

Chayla Haynes Davison, Ph.D.

Department of Educational Administration and Human Resource Development
College of Education and Human Development

RESEARCH INTERESTS AND EXPERTISE

- Critical and inclusive pedagogy, emphasis on college teaching and faculty development
- Black women in higher education
- Critical race theory and intersectionality scholarship and methodologies

ACADEMIC BACKGROUND

<i>Doctor of Philosophy</i>	University of Denver	2013
Higher Education	Denver, Colorado	
<i>Master of Arts</i>	Bowling Green State University	2000
College Student Personnel	Bowling Green, Ohio	
<i>Bachelor of Arts</i>	Elon University	1998
Corporate Communications	Elon, North Carolina	

PROFESSIONAL EXPERIENCE

Assistant Professor, Department of Educational Administration and Human Resource Development, Texas A&M University, 2016 – present.

Assistant Professor, Higher Education and Student Affairs Leadership, University of Northern Colorado, 2013 – 2016.

PUBLICATIONS/BOOKS/BOOK CHAPTERS + *publication with a student*

- **Haynes, C.**, Castillo-Montoya, M., Hailu, M., & Stewart, S. (Eds.) (2021). *Black liberation in higher education: Considerations for research and practice*. Routledge Special Issues as Books (SPIBs). New York, NY: Taylor Francis Publishing.
- **Haynes, C.**, & Cobb, F. (2021). I write you from the Sunken Place. *International Journal of Qualitative Studies in Education*, AHEAD-OF-PRINT, 1-13.
- **Haynes, C.**, Ward, L. W., & Patton, L. D. (2021). Truth-telling, Black women and the pedagogy of fake news in higher education. *Pedagogy, Culture & Society*, AHEAD-OF-PRINT, 1-16.
- Joseph, N. M., **Haynes, C.**, & Patton, L. D. (2021). The politics of publishing: A national conversation with scholars who use their research about Black women to address intersectionality. *Educational Researcher*, 50(2), 115-126.
- Haynes, C. (2021). The susceptibility of teaching to white interests: A theoretical explanation of the influence of racial consciousness on the behaviors of White faculty in the classroom. *Journal of Diversity in Higher Education*, AHEAD-OF-PRINT.
- **Haynes, C.**, Joseph, N. M, Patton, L.D, Stewart, S.& Allen, E. (2020). Toward an understanding of intersectionality methodology: A 30-year synthesis of the literature about the experiences of Black women in higher education, *Review of Educational Research*, 90(6), 751-787.
- **Haynes, C.**, Taylor, T., Mobley, S. & Haywood, J. (2020). Existing and resisting: The pedagogical realities of Black, critical men and women faculty. *Journal of Higher Education*, 95(5), 698-721.

- **Haynes, C. & Bazner, K.** (2019). A message for faculty from the present-day movement for Black lives. *International Journal of Qualitative Studies in Education*, 32 (9), 1146-1161.
- Tuitt, F., **Haynes, C.** & Stewart, S. (2018). Transforming the classroom at traditionally White institutions to make Black lives matter. *To Improve the Academy: A Journal for Educational Development*, 37(1), 63-76. doi:10.1002/tia2.20071
- Joseph, N. M, **Haynes, C.**, & Cobb, F. (Eds.) (2016). *Interrogating whiteness and relinquishing power: White faculty's commitment to racial consciousness in STEM classrooms*. New York, NY: Peter Lang Publishing.
- Patton, L. D., Crenshaw, K., **Haynes, C.** & Watson, T. (Eds.) (2016). Why we can't wait: (Re)examining the challenges and opportunities for Black women and girls in education [Special Issue]. *Journal of Negro Education*, 85(3).

PRESENTATIONS

1. **Haynes, C. & Haley, K.J.** (2019, November). *Higher education programs faculty resource project: A joint session of the council for the advancement of higher education programs & the ACPA/ NASPA faculty resource project*. Symposium presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Portland, OR.
2. **Haynes, C.**, Perez, R., Serna, G., Chambers, C., Cole, E. & Bukoski, B. (2018, November). *A woke academy teach-in: Toward more critically conscious teaching and curricula in higher education programs*. Presidential Session presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.
3. Haynes, C. (2018, August). *Racism in the Online Classroom: Using critical digital pedagogy to address the racial threats in the air*. Scholarly presentation conducted at the Elon University Teaching and Learning Conference, Elon, NC.
4. **Haynes, C.**, Joseph, N. M, Allen, E., Stewart, S. & Patton, L.D. (2018, April). *I AM: Intersectionality as Methodology and Black Women as Possibility Models for Educational Research*. Research paper presented at the American Educational Research Association (AERA) Annual Conference, New York, NY.
5. Haynes, C., Leonardo, Z., Soloranzo, D., miller, s.j. & Sealey-Ruiz, Y. (2018, April). Symposium presented at the American Educational Research Association (AERA) Annual Conference, New York, NY.

FUNDED PROPOSALS

1. Triads for Transformation (T3) Grant, Texas A&M University, \$30,000, 2019.
2. Emerging Scholars Research Grant, American College Personnel Association, \$3,000, 2016-2018.
3. Robert and Mavis Simmons Faculty Grant, TAMU Foundation, \$12,000, 2016-2019.

TEACHING - Select Courses Taught

Texas A&M University

EDAD 689: Special Topics: Societal Context of Education & Learning Through Film

EDAD 689: Special Topics: Critical Race Theory in Education

EDAD 601: College Teaching

EHRD 651: Epistemologies