

JAMES C. BRIDGEFORTH

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PROFESSIONAL & ACADEMIC APPOINTMENTS

University of Delaware Assistant Professor in Educational Leadership	Newark, Delaware August 2024
Community Schools Learning Exchange Postdoctoral Research Fellow Research Associate	Oakland, California July 2023-Present November 2022-June 2023
USC Race and Equity Center Research Associate	Los Angeles, California August 2019-July 2023
USC Center on Education Policy, Equity, and Governance Research Assistant	Los Angeles, California June 2020-July 2023

EDUCATION

University of Southern California PhD in Urban Education Policy, K-12 Policy Concentration Dissertation: <i>Doing the Business of the District: K-12 School Boards and Racial Crisis Leadership</i> Committee: Drs. Julie Marsh, Shaun Harper, Adrianna Kezar, and Oneka LaBennett	Los Angeles, California 2023
University of Georgia MEd in Educational Administration and Policy	Athens, Georgia 2017
Georgia College & State University B.A. in Political Science and Sociology	Milledgeville, Georgia 2013

FELLOWSHIPS AND HONORS

California Education Policy Fellowship	2023-2024
National Academy of Education/Spencer Foundation Dissertation Fellowship	2022
University Council for Educational Administration Barbara Jackson Scholar	2021-2023
Just Education Policy Institute Fellow	2021
Ford Foundation Predoctoral Fellowship Honorable Mention	2021
Georgia College Department of Government and Sociology Outstanding Major	2012, 2013

RESEARCH AND PUBLICATIONS

Peer-Reviewed Journal Articles and Book Chapters

11. Marsh, J., **Bridgeforth, J.C.**, Mulfinger, L., O'Neal, D., & Tong, T. (in press). Shocking the System? The COVID Crisis and Virtual Schooling in Oregon. *Educational Evaluation and Policy Analysis*.

10. **Bridgeforth, J.C.** & O’Neal, D. (2024). (Re)Setting the Racial Narrative: AntiBlackness and Educational Censorship. *Education Policy Analysis Archives*. 32.
<https://doi.org/10.14507/epaa.32.7926>
9. Allbright, T. N., Dhaliwal, T. K., Alonso, J., **Bridgeforth, J.C.**, Santander, M., & Kennedy, K. E. (2023). Schools as Solutions, Students as Problems: A Critical Discourse Analysis of Institutional Scripts in High School Websites. *Educational Administration Quarterly*, 59(4), 845–878. <https://doi.org/10.1177/0013161X231166664>
8. Daramola, E.J., Enoch-Stevens, T., **Bridgeforth, J.C.**, & Nkansah-Amankra, A. (2023) “On a Risky Slope of Democracy”: Racialized Logics Embedded in Community-School Board Interactions. *Educational Evaluation and Policy Analysis*.
<https://doi.org/10.3102/01623737231175166>
7. Alonso, J., Dhaliwal, T., Santander, M., **Bridgeforth, J.C.**, Kennedy, K., & Allbright, T. (2022). Flipping the Script: Transformational Teamwork for Communicating Equity. *AASA Journal of Scholarship & Practice*, 19(3), 52-62.
6. **Bridgeforth, J.C.**, Kennedy, K., Alonso, J., & Enoch-Stevens, T. (2021). Conceptions of Choice, Equity, & Rurality in Educational Research: A Review of the Literature on Rural Education and School Choice Policies. *The Rural Educator*, 42(2), 1-15.
<https://doi.org/10.35608/ruraled.v42i2.1242>
5. **Bridgeforth, J. C.** (2021). “This Isn’t Who We Are”: A Critical Discourse Analysis of School and District Leaders’ Responses to Racial Violence in Schools. *Journal of School Leadership*. 31(1–2), 85–106. <https://doi.org/10.1177/1052684621992760>
4. **Bridgeforth, J.C.** (2021). Yes, Black Lives Still Matter and Politics-Free Schools are a Myth. *Texas Education Review*, 9(1), 65-71. <http://dx.doi.org/10.26153/tsw/11416>
3. Patel, H. & **Bridgeforth, J.C.** (2021). “Sure, Black Lives Matter, but Why Do They Have to Loot and Riot?!”: Debunking Myths of Black Protest. In McClure, S. & Harris, C. (Eds.) *Getting Real About Race*. 3rd Ed. SAGE Publications.
2. **Bridgeforth, J.C.** & McClure, S. (2016). Social Capital and Higher Education: Network Resources, Outcomes, and Opportunities. In Devitis, J. & Sasso, P. (Eds.) *Higher Education and Society*. Peter Lang Publishing
1. Womack, V., **Bridgeforth, J.C.**, & Beasley, B. (2014). “Black People Voted for Obama Just Because He’s Black”: Group Identification and Voting Patterns. In McClure, S. & Harris, C. (Eds.) *Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations*. 1st Ed. SAGE Publications.

