# GINA ENGLISH TILLIS, Ph.D.

## EDUCATION

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| 2020 | **Ph.D. Cultural Studies in Education**<br>Department of Curriculum and Instruction<br>The University of Texas at Austin: Austin, TX 78712 |
| 2025 | **M.A. Sociology**<br>The University of Memphis: Memphis, TN 38152 |
| 2005 | **M.A. Teaching Social Science**<br>Grambling State University: Grambling, LA 72145 |
| 2002 | **B.A. History, Minor in Sociology**<br>Grambling State University: Grambling, LA 71245 |
| 2024 | **Certification: Data Analytics**<br>Tech 901: Memphis, TN 38104 |

Interdisciplinary scholar-practitioner whose research centers on identities, cultures, and histories, drawing from community-based frameworks to engage in critical sociopolitical and historical analysis of how education is shared equitably, accessibly, and inclusively in service of our community.

**ACADEMIC LEADERSHIP:** Seasoned academic administrator with leadership across colleges, departments, and divisions, directing programs, supervising staff, and coordinating cross-sector initiatives. Provides data-driven program development, strategic planning, and accreditation support that advances institutional priorities and student success. Experience spans higher education administration and K–12 district partnerships with community organizations.

**SCHOLARSHIP & GRANTS:** Interdisciplinary mixed-method researcher who examines how power and discourse shape social consciousness, identity formation, and collective agency in contested schooling. Draws from Afro-Indigenous community-based frameworks to advance liberatory education. Records include peer-reviewed publications, public scholarship, program evaluation, data analytics, and $2.5M+ in funded projects (UNCF, Spencer, Library of Congress, Humanities TN).

**CURRICULUM & INSTRUCTION:** Award-winning faculty member with 15+ years teaching sociology, ethnic studies, social psychology, anthropology, and urban education across K-12 and higher education. Designs high-impact, community-rooted learning experiences and creates curriculum for university programs, K-12 school districts, nonprofits, and public media, including PBS Point of View documentaries.

**SERVICE & HONORS:** Community-engaged scholar-practitioner with sustained professional, university, and community service advancing educational justice. Co-founded education non-profits in Austin and Memphis, serves on award and conference committees, and peer-reviews academic journals in sociology, ethnic studies, and education policy. Recognized with a national PBS American Experience feature, American Psychological Association teaching award, school district and community honors.

## ACADEMIC APPOINTMENTS

***Research Associate II, Center for Research in Educational Policy***
University of Memphis, College of Education 07/2024 – Present
Memphis, TN 38152

- Research Design and Implementation: Spearheads multiple research projects focusing on program improvement strategies, including designing surveys, collecting and analyzing quantitative and qualitative data, and preparing comprehensive reports for stakeholders.
- Data Collection and Analysis: Manages large-scale datasets related to education and public health, performing advanced analysis and interpreting results to guide policy and practice.
- Program Evaluation: Leads program evaluations for interventions, assessing their impact on program effectiveness and public health outcomes. Provided recommendations based on data-driven insights to improve program efficacy.
- Grant Writing and Support: Contributes to developing grant proposals by gathering relevant research data and crafting sections on research design and methodology. Supports the Center in securing funding for new research projects.

***Chair, Division of Social & Behavioral Sciences***
***Associate Professor of Sociology***
*LeMoyne-Owen College* 06/2024 – 08/2024
*Memphis, TN 38126*

- Operations Management: Oversee course scheduling, registration, and instructor assignments; manage fiscal operations, including budget development and monitoring; maintain and update departmental records and websites.
- Faculty and Staff Supervision: Recruit, appoint, evaluate, and supervise faculty and staff; handle grievances and support professional development.
- Curriculum Oversight: Manage curriculum development, assess and initiate academic programs, and ensure general education outcomes are met in core courses.
- Evaluation and Reporting: Conduct comprehensive written and oral evaluations of student retention initiatives, educational support measures, academic advising effectiveness, and curricular and co-curricular programming, providing valuable insights for ongoing improvement.

***Assistant Professor of Teaching***
College of Education, University of Memphis 09/2019 – 01/2023
Memphis, TN 38152

- Curricular and Co-Curricular Program Coordination: Orchestrated the River City Teacher-Scholar program of study, community-based Urban Education seminar, co-curricular programming, and academic advising to provide a holistic educational experience for aspiring social justice teachers.
- Academic Progress Management: Managed a comprehensive student performance database, overseeing academic grades and behavioral dispositions, to guide decision-making and tailor program support to meet the unique needs of students, schools, and community stakeholders.
- Evaluation and Reporting: Conducted comprehensive written and oral evaluations of student retention initiatives, educational support measures, academic advising effectiveness, and curricular and co-curricular programming within the College of Education, providing valuable insights for ongoing improvement.

