
- We Teach (UTeach Replication Program), Mathematics Representative, 2013–2020

College of Science and Mathematics (COSM):

- College Reorganization Planning Committee, 2019–2020
- Curriculum Committee, 2017–2019
- Kittel Memorial Scholarship Committee, Fall 2015
- Strategic Planning Committee, COSM Representative, 2013–2015

Department of Mathematics:

- Director of Freshman Math, Spring 2016
- Emporium Ad Hoc Committee, Member, 2015–2016
- Freshman Math Committee, Member, 2016–2017
- Graduate Committee, Member, 2016–2017
- Math Club, Faculty Advisor, 2014–2017
- Math Day Committee, Member, 2013–2015, 2017–2020
- Math Education Committee, Member, 2012–2020
- Math Instructor Search Committee, Member, Spring 2015 (3 Instructors) Fall 2016 (1 Instructor), Spring 2017 (6 Instructors)
- Math 1001 Ad Hoc Committee, Member, 2012–2014
- Promotion and Tenure Committee, Member, 2017–2019, Chair, 2019–2020
- Recruitment and Public Relations Committee, Member, 2013–2015, Chair, 2017–2020

Department of Learning and Teaching:

- Elementary Mathematics Education Search Committee, Member, 2015

**Editorial Work:**

*Critical Research on Sexism and Racism in STEM Fields*, Editorial Board Member, 2015–2016  
*Journal of Urban Mathematics Education*, Book Review Editor, 2015–2018  
*Journal of Urban Mathematics Education*, Associate Editor, 2011–2015  
*Journal of Urban Mathematics Education*, Assistant Editor, 2010–2011

**Reviewer:**

- Academic Journals  
*Action in Teacher Education*  
*Anthropology & Education Quarterly*  
*Equity & Excellence in Education*  
*Georgia Academy of Science*  
*Journal for Research in Mathematics Education*  
*Journal of Black Studies*  
*Journal of Mathematics Education Leadership*  
*Journal of Urban Mathematics Education*  
*Mathematics Teaching in the Middle School*  
*Problems, Resources, and Issues in Mathematics Undergraduate Studies (PRIMUS)*



*The New Educator*

- Conference Proposals  
American Educational Research Association  
Research on Undergraduate Mathematics Education
- Grant Proposals  
Improving Teacher Quality State Grants  
National Science Foundation
- National Honors  
Knowles Teacher Initiative Fellowship  
Project Kaleidoscope STEM Leadership Institute Applicants
- Poster Presentations  
American Educational Research Association  
Louis Stokes Alliance for Minority Participation (LSAMP) Conference
- Referred Book Proposal  
*Research and Development in University Mathematics Education* (Routledge)
- Textbooks  
*A Pathway to Introductory Statistics* 1<sup>st</sup> edition by Lehmann (Pearson)  
*Beginning and Intermediate Algebra* 5<sup>th</sup> edition by Lial, Hornsby, & McGinnis (Pearson)  
*Calculus* 2<sup>nd</sup> edition by Sullivan & Miranda (Pearson)  
*Elementary Algebra* 1<sup>st</sup> edition by Woodbury (Pearson)

**Professional Organizations:**

- American Educational Research Association (AERA)
- Association of Mathematics Teacher Educators (AMTE)  
Emerging Issues Committee, 2017–2020  
AMTE Task Force, 2017–2018  
Membership Committee, 2015–2018
- Benjamin Banneker Association (BBA)
- Critical Race Studies in Education Association (CRSEA)
- Georgia Council of Teachers of Mathematics (GCTM)
- National Council of Teachers of Mathematics (NCTM)  
Regional Program Committee, 2017–2018
- SIGMAA Research on Undergraduate Mathematics Education (RUME)  
Ad Hoc Committee for the Advancement of LGBTQIA+ Inclusion, 2018–2019  
Committee on Equity and Mentoring, 2016–2018

**Professional Growth and Development:**

- Transforming Post-Secondary Education in Mathematics (TPSE Math) Meeting Participant, Southeast Regional Meeting, Morehouse College, Summer 2019
- Faculty Book Study Group Member, UWG Center for Teaching and Learning, Spring 2019, Fall 2016, & Spring 2014
- Reading Group Facilitator, *Successful STEM Mentoring Initiatives for Underrepresented Students: A Research-Based Guide for Faculty and Administrators*, Fall 2018
- Institute Participant, Project Kaleidoscope STEM Leadership Institute, Summer 2018
- Workshop Participant, Knowledge  $\mathcal{A}$ change for STEM National Thought Leaders, Summer 2018
- UWG Emerging Leaders—Inaugural Cohort Member, Leadership Institute, 2017–2018

- Workshop Participant, STEM Faculty Development Workshop, Clemson University, Spring 2017
- Book Club Member, UWG Center for Diversity and Inclusion, 2012–2016
- Workshop Attendee, The Odum Institute: Qualitative Research Summer Intensive, University of North Carolina at Chapel Hill, Summer 2016
- Workshop Attendee, Quality Education for Minorities (QEM) Network Workshop for Writing Winning NSF Proposals, Fall 2015
- Workshop Attendee, Culture in the Mathematics Classroom Intensive Workshop, University of Northern Colorado, Summer 2014
- Webinar Participant, Academic Coaching and Writing (5 Webinars), 2013–2014
- Publish or Perish Webinar Participant, Research, Advocacy, Culture, & Education (RACE) Mentoring, October 2013

