

Nefetaria A. Yates

School of Education • College of Education & Human Development
216 Willard Hall Education Building • Newark, DE 19716
University of Delaware • nyates@udel.edu

SCHOLARLY/RESEARCH INTERESTS

Pan-African Communities; Identity Development, Resilience, and Agency; Race/Class/Gender; Intersectional Feminism; School-to-Prison Pipeline; Youth Development and Informal Learning Environments; Qualitative Research Methodologies

EDUCATION

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| Doctor of Philosophy (PhD) in Education Sociocultural & Community-based Approaches <i>University of Delaware</i> | 2021 (expected) |
| Community Leadership Certificate Organizational Leadership, Strategic Planning, and Non-Profit Management <i>Widener University</i> | 2017 |
| Master of Education (MEd) in Educational Foundations Curriculum Development and Diversity in Education <i>Widener University</i> | 2016 |
| Bachelor of Arts (BA) in Psychology Cultural Psychology and Africana Studies <i>University of Delaware</i> | 2012 |

FELLOWSHIPS, GRANTS, AWARDS, & HONORS

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| University Graduate Scholars Award (\$49,000) <i>Office of Graduate & Professional Education, University of Delaware</i> | 2017-2019 |
| Student of Distinction Honoree <i>Office of the Provost & Vice Provost for Diversity, University of Delaware</i> | 2018-2019 |
| Women of Promise Honoree <i>Office of Equity and Inclusion, University of Delaware</i> | 2010 |
| Scholarship Award (\$1,500) <i>Collegiate Presidential Inaugural Conference, Washington DC</i> | 2009 |
| Student of Distinction Honoree <i>International Youth Leadership Forum, Beijing (China)</i> | 2008 |

RESEARCH

Independent Projects

- 2019** **Colors Outside the Lines:
Recollections and Reflections on Black Girlhood**
School of Education, University of Delaware
Primary Investigator(s): Nefetaria A. Yates, MEd
- Project explores the K-12 schooling experiences of Black women to provide a nuanced view of Black female identity development, notions of radical self-love, and insight into the alchemy of #BlackGirlMagic. Participant interview data serves as a lens through which racial and gender stereotypes, systems of power, and dominant cultural norms can be interrogated.
- 2018** **Modeling College:
Perspectives on Being College Readiness Coach in an Urban Context**
Marie and Cynthia Jetter College & Career Center, Chester Education Foundation
Primary Investigator(s): Nefetaria A. Yates, MEd
- Project evaluated the efficacy and impact of a community-based college preparatory program ("Let's Get Ready) at the *Jetter Center* of the Chester Education Foundation. Through an analysis of ethnographic observations and interview data, recommendations for improvement was provided to program stakeholders.
- 2017** **Examining Agency in Black & Brown Communities:
A Community-based Exploratory Project**
Parent Advocacy Council for Education, Christina Cultural Arts Center
Primary Investigator(s): Nefetaria A. Yates, MEd
- Project examined the multifaceted roles of voice and agency within Black and Brown communities as it related to youth advocacy. Focused on understanding the ways in which communities construct and employ mobilizing efforts in both formal and informal educational environments.

Faculty-led Projects

- 2019** **Understanding Comprehensive School Reform Efforts to Improve Literacy Instruction
and Achievement in Historically Underperforming Schools**
School of Education, University of Delaware
Primary Investigator(s): Adrian Pasquarella, PhD
- Project examines comprehensive school reform (CRS) efforts on literacy achievement across grades K-12. Focused on student reading achievement and survey data on curriculum choices, school climate, the use of specific reading and writing practices.
- Contributions: Co-lead *qualitative component of mixed methods data cleaning and analysis; Provide relevant commentary on emergent data themes*

2018 - present **“What’s Violence Got to Do With It?”
Street Participatory Action Research Health Project**
Department of Sociology & Africana Studies, University of Delaware
Primary Investigator(s): Yasser A. Payne, PhD