- Accreditation Support: Gathered data and played a pivotal role in developing strategic plans for the Tennessee Department of Education accreditation process, ensuring alignment with educational standards, and facilitating the organization's accreditation success.

***Director, Student Programs***
Institute for Community, University, and School Partnerships 06/2016 – 06/2018
Austin, TX 78741

- Talent Acquisition & Training: Recruited, onboarded, and continuously trained a team of 8 Ethnic Studies facilitators, emphasizing Freirean learning circles, restorative justice, anti-oppression, and conflict resolution pedagogy.
- Staff Development & Management: Led regular professional development check-ins, evaluations, and growth planning for facilitators, aligning their work with strategic goals to benefit students, schools, and community stakeholders.
- Program Evaluation & Reporting: Designed and executed comprehensive assessments of curriculum and instruction; presented findings to program leaders and funders, demonstrating outcomes and driving program improvements.

***Coordinator, First Year Experience*** **(The Education as the Practice of Freedom Project!)**
Huston-Tillotson University 08/2013 – 08/2016
Austin, TX 78702

- Program Development & Evaluation: Designed and implemented strategic initiatives for student success, including first-year seminar redesign, summer bridge, academic alert systems, and peer learning programs, resulting in a 12% increase in first-year retention.
- Leadership & Supervision: Directed and mentored teams of 25+ educational professionals, reducing turnover by 15% and fostering a collaborative work culture aligned with institutional goals.
- Institutional Advancement & Grants: Secured $1.7M+ in program development funding (UNCF Career Pathways, St. David's Foundation) and contributed to Title III, SAFRA, and SACS accreditation planning and reporting.
- Community Engagement & Resource Growth: Built partnerships with nonprofits and community stakeholders, increasing scholarship funding for first-year students by 15% and expanding outreach programs.

***Associate Director, Student Activities***
Tidewater Community College 09/2011 – 01/2013
Portsmouth, VA 23452

- Strategic Planning & Program Development: Revitalized leadership development programs in collaboration with executive staff, achieving a 15% increase in student life engagement and measurable growth in leadership skills.
- Student Leadership & Community Engagement: Fostered cross-department collaboration and community partnerships, resulting in a 10% rise in student participation, a 17% increase in successful student-led initiatives, and a 20% boost in local nonprofit engagement.
- Budgeting, Assessment & Reporting: Managed budgets for student programming; delivered comprehensive evaluations on retention, student success, and disciplinary trends, informing institutional decision-making.

## NON-PROFIT COMMUNITY LEADERSHIP

***Co-Founding Board Member & Secretary,***
*The Memphis 13 Foundation* 03/2021 – Present
Memphis, TN 38152

- Lead educational and public-history initiatives preserving and extending the legacy of the thirteen first-grade children who desegregated Memphis City Schools in 1961.
- Oversee educational initiatives, curriculum and instruction and contribute to archival research, educator professional development, oral history, community programming, public scholarship, and strategic partnerships.
- Develop learning experiences connecting history, community knowledge, civic participation, and contemporary educational issues for Memphis-Shelby County Schools and community audiences.
- Helped secure more than $300,000 in grant funding supporting educational programming, historical preservation, storytelling, curriculum, and public engagement.
- Cultivate relationships among educators, schools, universities, nonprofit organizations, community leaders, public institutions, and civil-rights history makers.

***Co-Founding Board Member & President***
*Blackshear Bridges* *01/2014-2019*
*Austin, TX*

- Established a community organization focused on education, cultural preservation, neighborhood sustainability, and community-based learning in historically Black East Austin.
- Led and supported strategic planning, curriculum development, environmental education, cultural heritage programming, community research, and place-based learning.Design and facilitate professional learning for Memphis-Shelby County Schools educators and community audiences.
- Collaborated with residents, educators, university partners, and community organizations around shared neighborhood priorities.

## HIGHER EDUCATION TEACHING EXPERIENCE

**Rhodes College**, Memphis, TN
*Adjunct Instructor of Educational Studies* | August 2026–Present
Courses: Educational Studies Senior Seminar

**LeMoyne-Owen College**, Memphis, TN
*Adjunct Instructor of Sociology* | August 2024–Present
Courses: Methods of Social Investigation; Statistics; Senior Research Capstone; History of Social Thought; Power and Society.

**The University of Memphis**, Memphis, TN
*Assistant Professor of Teaching, Urban Education* | September 2019–January 2023
Courses: Seminar in Urban Education; Hip Hop in Education; Methods of Social Studies.

**Huston-Tillotson University**, Austin, TX
*Adjunct Instructor, Sociology, Africana Studies, and Education* | August 2013–May 2019
Courses: African and African American Studies; Introduction to Sociology; Cultural Anthropology;

Contemporary Social Problems; Race and Ethnicity; Gender and Sexuality; Conflict Resolution; Social and Behavioral Research Methods; Social Psychology; Methods of Teaching Social Studies.