Public Scholarship

7. **Bridgeforth, J.C.** & Kimner, H. (2023). Aligning student-centered systems and structures through community schools. *California Schools Magazine*, 82(1).

6. Marsh, J. A., Koppich, J. E., Humphrey, D. C., Kimner, H., Mulfinger, L. S., Allbright, T. N., Alonso, J., **Bridgeforth, J.C.**, Daramola, E. J., Enoch-Stevens, T., Kennedy, K. E., & Nkansah-Amankra, A. (2022, June). *Crisis response in California school districts: Leadership, partnership, and community* [Report]. Policy Analysis for California Education. <https://edpolicyinca.org/publications/crisis-response-california-school-districts>
5. Bridgeforth, J.C. (2021, October 8). Navigating Responses to Racism in Your School Community. *Association for Supervision and Curriculum Development*. <https://www.ascd.org/el/articles/navigating-responses-to-racism-in-your-school-community>
4. **Bridgeforth, J.C.** & Desir, S. (2021, April 15). Reopening schools is often framed as a matter of equity. Two Black educators ask: ‘Equity for whom?’. In Strauss, V. *Answer Sheet*. *Washington Post*. <https://www.washingtonpost.com/education/2021/04/15/is-reopening-schools-really-an-equity-issue/>
3. **Bridgeforth, J.C.** & Desir, S. (2021, March 8). When it comes to reopening schools, it’s time for leaders to listen to Black families. *The Hechinger Report*. <https://hechingerreport.org/opinion-when-it-comes-to-reopening-schools-its-time-for-leaders-to-listen-to-black-families/>
2. **Bridgeforth, J.C.** (2020). You Made Me Enforce Useless Dress Codes for Years. Don't Claim Face Masks Go Too Far. *Education Week*.
1. Harper, S.R. & **Bridgeforth, J.C.** (2019). Why We Weren't Surprised to See Teachers Holding a Noose. *Education Week*.

USC Race and Equity Center Practice Briefs for K-12 Educators

8. Bridgeforth, J.C. (2024). *Teaching the Truth about Slavery and America’s Racial History*. USC Race and Equity Center. <https://race.usc.edu/wp-content/uploads/2024/04/1-Teaching-Slavery.pdf>
7. Bridgeforth, J.C. (2024). *Recognizing and Addressing Acts of Explicit Racism in Schools*. USC Race and Equity Center. <https://race.usc.edu/wp-content/uploads/2024/04/2-Explicit-Racism.pdf>
6. Bridgeforth, J. C. (2024). *Cultivating Relationships with Families and Communities of Color*. USC Race and Equity Center. <https://race.usc.edu/wp-content/uploads/2024/04/3-Cultivating-Relationships.pdf>
5. Bridgeforth, J.C. (2024). *Affirming Students’ Racial and Cultural Identities in Curricula*. USC Race and Equity Center. <https://race.usc.edu/wp-content/uploads/2024/04/4-Affirming-Students.pdf>
4. Bridgeforth, J.C. (2024). *Creating Affirming Classrooms for LGBTQ Students of Color*. USC Race and Equity Center. <https://race.usc.edu/wp-content/uploads/2024/04/5-LGBTQ-Students-of-Color.pdf>
3. Bridgeforth, J.C. (2024). *Eliminating Racial Disproportionality in School Discipline*. USC Race and Equity Center.