Project organizes 13 individuals from low-income neighborhoods in Wilmington, DE into a Participatory Action Research (PAR) team to empirically document community violence in their neighborhoods. *Funded by the National Institutes of Health (NIH) and Christiana Care Health System.*

Contributions: *Co-lead participant interviews; Support mixed methods data cleaning and analysis; Provide relevant commentary on emergent data themes*

2017 - present **“Tell It Like It Is”
Student Stories of Racial Interactions and Campus Climate**
Center for the Study of Diversity, University of Delaware
Primary Investigator(s): Rosalie Rolón Dow, PhD

Project uses qualitative narrative interviewing to document students' experiences on the University of Delaware's campus related to their socially significant categories (e.g. college generational status, race/ethnicity, international status, gender/sexual orientation, religion, etc.). Focuses on students' experiences of microaggressions and microaffirmations to inform efforts to create a campus climate that fosters inclusiveness, equity and success for all students. *Funded by the National Center for Institutional Diversity Pop-up Research and Scholarship Grant and The Spencer Foundation.*

Contributions: *Co-lead participant interviews; Support qualitative data cleaning and analysis; Prepare reports based on emergent data themes*

2017 - 2018 **WeC4Communities (We Compute for our Communities)
Culturally-relevant Computer Science for Minoritized Youth**
School of Education, University of Delaware
Primary Investigator(s): Lori Pollock, PhD

Project addressed the challenge of broadening participation in STEM among minoritized youth in grades 5-8. Focused on access to computer science (CS), which is recognized as integral to all STEM disciplines, and established a scalable model for providing recurrent opportunities to create computational artifacts culturally-responsive to community contexts. *Funded by NSF INCLUDES Grant.*

Contributions: *Co-directed CS activities at Fraim Boys & Girls Club; Led student and facilitator data collection efforts; Designed and implemented arts-based CS curriculum centered on animation within the 2018 film Black Panther*

2012 - Human Emotions Lab
2013 *Department of Psychology, University of Delaware*
Primary Investigator(s): Carroll Izard, PhD (in memoriam)

Project studied emotion knowledge and regulation of students (grades K-5) under the theoretical premise that human emotions are central to perception, cognition, and action. Focused on play-centered behavioral assessments and child/parent interactions for low-income families of color.

Contributions: Led parent-centered data collection efforts; Trained fellow undergraduate research assistants in effective data collection techniques; Analyzed psychological research on the role of maternal optimism in the emotional development of low-income Black youth through a sociohistorical lens

PUBLICATIONS

Refereed Articles

Eisenman, L., Rolón Dow, R., Freedman, B., Davison, A., & **Yates, N.** (under review). “Disabled or not, people just want to feel welcome”: stories of belonging from college students with intellectual disability. Under review in *Critical Education*.

Edited Volume & Book Chapters

Yates, N. (under review). Colors outside the lines: recollections and reflections on black girlhood. In D. Apugo & L. Mawhinney. (Eds). *Strong Black Girls: Patchwork Stories of Remembrance, Resistance, and Resilience*.

Other Publications & Reports

Rolón Dow, R., Davison, A., & **Yates, N.** (under review). Tell it like it is: student stories of racial interactions and campus climate. Office of Graduate and Professional Education. University of Delaware.

Yates, N. (2018). Modeling college: perspectives on being an undergraduate college readiness coach. Marie and Cynthia Jetter College & Career Center. Chester Education Foundation.

Yates, N. (2017). Examining agency in black and brown communities. Parent Advocacy Council for Education. Christina Cultural Arts Center.

Manuscripts In-Progress

Yates, N. & Philpotts, C. Ratchet consciousness.

Yates, N. & Alleyne, A. Black resistance to white supremacy throughout US history.

Payne, Y.A., Aviles, A., & **Yates, N.** “Teachers think the kids around here, don't really want to learn”: street-identified black men and women’s attitudes toward teachers, schools and learning.

Codding, D., **Yates, N.**, Rolón-Dow, R., Mouza, C., & Pollock, L. Context and positionality: a reflexive analysis of community-based computer science research.