**The University of Texas at Austin**, Austin, TX
*Adj. Instructor, Curriculum and Instruction* | August 2017–August 2018
Course: Sociocultural Influences on Learning.

**Tidewater Community College**, Portsmouth, VA
*Adjunct Instructor of Sociology* | January 2010–January 2013
Courses: Introduction to Sociology I and II; Social Problems; Race and Ethnicity; Cultural Anthropology; Death and Society; Sociology of the Family.

**MiraCosta College**, Oceanside, CA
*Assistant Instructor of Sociology* | January 2009–December 2009
Courses: Research Methods in the Behavioral Sciences; Introduction to Sociology; Social Problems.

**California State University San Marcos**, San Marcos, CA
*Graduate Teaching Assistant, Sociology* | May 2007–May 2008
Courses: Quantitative Research Methods; Work, Gender, and Race Seminar; Critical Race Theory Seminar; White Privilege Seminar.

**Central Texas College**, Camp Pendleton, CA
*Adjunct Instructor of Sociology* | August 2008–December 2009
Courses: Introduction to Sociology; Social Problems; Race and Ethnicity; Marriage and the Family.

## COMMUNITY LEARNING & LEADERSHIP EXPERIENCE

**Teaching Memphis School History Project / Teaching the Memphis 13 | 2025**
Co-developed curriculum for Memphis-Shelby County Schools using primary sources, oral history, community knowledge, elder interviews, historical inquiry, and place-based civil-rights education.

**Education as the Practice of Freedom Project | Huston-Tillotson University**
Developed first-year curriculum connecting identity, student agency, academic development, community engagement, collaborative learning, critical reflection, and social responsibility.

**River City Partnership Community-Based Urban Education Seminar | University of Memphis**
Coordinated curriculum and experiential learning connecting aspiring educators with Memphis schools, neighborhoods, institutions, and community organizations.

**PBS Point of View Discussion Guides | 2020–2023**
Developed educational materials supporting facilitated dialogue, critical media analysis, cultural inquiry, and collaborative learning.

**HBCU Truth and Reconciliation Social Justice Curriculum | 2020**
Developed supplementary curriculum for the HBCU Oral History Project.

**African Diaspora Studies Curriculum | Black Leadership Institute | 2018**
Developed learning experiences for Grades 3–12 examining history, identity, culture, social consciousness, and community knowledge.

## SCHOLARSHIP & GRANTS

*ORCID: https://orcid.org/0000-0002-2188-7902*

### *Peer-Reviewed Journal Articles (In Press or Under Review)*

**Tillis, G. E.**, & Nelson, S. (Accepted, In Press). "Only American-American people are free": Anti-CRT Legislation, Youth Critical Social Consciousness, and the Americanization of the High School Social Studies Curriculum. *Diaspora, Indigenous, and Minority Education.*

Bradley, D., Torres, G., Dawson-Amoah, M., **Tillis, G. E,** Speller, S., Haynes, M. (Accepted, In Press). Fostering Identity Through Community at Texas Hispanic-Serving HBCUs: An Organizational Analysis of Unruly Racialized Sociopolitical Identity Development. *Journal of Diversity in Higher Education.*

**Tillis, G. E.**, Smith, R. (Under Review). We Are Not a Park: Black Placemaking, Antiblack Displacement, and the Struggle for Urban HBCU Communities. *Urban Education.*

**Tillis, G. E.,** & Murphy, K. (Under Review). Contested Curriculum: How Education Shapes and Suppresses Our Political Ideologies and Civic Responsibilities. *Thresholds in Education*

**Tillis, G. E.,** Khajaloo, M., Wu, Y., & Gates, K. (Under Review). AI ethics in academe: Ideological commitments and material conditions. *Review of Education, Pedagogy, & Cultural Studies*.

Davenport, S.L., Nelson, S., Robinson, D., **Tillis, G.E.** (Under Review). "Don't let nobody look down on you": Studying Black mothers as prototypes of culturally responsive school leadership. *Race, Ethnicity, and Education.*

**Tillis, G. E.** (Under Review). Reclaiming Serving-ness: Mission-Driven HBCUs and Tribal Colleges Rejecting the MSI Umbrella. *Educational Studies.*

### *Published Peer-Reviewed Journal Articles*

**Tillis, G. E.,** Nelson, S. L., & Davenport, S. T. (2026). (Re)framing dropout: Histories of antiblack literacy laws, anti-CRT legislation, and legacies of educational marronage. *Journal of Race, Gender, & Poverty*, *17*, Article 168934. https://racegenderpoverty.org/article/168934

Nelson, S. L., **Tillis, G. E.,** & Davenport, S. T. (2026). Steal Away: Toward a theory of educational marronage. *Taboo: The Journal of Culture and Education*, *24*(2), 13–28.