<https://race.usc.edu/wp-content/uploads/2024/04/6-Eliminating-Racial-Disproportionality.pdf>

2. Bridgeforth, J.C. (2024). *Meaningfully Integrating Racial Topics Across the Curriculum*. USC Race and Equity Center. <https://race.usc.edu/wp-content/uploads/2024/04/7-Racial-Topics.pdf>

1. Bridgeforth, J.C. (2024). *Understanding Students' Encounters with Anti-Blackness in Schools*. USC Race and Equity Center. <https://race.usc.edu/wp-content/uploads/2024/04/8-Encounters-w-Anti-Blackness.pdf>

Book Reviews

3. Bridgeforth, J.C. (2021). Review of *Why They Hate Us: How Racist Rhetoric Impacts Education* by Pérez Huber, L. & Muñoz, S. (Eds). *The Professional Educator*, 45(1), 21-24. <https://doi.org/10.47038/tpe.45.01.04>

2. Bridgeforth, J. C. (2021, March 3). Review of *Suddenly diverse: How school districts manage race & inequality* by E. O. Turner. *Education Review*, 28. <http://dx.doi.org/10.14507/er.v28.3047>

1. Bridgeforth, J.C. (2020). Review of *Crisis Management: Resilience and Change* by S. Kovoov-Misra. *Journal of Contingencies and Crisis Management*. 29(2), 229-230. <https://doi.org/10.1111/1468-5973.12349>

Books

McClure, S.M., Harris, C., & **Bridgeforth, J.C.** (Eds.). (under contract, projected publication: 2026). *Getting Real About Race*. 4th Ed. Sage Publications.

Manuscripts Under Review

Bridgeforth, J.C. (under review) *Beyond Board Etiquette: Responding to Racism in K-12 School Boardrooms*.

Manuscripts in Preparation

Bridgeforth, J.C. (in progress). *Toward a Positive Peace in Educational Decision-making*

Bridgeforth, J.C. (in progress). *Structures that Bind: School Board Meetings and the (Im)Possibilities of Racial Crisis Leadership*

Bridgeforth, J.C. (in progress). *Racial Crisis Sensemaking in K-12 Schools*

Bridgeforth, J.C. (in progress). *Through the Fire: Leaders Responding to Racism in Schools*

Bridgeforth, J.C. (in progress). *Is There Still Power in the Testimony?: Perceptions of Public Comment at K-12 School Board Meetings*

Bridgeforth, J.C. (in progress). *Whose Role Is It Anyway?: Racial Crisis Leadership in K-12 School Boards*

O’Neal, D. & **Bridgeforth, J.C.** (in progress). *Reading Between the Lines: Neoliberal Racism and K-12 Education Policymaking*