PROFESSIONAL PRESENTATIONS

Conferences

Payne, Y.A., Aviles, A., & Yates, N. (November 2019). *“Teachers Think the Kids Around Here, Don't Really Want to Learn”*. American Society of Criminology. San Francisco, California.

Yates, N. (May 2019). *The Miseducation of Workreadiness: Neoliberalism and the Racialization of Youth Employment Initiatives*. International Congress of Qualitative Inquiry. Urbana, Illinois. (Committee Chair - *Coalition for Qualitative Inquiry: Critical Research with Youth and Children*)

Codding, D., Yates, N., Rolón-Dow, R., Mouza, C., & Pollock, L. (May 2019). *Context and Positionality: A Reflexive Analysis of Community-Based Computer Science Research*. International Congress of Qualitative Inquiry. Urbana, Illinois.

Yates, N. (April 2019). *Modeling College: Perspectives on Being an Undergraduate College Readiness Coach*. Steele Symposium. Newark, DE.

Yates, N. (March 2019). *Creative Coding: Exploring the Potential of Arts-Based Computer Science Education for Minoritized Youth*. Black Doctoral Network. Los Angeles, California.

Invited Lectures, Workshops & Trainings

Workshop Facilitator, Student Writing Development 2017, 2018, & 2019
bEsTcOrE Arts and Technology Innovation Inc. • Be Proud Foundation - Media, PA

Workshop Facilitator, Career-Readiness 2016
Boys & Girls Club of Chester - Chester, PA

Guest Lecturer, Youth Workforce Development 2016
Rotary International - Swarthmore, PA

Training Lead, Cultural Sensitivity & Diversity 2014
Chester Eastside Ministries - Chester, PA

Invited Panel Discussions

Navigating Microaggressions, Racism, & Opportunities for Microaffirmations 2019
University of Delaware - Newark, DE

TEACH US ALL: Segregation for a New Generation 2018
Newark United Methodist Church - Newark, DE

Policy Forum on Youth Workforce Preparation 2014
Widener University - Chester, PA

Out-of-School Time (OST) Resources 2011
Pennsylvania Statewide Afterschool Youth Development Network - Harrisburg, PA

TEACHING

Cultural Diversity, Schooling, and the Teacher (EDUC258)

School of Education University of Delaware

Course Description: Examines roles and responsibilities of the classroom teacher vis-a-vis the demographic changes occurring in United States society and the public school student population. Topics include race, ethnicity, gender, sexual orientation, social class, poverty and language.

PROFESSIONAL APPOINTMENTS

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| Graduate Teaching Assistant <i>College Education & Human Development, University of Delaware</i> | 2019 - 2020 |
| Graduate Research Fellow <i>College Education & Human Development, University of Delaware</i> | 2017 - 2019 |
| Mentor Coordinator & Case Manager <i>Face Forward II Program, Boys & Girls Club of Chester</i> | 2014 – 2016 |
| Assistant Coordinator, Workforce Development <i>Department of Public Affairs, City of Chester</i> | 2012 - 2017 |
| Undergraduate Research Assistant <i>College of Arts & Sciences, University of Delaware</i> | 2012 – 2013 |
| Program Assistant, Youth Development <i>Chester Youth Collaborative, Crozer-Keystone Health System</i> | 2011 – 2012 |

SERVICE

Institutional

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| Vice President, Black Graduation Student Association <i>Office of Graduate & Professional Education, University of Delaware</i> | 2018-2019 |
| Committee Member, Equity Inquiry Group <i>College of Education & Human Development, University of Delaware</i> | 2018-2019 |
| Committee Member, University Council on Teacher Education <i>Delaware Center for Teacher Education, University of Delaware</i> | 2017-2018 |
| Committee Member, Blueprints Advisory Council <i>Lang Center for Civic & Social Responsibility, Swarthmore College</i> | 2014-2016 |
| Committee Member, College/Career Roundtable <i>College Access Center of Delaware County, Widener University</i> | 2012-2017 |

Professional

Committee Member, Workforce Development Advisory Board
Youth Intermediary, City of Chester

2012-2016