**Tillis, G. E.** (2025). Revisiting Watkins' Black curriculum orientations: Building on curricular contributions of Historically Black Colleges and Universities. *Journal of African American Studies.* 97(1), 57-81. https://doi.org/10.1007/s12111-025-09701-z

Bradley, D., & **Tillis, G. E**. (2025). Hispanic-serving HBCUs? Towards an anti-Colonial meso-relevant theory of organizational identity in sacred spaces of Black education. *Frontiers in Education* (Vol. 9, p. 1416255). https://doi.org/10.3389/feduc.2024.1416255

Falkner, A. & **Tillis, G.E** (2024). Black historical consciousness through community-created curriculum. *The Social Studies*. 1-14. https://doi.org/10.1080/00377996.2024.2439397

Salem, W. & **Tillis, G. E.** (2021). Moving the needle: (Re)imagining antiracist education for our children. In *Multicultural Perspectives* 23(3), 1–7. https://doi.org/10.1080/15210960.2021.1982365

**Tillis, G.E.** (2019). Toward a transformative transition: A critical pedagogical approach to social-psychological interventions in first-year seminar. *International Perspectives on Equity and Inclusion. 16*(2), 138–196. https://doi.org/10.1108/S2055-364120190000016015

**Tillis, G.E.** (2018). Antiblackness, Black suffering, and the future of first-year seminars at historically Black colleges and universities. *The Journal of Negro Education*, *87*(3), 16. Special issue commemorating the 150th Anniversary of W.E.B. Du Bois' birth. https://doi.org/10.7709/jnegroeducation.87.3.0311

### *Published Book Chapters in Edited Volumes*

**Tillis, G. E.,** & Falkner, A. (2026). Reflections on resistance: Leveraging community funds of knowledge to confront banned books and anti-DEI legislation. In M. Panozzo & P. Eaton (Eds.), *Battle of the Bans*. Myers Education Press.

White, C., Hilliard, L., & **Tillis, G. E.,** & Warfield, T. (2026). "What's the 411?": The Beauties and Burdens BIPOC Women Scholars Have Gleaned through Unveiling the Hidden Curricula within the Ivory Tower. In K. F. Crawford & L. Windsor (Eds.), *Academic Chutes & Ladders: The Hidden Curriculum That Makes or Breaks Academic Careers*. Bloomsbury Publishing.

**Tillis, G. E.** (2025). Curricular contributions of historically Black colleges and universities. In N. Norment Jr. (Ed.), *African American Studies: The State of the Discipline*. Peter Lang. (Reprinted from *Journal of African American Studies*.)

**Tillis, G.E,** Hunter, W., Barnes, K., & Robinson, D. (2023). The message: Remixing multi-tiered system of supports. In Hunter, W., Taylor, J., & Scott, L. (Eds.), The mixtape volume #1: Culturally sustaining practices within MTSS featuring the everlasting mission of student engagement (27-33). Council for Exceptional Children.

**Tillis, G. E.** (2020). *Cultivating a community, curating a legacy: Re/orienting student development in first-year seminars at HBCUs* (Doctoral dissertation, The University of Texas at Austin). ProQuest Dissertations Publishing.

### *Published Refereed Publications and Proceedings*

Nelson, S., Davenport, S., **Tillis, G. E.** (2026). Student resistance as educational marronage. In the *Bloomsbury Encyclopedia of Educational Justice.*

Bradley, D. **Tillis, G. E**. (2018). Black intellectuals in the form of university pedagogues: A review of the literature on black epistemology in white spaces. Conference Proceedings *Association for the Study of Higher Education* (ASHE). Tampa, FL.

**Tillis, G**., & Yan, X. S. (2016). Transformative pedagogy: Serving underserved and underprepared students in transition. In S. Whalen (Ed.), Proceedings of the 12th National Symposium on Student Retention, Norfolk, Virginia. (pp. 465-476). Norman, OK: The University of Oklahoma.

### *Public Scholarship*

Tillis, G. E. (2025). *Sociopolitical history of Black education (Memphis).* Public digital archive. Public digital archive synthesizing archival, oral history, and policy research on Black Memphis education. [Public Archive]

Tillis, G. E. (2024). *Memphis Public Health Community Needs Assessment.* [Interactive Data Dashboard]

Tillis, G. E. (2024). *Pain and Promise: Remembering the Fight for School Integration.* PBS American Experience. Auto-ethnographic research narrative interpreting institutional racism in U.S. schooling. [Animated segment]

Tillis, G. E (2022). *Decolonizing discourse: Youth social consciousness and the Americanization of high school social studies curriculum.* Research film (YouTube). Original qualitative research footage examining youth social consciousness and the Americanization of high school social studies curriculum. [Mini-Documentary]

Tillis, G. E (2020). *The Education as the Practice of Freedom Project!* Public digital archive. Original qualitative research footage examining first year experience of Huston-Tillotson University. [Public Archive]

### *Grants and Sponsored Research*

Tillis, G. E. (Co-PI). (July 2026). *SAMHSA Trauma-Informed Services in Schools*. Submitted. Pursuing: $3,871,800.