#### **Graduate Student Committees:**

- Bre’Ahn Heard, M.S.—Committee Member (2019), *The Role of Race and Gender in College Major Choice*
- Daniel Lin, M.S.—Advisor (2015), *Mathematics Education: Is It One Size Fits All?*
- Ron Hopkins, M.S.—Committee Member (2014), *Situated Mathematical Cognition and Epistemology in Algebraic Reasoning: Implications for Young Learners*
- Anthonia O. Ekwuocha, Ph.D.—Committee Member (2012), *Standards-Based Instruction: A Case Study of a College Algebra Teacher*
- Carla Bidwell, Ph.D.—Committee Member (2010), *Successful White Mathematics Teachers of African American Students*

#### **Undergraduate Senior Research Projects:**

- Adina Harrison, (2018), *The Evolution of the Quadratic Formula*
- Sidney Riley, (2018), *Diophantine Equations*
- Theresa Daughtery, (2017), *Systems of Two Variable Equations*
- Bethany Elsner, (2017), *Characteristics of Linear Functions*
- Destiny Bryan, (2016), *Triangular Numbers*
- Sierra Hurst, (2016), *Thinking Mathematically with Continued Fractions*
- Kayla Heath, (2015), *Snell’s Law and Rainbows*
- Russell Wilson, (2015), *The Colley Matrix in College Football*

#### **Scholarly and Community Presentations: (amended: 2015–Present)**

Jett, C. C. (2019, May). *Identity/respectability politics*. Chair of session at Critical Race Studies in Education Association Conference, Los Angeles, CA.

Jett, C. C. (2019, May). *Teaching and learning mathematics for social justice*. Presenter at UWG’s Innovations in Pedagogy Conference, Carrollton, GA.

Gaquere, A., Donohoe, J., Jett, C. C., & Peralta, J. S. (2019, April). *LEAP first: Honors College program first-year seminars at UWG*. Poster presentation at USG Teaching & Learning Conference, Athens, GA.

Jett, C. C. (2019, April). *Early career scholars mentoring session: Establishing a rigorous research agenda in a teaching-intensive institution*. Discussion leader at AERA’s Annual Conference, Toronto, Canada.

Jett, C. C. (2019, March). *STEM mentoring for underrepresented students*. Breakout session facilitator at Symposium on Improving Undergraduate STEM Education, Savannah, GA.

Jett, C. C. (2018, October). *STEM leadership discussion: Project Kaledioscope*. Speaker at Dean's Teaching and Learning Seminar, College of Science and Mathematics, Carrollton, GA.

Jett, C. C. (2018, July). *Culturally relevant mathematics practices*. PD provider at Coretta Scott King Middle School, Atlanta Public Schools, Atlanta, GA.

Jett, C. C. (2018, April). *Overview of STEM education research*. Grant workshop facilitator at QEM Grants Workshop, Baltimore, MD.

Jett, C. C. (2018, March). *Culturally relevant mathematics practices*. Featured speaker at Virginia Council of Teachers of Mathematics, Radford, VA.

Froschl, M., & Jett, C. C. (2017, September). *Identity: Key to STEM success*. Birds of a feather session facilitator, ECR Fundamental Research in STEM: Progress, Issues, & the Future, Alexandria, VA.

Jett, C. C. (2017, July). *Culturally relevant mathematics practices*. PD provider at Coretta Scott King Middle School, Atlanta Public Schools, Atlanta, GA.

Jett, C. C. (2017, July). *Using literature to teach mathematics*. Virtual speaker for Seminar in Mathematics Education, Metropolitan State University, St. Paul, MN.

Jett, C. C. (2016, October). *Career possibilities in mathematics education*. Virtual speaker for C&I 942: Seminar in Mathematics Education, University of Wisconsin-Madison, Madison, WI.

Dahms, B., Jett, C. C., & Willox, L. (2016, September). *What does diversity mean to you?* Panelist for Diversity Honors Seminar, University of West Georgia, Carrollton, GA.

Jett, C. C. (2016, August). *NSF grant opportunities*. Facilitator at Fall General Faculty Meeting, University of West Georgia, Carrollton, GA.

Jett, C. C. (2016, July). *Mathematical problem solving*. PD provider at Instructional Resource Center, Atlanta Public Schools, Atlanta, GA.

Jett, C. C. (2016, May). *Social justice education: A mathematics approach*. Presenter at Innovations in Pedagogy Conference, Carrollton, GA.

Jett, C. C. (2016, April). *NSF Updates*. Speaker for Chat & Chew Session for the Office of Research and Sponsored Projects, Carrollton, GA.

Jett, C. C. (2016, March). *Improving number sense with elementary mathematics teachers*. Presenter at Georgia STEM Conference, Statesboro, GA.

Bullock, E. C., & Jett, C. C. (2015, October). *Teaching mathematics for social justice: A critical race perspective*. Virtual panelist to doctoral seminar, Research on Mathematics Teaching and Mathematics Teachers, CI 516, University of Illinois at Chicago, Chicago, IL.

Jett, C. C. (2015, July). *Culturally relevant mathematics problem solving*. PD provider at North Atlanta High School, Atlanta Public Schools, Atlanta, GA.

Jett, C. C. (2015, April). *Using literature with secondary mathematics pre-service teachers*. Presenter at Innovations in Pedagogy Conference, Carrollton, GA.

Jett, C. C. (2015, March). *Using mathematics literature with prospective secondary mathematics teachers*. Presenter at Georgia STEM Conference, Statesboro, GA.

Jett, C. C. (2015, February). *Large teaching loads and finding time for scholarship*. Facilitator at AMTE's Annual Conference, Orlando, FL.