Selected Presentations

16. Morris, E. & **Bridgeforth, J.C.** (2023) *Intentional Conversations with Students and Families: How to Use Participatory Research to Improve Family, School, and Community Engagement Practices & Partnerships*. National Family Engagement Summit.
15. Bridgeforth, J.C. (2023) *Whose Role Is It Anyway?: Racial Crisis Leadership in K-12 School Boards*. American Political Science Association Annual Meeting (accepted)
14. Marsh, J., **Bridgeforth, J.C.**, Mulfinger, L., O’Neal, D., & Tong, T. (2023). *Shocking the System?: COVID-19 and Virtual Schooling in Oregon*. National Center for Research on Education, Access, and Choice Annual Retreat. Brookings Institution.
13. Baldwin, A., **Bridgeforth, J.C.**, Koch, B., McClure, S.M., Patel, H., Thomas, J. (2022) *Making the invisible visible—Teaching inequality through an intersectional lens*. Southern Sociological Society Annual Meeting
12. **Bridgeforth, J.C.**, Kimner, H., & Marsh, J. (2022) *“A Different Lens, A Different Drive”: Critical Place-Conscious Crisis Leadership in a Rural School District*. American Educational Research Association 2022 Annual Meeting.
11. Kennedy, K., Miglani, N., Alonso, J., **Bridgeforth, J.C.**, Nelson, H., & Marsh, J. (2022) *Disdain, Frustration, and Pity: Exploring Affect in State Education Policy Discourse*. American Educational Research Association 2022 Annual Meeting.
10. Bridgeforth, J.C. (2021). *Leading Through the Fire: An Exploratory Study of K-12 School Leaders’ Experiences During Racial Crises*. University Council for Educational Administration Annual Meeting.
9. **Bridgeforth, J.C.** & Licata, B. (2021) *More Than Just a Buzzword: Embedding “Equity-Mindedness” for Concrete Change*. Reimagining Education Summer Institute. Teacher’s College, Columbia University.
8. Bridgeforth, J.C. (2021). *High School Sports, Racial Slurs, and Confederate Symbols: Conceptualizing K-12 Athletics as White Institutional Spaces*. Southern Sociological Society Annual Meeting.
7. Bridgeforth, J. C. (2021). *Educational Neglect in K-12 Schools: Implications of Pedagogical Racism on the Souls of Black Children*. American Educational Research Association Annual Meeting.
6. Hung, Y. & **Bridgeforth, J.C.** (2021). *Learning about Race: Sources of Racial Literacy and the Influence of Institutional and Individual Characteristics*. American Educational Research Association Annual Meeting.

5. Allbright, T., Dhaliwal, T., Alonso, J., **Bridgeforth, J.C.**, Marsh, J., & Kennedy, K. (2021). *Selling the Savior Narrative: A Critical Discourse Analysis of Institutional Scripts in High School Websites*. American Educational Research Association Annual Meeting.
4. Stokes, S., Patron, O., Baxter, K., Toutant, S., **Bridgeforth, J.C.**, Ortega, J., & Simmons, I. (2021). *Campus Racial Violence and White Supremacy on College Campuses During the Trump Presidency*. American Educational Research Association Annual Meeting.
3. Bridgeforth, J. C. (2021). "Slave Games, Mock Auctions, and Nazi Time Capsules: Manifestations of Blatant Racism or Failed Attempts at Culturally Responsive Pedagogy?" American Association of Colleges for Teacher Education Annual Meeting.
2. Bridgeforth, J. C. (2020). "This Isn't Who We Are": An Analysis of School and District Leaders' Responses to Racial Violence in Schools. University Council for Educational Administration Annual Meeting.
1. Kennedy, K., Alonso, J., **Bridgeforth, J.C.**, & Nelson, H. (2020). *Body and Soul: Creating Conditions for Student Care in the State Policy Process*. University Council for Educational Administration Graduate Student Summit.

Grants and Research Support

California Community Schools Partnership Program Implementation Grant, \$11,875,000	2024
<ul style="list-style-type: none"> ● <u>Consultant/Grant Writer</u>: <i>Garden Grove Unified School District</i> 	
USC Rossier Dean's Research Grant, \$4200	2022
<ul style="list-style-type: none"> ● <u>Co-PI</u>: <i>Teaching in the Wake of Legislative Censorship</i>. 	
USC Rossier Dean's Research Grant, \$5000	2022
<ul style="list-style-type: none"> ● <u>PI</u>: <i>Policies, Procedures, and Performance: A Critical Examination of K-12 School Boards and the Enactment of Racial Crisis Leadership</i>. 	
USC Graduate School Summer Research and Writing Grant, \$2000	2022
USC Rossier Internal Research Grant, \$1475	2020
<ul style="list-style-type: none"> ● <u>PI</u>: <i>Navigating Racial Crisis: A Multi-Narrative Inquiry in K-12 School Leadership</i>. 	