Tillis, G.E. (Co-PI). (Feb 2026). A Public Archive Preserving Lived Experiences of School Desegregation. Tennessee Voices. Awarded: 20,000

Tillis, G. E. (Co-PI). (Jan 2026). *Faculty Sensemaking and Professional Adaptation in the Age of Generative AI*. University of Memphis (Communities of Research Scholars Program). Submitted. Awarded: $2,000.

Tillis, G. E. (Co-PI). (Nov 2025). *Amplifying Voices: Activating Community Stories for Educational Justice*. Spencer Foundation (Research–Practice Partnership). Submitted. Requested: $329,000.

Tillis, G. E. (Co-PI). (Sep 2025). *Opportunity by Design: A Place-Based Research–Practice Partnership for Youth Success (OBD-RPP)*. William T. Grant Foundation. Finalist. Requested: $650,000.

Tillis, G. E. (PI). (May 2024). *Teaching The Memphis 13: Bringing the Civil Rights Movement to Life in our Communities and Classrooms*. Humanities Tennessee. Awarded: $8,500.

Tillis, G. E. (PI). (Jan 2024). *Look Back, Launch Forward: Community Forums on Education and Belonging*. Shelby County Commission. Awarded: $35,000.

Tillis, G. E. (Co-PI). (Sep 2023). *The Memphis 13 Foundation Educational Initiatives*. Tennessee Department of Education. Awarded: $250,000.

Tillis, G. E. (Co-PI). (2022). *Building Extended Learning Programs through the Cipher Code Collective: Communities of Research Scholars (CoRS)*. University of Memphis. Awarded: $2,500.

Tillis, G. E. (Co-PI). (2022). *Teaching Memphis School History*. Library of Congress (Teaching with Primary Sources Program). Awarded: $30,000.

Tillis, G. E. (Co-PI). (2021). *A Difference of Degree: Considering the Capacity of an Afro-Latinidades Framework in Preserving the Institutional Identity of Hispanic-Serving HBCUs*. Spencer Foundation (Research Grant). Awarded: $50,000.

Tillis, G. E. (PI). (2021). *Preserving Our Campus-Community Culture: Urban HBCU Responses to Gentrification*. Spencer Foundation (Racial Equity Special Research Grant). Submitted. Requested: $75,000.

Tillis, G. E. (PI). (2019). *Career Pathways Initiative*. United Negro College Fund (Huston-Tillotson University Faculty Research Grant). Awarded: $6,805.

Tillis, G. E. (Co-PI). (2016). *Career Pathways Grant*. United Negro College Fund (Huston-Tillotson University). Awarded: $1,250,000.

Tillis, G. E. (PI). (2016). *MLK Spread the Service HBCU Grant*. Corporation for National and Community Service (Huston-Tillotson University). Awarded: $5,340.

Tillis, G. E. (PI). (2015). *First in the World Grant: Education as the Practice of Freedom Project (Program Development)*. U.S. Department of Education (Huston-Tillotson University). Submitted. Requested: $850,000.

Tillis, G. E. (Co-PI). (2015). *St. David's Foundation Grant: Scholarships for Education as the Practice of Freedom Project Participants in Allied Health*. St. David's Foundation (Huston-Tillotson University). Awarded: $300,000 (+ annual renewal funds).

Tillis, G. E. (PI). (2015). *MLK Spread the Service HBCU Grant*. Corporation for National and Community Service (Huston-Tillotson University). Awarded: $4,200.

Tillis, G. E. (PI). (2012). *Responsive Inspirational Student Empowerment (RISE) Program (Pilot Program Development)*. Tidewater Community College. Awarded: $3,500.

Tillis, G. E. (Co-PI). (2012). *Upward Bound Program Development (Title III Federal Grant)*. U.S. Department of Education (Tidewater Community College). Submitted. Requested: $1,450,000.

Tillis, G. E. (PI). (2011). *Summer Bridge Program Evaluation and Development*. MiraCosta Community College. Awarded: $7,500.

### *Technical Reports and Data Dashboards*

Wu, Y., Zoblotsky, T., Tillis, G. E, McKinney, R. (2026). *Tutor901 2026 Annual Report.* Prepared for Literacy MidSouth. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Zoblotsky, T., Wu, Y., Tillis, G. E, Chambliss, E. (2026). *Ensuring Success for English Learners 2025/2026 Annual Report.* Prepared for University of Memphis grant recipients per the U.S. Department of Education. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Chambliss, E., Tillis, G. E, Zoblotsky, T. (2026). *Scenario-Based Assessment in the Age of Generative AI: Making Space in the Education Market for Alternative Assessment Paradigm.* Prepared for University of Memphis grant recipients per National Center for Education Research. The University of Memphis, Center for Research in Educational Policy.

Tillis, G. E, Zoblotsky, T., Muzzi, C., Smith, R. (2025). *Live Long 2025/2026 Annual Report.* Prepared for HRSA Shelby County Health Department. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Tillis, G. E, Zoblotsky, T., Muzzi, C., Smith, R. (2025). *Community Needs Assessment.* Prepared for HRSA Live Long, Shelby County Health Department. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Tillis, G. E. (2025). Community Social Determinants of Perinatal Health and Care Needs. Prepared for HRSA Live Long, Shelby County Health Department. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Tillis, G. E, Zoblotsky, T., Muzzi, C., Smith, R. (2025). *Live Long 2024/2025 Annual Report.* Prepared for HRSA Live Long, Shelby County Health Department. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Tillis, G. E, Zoblotsky, T., Muzzi, C., Smith, R. (2025). *Health Navigator Orientations*. Prepared for HRSA Live Long, Shelby County Health Department. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

### *Refereed Conference Presentations (last 10 yrs.)*

**Tillis, G. E.,** Gates, K, Khajeloo, M., & Yu, W. (2027, April). *Between the Classroom and the Cloud: Faculty Sensemaking, Power, and Place in AI Ethics.* Paper submitted to the Southern Sociological Society Annual Conference, New Orleans, LA.

**Tillis, G. E.,** & Speller, S. (2026, November). *From Designation to Praxis: A Mission-Driven Framework for Reimagining Servingness.* Paper Presentation at the Association for the Study of Higher Education, San Juan, Puerto Rico.

**Tillis, G. E.,** Cook, C., Falkner, A. (2026, April). *(Re)membering: Storying Through the Weaponization of Curriculum and Memory.* Roundtable at the American Educational Research Association (AERA) Annual Conference, Los Angeles, CA.

Khajeloo, M., Yu, W., & **Tillis, G. E.** (2026, April). *Navigating the AI Turn in Higher Education: Faculty Practices, Institutional Ecologies, and Policy Gaps.* Paper presented at the American Educational Research Association (AERA) Annual Conference, Los Angeles, CA.

**Tillis, G. E.,** Falkner, A., & Cook, C. (2025, December). *Conjuring community funds of knowledge to counter curriculum constraints.* Paper presented at the National Council for the Social Studies (NCSS) Annual Conference, Washington, DC.

Falkner, A., & **Tillis, G. E.,** Cook, C. (2025, December). *Who tells your story? Getting started teaching local school history.* Paper presented at the National Council for the Social Studies (NCSS) Annual Conference, Washington, DC.

**Tillis, G. E.** (2025, November). *Black Space Under Siege: Gentrification, Dispossession, and the fight for cultural sovereignty at urban HBCUs.* Paper presented at the Association for Black Sociologists (ABS) Annual Conference, Memphis, TN.

**Tillis, G. E.,** Falkner, A., & Cook, C. (2024, November). *Learning with locals: Collaborative curriculum for teaching local school desegregation stories.* Paper presented at the National Council for the Social Studies (NCSS) Annual Conference, Boston, MA.

Falkner, A., & **Tillis, G. E.** (2024, April). *"The South has gravity": Teaching social studies in the soul of America, teaching desegregation stories.* Paper presented at the American Educational Research Association (AERA) Annual Conference, Philadelphia, PA.

**Tillis, G. E.,** & Falkner, A. (2023, November). *For Us, By Us: On Co-developing Curriculum with and for Our Community.* Interactive workshop. Johnella H. Martin, Ethnic Minority Affairs Conference, Memphis, TN.

**Tillis, G. E.,** & Falkner, A. (2023, November). *Black historical consciousness through community-created curriculum.* Paper presented at the College and University Faculty Assembly (CUFA/NCSS) Annual Conference, Nashville, TN.

**Tillis, G. E.,** & Falkner, A. (2023, April). *On co-developing curriculum with and for our community: A shared narrative from the field.* Paper presented at the American Educational Research Association (AERA) Annual Conference, Chicago, IL.

**Tillis, G. E.,** & Bradley, D. (2023, April). *Revisioning radically inclusive organizational frameworks: An instrumental case study of emerging Hispanic-serving HBCUs.* Paper presented at the American Educational Research Association (AERA) Annual Conference, Chicago, IL.

Robinson, D., Hunter, W., **Tillis, G. E.,** & Barnes, K. (2022, April). *Educational cyphers: The promise of hip-hop pedagogy in teacher preparation.* Paper presented at the American Educational Research Association (AERA) Annual Conference, San Diego, CA.

Barnes, K., Robinson, D., **Tillis, G. E.,** & Hunter, W. (2021, October). *Classroom disruption: Hip-hop education in colleges of education.* Paper presented at the Critical Race Studies in Education Association (CRSEA) Annual Conference (Virtual conference).