Research Training

USC Race and Equity Center	2019-2023
Research Associate	
<ul style="list-style-type: none"> ● Networked Improvement Community (NIC) <ul style="list-style-type: none"> ○ Co-developed Race in Teacher Preparation Programs Survey and led cognitive interview process ○ Developed and conducted Race in Teacher Preparation Programs Syllabi Review 	
USC Center on Education Policy, Equity, and Governance	2020-2023
Research Assistant	
<ul style="list-style-type: none"> ● The National Center for Research on Education, Access, and Choice <ul style="list-style-type: none"> ○ Crafted interview protocols, led interviews with state and district leaders, and developed case study memos and debrief guides ● PACE Local Governance and Civic Capacity Project 	

Updated: May 2024

- Co-led district-level interviews and conducted document and website analyses

USC Center for Empowered Learning and Development with Technology 2020-2021
Research Assistant

- Remote Learning, Academic Performance, and Mental Health: Charting a Path Toward Anti-Racist Online Teaching and Learning for P-20 Students
 - Led equity-oriented qualitative content analyses of online curricular materials
- National Survey of Critical Digital Literacy
 - Assisted in survey item development

TEACHING EXPERIENCE

University of Southern California Los Angeles, California
EDUC 426: Educational Inquiry (in-person, undergraduate) Spring 2022
Instructor
EDUC 681: Research, Policy, and Practice in Urban Education (online, PhD) Fall 2020
Teaching Assistant

Fred A. Toomer Elementary School Atlanta, Georgia
Third Grade Teacher 2018-2019

Brookhaven Innovation Academy Norcross, Georgia
Second and Third Grade Teacher Leader 2016-2018

KIPP Vision Primary School Atlanta, Georgia
First Grade Teacher 2015-2016

HIGHER EDUCATION EXPERIENCE

Georgia College Office of Admissions Milledgeville, Georgia
Regional Admissions Counselor 2013-2014
Lead Diversity Recruiter 2014-2015

INVITED TALKS AND PANELS

- Center for Universal Education at the Brookings Institution Global Symposium on Family, School, and Community Engagement: Disrupting Power Dynamics through Community Driven Research Panel (2024)
- PACE Annual Conference: Improving Student Attendance and Engagement Panel (2024)
- USC Race and Equity Center: Addressing Explicit Acts of Racism in Schools (2022)
- Georgia College Department of Government and Sociology: Sociology of Education (2021)
- EDquity Consulting: “Black Educators are Exhausted” Panel (2021)
- edWeb: “Embedding “Equity-Mindedness” for Concrete Change (2021)

PROFESSIONAL SERVICE

American Educational Research Association
Division A: Administration, Organization, & Leadership

- Graduate Student Council: 2020-2021
 - Connect Series Co-Chair
- Roundtable Session Chair: 2022

Updated: May 2024

Division K: Teaching and Teacher Education

- Roundtable Session Chair: 2021

Division L: Educational Policies and Politics

- Paper Session Chair: 2022
- Roundtable Session Chair: 2022

American Journal of Education

AJE Forum Student Editorial Board: 2020-2023

- Associate Editor for Submissions: 2021-2022
- Black Lives Matter Committee: 2020-2021

University Council for Educational Administration

- Annual Convention Proposal Reviewer: 2020, 2021, 2022

University of Southern California Rossier School of Education

- USC Rossier PhD Program Faculty Meeting Student Representative: 2020-2022
- USC Rossier Dean's Research Grant Review Committee: 2021-2022
- USC Rossier PhD Student Exit Survey and Interview Committee: 2021
- USC Rossier School of Education PhD Preparation Summit
 - Discussion Panel Moderator: 2020
 - Roundtable Discussant: 2019

Ad Hoc Reviewer:

- Critical Discourse Studies
- Educational Researcher
- Journal of School Leadership
- Educational Administration Quarterly
- Journal of Critical Thought and Praxis
- The Rural Educator
- The Professional Educator
- Whiteness and Education

RESEARCH & PROFESSIONAL AFFILIATIONS

Policy Analysis for California Education

American Educational Research Association

University Council for Educational Administration

Southern Sociological Society

Alpha Phi Alpha Fraternity, Inc.