**Tillis, G. E.** (2021, April). *How historically Black college/university faculty draw from humanizing critical sociocultural knowledge to inform how, why they teach, and what they teach.* Paper presented at the American Educational Research Association (AERA) Annual Virtual Conference.

Robinson, D., **Tillis, G. E.,** Hunter, W., & Barnes, K. (2020, October). *The revolution cannot be colonized: Hip-hop in teacher education.* Paper presented at the American Educational Studies Association (AESA) Annual Conference, San Antonio, TX.

**Tillis, G. E.** (2020, April). *To know me is to love me: How historically Black college and university faculty are reorienting student development in their first-year seminars.* Paper presented at the American Educational Research Association (AERA) Annual Conference, San Francisco, CA.

**Tillis, G. E.** (2019, October). *E(race)ing Black spaces: The historic and contemporary dynamics of racial displacement and dispossession of the HBCU community.* Paper presented at the Association for the Study of African American Life and History (ASALH) Annual Conference, Charleston, SC.

**Tillis, G. E.** (2019, March). *Reclaiming our space: The antiblack displacement of urban HBCU communities.* Paper presented at *Black Studies @ 50 1968/1969* Conference, University of Texas at Austin, Austin, TX.

Bradley, D., & **Tillis, G. E.** (2018, November). *Black intellectuals in the form of university pedagogues: A review of the literature on Black epistemology in white spaces.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.

**Tillis, G. E.** (2017, June). *Social justice for science majors: Incorporating critical pedagogy into a freshman seminar for prospective natural science majors.* Paper presented at the National Conference on Race and Ethnicity in American Higher Education (NCORE), Dallas, TX.

Robinson, C., **Tillis, G.E.** (2017, March). *Black Lives Matter, does Black curriculum?* Paper presented at SXSW EDU, Austin, TX. Featured in EdSurge 2017 Ones to Watch.

**Tillis, G. E.** (2017, April). *A transformative first-year experience at an HBCU.* Paper presented at the Texas Association of Black Personnel in Higher Education Annual Conference, Austin, TX.

**Tillis, G. E., Cook, C.** (2015, March). *From critical pedagogy to praxis: Restructuring curriculum to cultivate curiosity, creativity, and community.* Paper presented at the Cultural Studies in Education Conference, Austin, TX.

**Tillis, G. E.** (2015, February). *Culturally relevant and critically responsive project that enlightens, engages, and empowers our students, college, and community.* Paper presented at the National Resource Center for The First-Year Experience Annual Conference, Dallas, TX.

**Tillis, G. E.** (2015, January). *Re-imagining first-year seminar: Culturally relevant and critically responsive curriculum.* Paper presented at the Texas State University Student Success Symposium: Research to Practice, San Marcos, TX.

### *Invited Keynote Addresses and Talks*

Tillis, G. E. (2026, June). *Memphis City Schools: Then and Now.* Keynote address. Memphis Teacher Residency Colloquium, Memphis, TN.

Tillis, G. E. (2025, October). *Anti-coloniality of AfroLatinidad: Thinking beyond the borders of Black, Brown, and Red communities.* Invited talk. American Association of Hispanics in Higher Education, Fellows Leadership Academy (virtual).

Tillis, G. E. (2025, February). *Sociopolitical history of Black education—Memphis.* Keynote address. Memphis Teacher Residency Winter Conference, Memphis, TN.

Tillis, G. E. (2024, November). *It's Bigger than Hip Hop.* Invited talk. Upward Light Community Cypher, Memphis, TN.

Tillis, G. E., & Falkner, A. (2024, May). *Tennesseans who shaped American democracy.* Invited talk. National Civil Rights Museum, Teaching with Primary Sources Program, Memphis, TN.

Tillis, G. E. (2023, December). *Blackface in America.* Invited talk. University of Memphis Cecil C. Humphreys School of Law, Memphis, TN.

Tillis, G. E. (2023, April). *Navigating Higher Ed's Title III Complexities.* Center for the Study of Historically Black Colleges and Universities (HBCUs).

Tillis, G. E. (2022, May). *The Power of Dreams.* Keynote address. Melrose High School, Honors Award Ceremony, Memphis, TN.

Tillis, G. E. (2018, June). *Between balance and barter: Mentoring first-generation BIPOC students.* Keynote address. Faculty of Color Uniting for Success (FOCUS) Summer Institute, Georgetown, TX.

Tillis, G. E. (2015, February). *Who's gett'n schooled?: Systemic whitewashing of the K–12 school curriculum.* Keynote address. Dispelling Myths That Hamper Black Student Success Summit, Austin, TX.

### *Invited Expert Commentary Media Coverage*

The Voice of MSCS (88.5 FM). (2025, February). Teaching The Memphis 13.

University of Memphis, College of Education. (2024, November). College of Education dives into Memphis 13 curriculum with MSCS teachers. [Media Coverage]

Chalkbeat. (2024, September). A new curriculum on desegregation teaches elementary students the legacy of the "Memphis 13." [Invited Expert Commentary]

¿Qué Pasa HSIs? (2024, August). Historically Black [emerging] HSIs. [Invited Expert Commentary]

Education Week. (2024, May). Oral history offers a model for complex topics. [Media Coverage]

The Voice of MSCS (88.5 FM). (2023, May). Look Back, Launch Forward. [Featured Interview]

WYXR. (2022, November). Reggaeton: Musica at the intersections of Black and Brown Cultura.

Latino Memphis. (2021, August). Afro-Latinidad: Knowing and being in the diaspora of Black and Brown communities.

EdSurge. (2017). Black Lives Matter: Does Black Curriculum? [Media Coverage].

Monitor on Psychology. (2016). American Psychological Association. Seeing Injustices, Making Them Right. [Media Coverage]

## SERVICE & HONORS

### ***Professional Service*** *(last 10 years)*

Conference Coordinating Committee, Association for Black Sociologists Research Conference 2025

Coordinating Committee, United Education Association Student Leadership Conference 2025

Committee, National Civil Rights Museum Social Impact in Practice 2025

Award Committee, AERA DIV B Ella Baker & Septima Clark Human Rights Award 2020-2023

Manuscript Reviewer for Journal of Applied Social Sciences, 2018-2025

Manuscript Reviewer for Educational Evaluation and Policy Analysis (EEPA), 2025

Manuscript Reviewer for Curriculum Inquiry, 2025

Manuscript Reviewer for Journal of Negro Education, 2019-2023

Proposal Reviewer, National Council for Social Studies, Conference, 2022-2023

Proposal Reviewer, American Educational Research Association, Conference, 2020-2023

Proposal Reviewer, American Educational Studies Association, Conference, 2018-2020

Member, Association for Applied and Clinical Sociologists

Member, Association of Black Sociologists (ABS)

Member, American Educational Research Association (AERA)

Member, National Council for Social Studies (NCSS)

### ***University Service*** *(last 10 years)*

Staff Senate, Chair of the Legislative Advisory Committee, 2026

Memphis Applied Research and Community Action Institute (MARCA) Faculty Affiliate, 2026

Data Analytics Lead (Microsoft Power BI), Center for Research in Educational Policy, 2025

Faculty Search Committee, Assistant Professor of Educational Psychology 2025

Conference Coordinating Committee, MSCS Student Advocacy, Then and Now 2025

Advisor, W.E.B. Du Bois Scholars, LeMoyne Owen College 2025

Coordinator, LeMoyne-Owen College Social and Behavioral Science Research Symposia, 2024

Co-Advisor, W.E.B. Du Bois Scholars, LeMoyne Owen College 2024-current

Recruitment and Retention Committee, UofM College of Education 2020-2023

Scholarship Committee, UofM College of Education 2019-2022

Dissertation Committee, Michelle Armstrong, Ed.D. Instruction and Curriculum Leadership, UofM 2022.

CAEP Accreditation Team, Academic and Praxis Support Services, UofM College of Education 2021

Dissertation Committee, Aaron Cassidy, Ed.D. Educational Leadership and Policy, UofM 2021.

Enrollment and Retention Management Committee, Huston-Tillotson University 2013-2016

Coordinator, Martin Luther King HBCU Spread the Service Campaign 2016-2017

Student Adjudication Committee, Huston-Tillotson University 2015-2018

Admissions and Orientation Committee, Huston-Tillotson University 2013-2018

### *Honors and Awards*

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| 2024 | Featured Scholar and Animated Character, *PBS American Experience: Pain and Promise* |
| 2023 | Community Expert: Preserving Our History and Community, The Edwards Association |
| 2022-2023 | MSCS Equity Champion, Theory of Action Professional Development |
| 2022 | UofM College of Education, ASHE Conference Travel Award |
| 2021 | UofM College of Education, AERA Conference Travel Award |
| 2017-2019 | Endowed Scholarship, Teresa Lozano Long Foundation, University of Texas at Austin |
| 2018 | University of Texas, College of Education, AERA Conference Travel Award |
| 2017 | SXSWEdu Ones to watch and What to Know by EdSurge |
| 2017 | University of Texas, College of Education, AERA Conference Travel Award |
| 2016 | Grand Marshall Annual B.L. Joyce Community Parade in East Austin, TX |
| 2016 | Innovative Teaching Award, APA Society for the Psychological Study of Social Issues |
| 2016 | Professor of the Year, Huston-Tillotson University (student body vote) |
| 2015 | Staff of the Year, Huston-Huston University (staff vote) |
| 2015 | Huston-Tillotson University, FYE Conference Travel Award |
| 2015 | Professor of the Year, Huston-Tillotson University (student body vote) |