

Christine L. Quince, Ph.D.

Curriculum Vitae

455 El Camino Real
Santa Clara University
Santa Clara, CA 95053

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EDUCATION

Doctor of Philosophy, Educational Studies – Teaching and Teacher Education

Dissertation: *“Nobody Ever Says That”: A Case Study Countering Deficit-Framing of Black Students by Centering their Community Cultural Wealth*

University of Michigan, 2022

Chair: Chauncey Monte-Sano, Ph.D.

Master of Arts, Educational Studies –Teaching & Learning

University of Michigan, 2017

Bachelor of Arts, Elementary Education

Major: Language Arts; Minor: Mathematics

University of Michigan, 2014

AWARDS/HONORS

2022	Ford Foundation Fellowship, Honorable Mention
2022	University of Michigan Diversity, Inclusion, Justice, & Equity Graduate Award
2017-2022	University of Michigan’s Rackham Merit Fellowship
2015	Michigan Association of Public School Academies, “Quantum Leap Award”
2014	University of Michigan Honors (3 Semesters)

GRANTS (Total: \$80,000)

2024-2025	Community-Connected Teachers Grow Your Own Program-Illinois: \$80,000 Principal Investigators: Christine L. Quince & Travis J. Bristol
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RESEARCH EXPERIENCE

2025-present	Assistant Professor of Teacher Education Santa Clara University
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2023-2025	Postdoctoral Scholar University of California, Berkeley <i>Lead Faculty: Travis Bristol, Ph.D.</i>
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- Fall 2019 Research Assistant, Equity-Driven Parent Teacher Conference Simulations
University of Michigan, Elementary Teacher Education Program
Principal Investigator: Debi Khasnabis, Ph.D.
- Winter 2019 Research Apprentice, “Teaching Reasoning and Inquiry Project in Social
Studies” University of Michigan, Elementary Teacher Education Program
Principal Investigator: Chauncey Monte-Sano, Ph.D.

PEER-REVIEWED PUBLICATIONS

Quince, C.L. (2025). Missing the Mark: The Cost of Overlooking Black Students’ Cultural Capital. *Journal of Black Studies*

Quince, C.L., Martin, J.T., Bristol, T.J. (forthcoming). Looking Back to Move Forward: A Healing-Centered Approach to Teacher Professional Learning in One Urban Center. *Journal of Negro Education*

Mensah, F. M., **Quince, C.L.**, James, W. (2024). Program Design & Exemplary Cases for Preparing Teachers of Color and Indigenous Teachers. *Education Policy Analysis Archives*, 32. <https://doi.org/10.14507/epaa.32.8468>

The Black Girl Collective¹: Owusu, M., Almore, A., cooper, m., Johnson, M., Kubi, G., **Quince, C.L.** (2024). It’s up and it’s stuck: Witnessing Black girl joy in digital spaces. *Urban Education*, doi.org/10.1177/004208592412279

Monte-Sano, C., **Quince, C.L.** (2021). Reflections on Designing Curriculum to Interrogate Social Studies. *Journal of Adolescent & Adult Literacy*, 64 (5). doi.org/10.1002/jaal.1137

Navarro, O., **Quince, C.L.**, Hsieh, B., & Deckman, S. L. (2019). Transforming teacher education by integrating the funds of knowledge of teachers of Color. *Review of Education, Pedagogy, and Cultural Studies*, 41(4-5), 282-316. doi.org/10.1080/10714413.2019.1696616

Manuscripts in Review

Quince, C.L. (under review). Naming and Explaining Black Students’ Cultural Capital.

Quince, C.L., Ballard, A. A., Bristol, T. J., Saarkwah, J., Zhou, A. (under review). Additive and Subtractive Teacher Preparation: A Review of Teachers’ Residency Experiences.

¹ As Black feminists, this article honors collectivism and rigorous citation practice. This citation lists the creator of the study first and then the members of this collective in alphabetical order.

Zhou, A., Bristol, T. J., **Quince, C.L.** (under review). The Role of School Building Leaders in Shaping Teacher Working Conditions.

Publications in Preparation

Quince, C.L. (in preparation). What Every Teacher Needs to Hear to Create Inclusive Spaces for Black Students.

Quince, C.L. (in preparation). White Bunny, Black Boys: An Analysis of Disillusioned Discussions on Black Boys in Schools

Quince, C.L. (in preparation). Why Culturally Relevant Teaching Remains Elusive for Many Educators

Quince, C.L. (in preparation). Reflections on Studying Teachers' Mental Health: The Realities of One Researcher's Journey

BOOK CHAPTERS

Quince, C.L. & Walrond, H. (forthcoming). From Insight to Impact: Navigating Equity in Teacher Preparation. In Bristol, T.J. & Ollison, J. (Eds.), *Equity Deep Dive: A Professional Learning Community for California Teacher Residency Programs*, Teachers College Press

TEACHING EXPERIENCE

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| 2023 | Director, School & Community Partnerships
Sylvan Learning, Ann Arbor, MI |
| 2017-2019 | Course Instructor, Managing to Teach
University of Michigan, Elementary Teacher Education Program |
| Winter 2018 | Teaching Apprentice, Social Studies Methods
University of Michigan, Elementary Teacher Education Program |
| Winter 2017 | Teaching Apprentice, Managing to Teach
University of Michigan, Elementary Teacher Education Program |
| 2014-2016 | 4 th Grade Instructor
David Ellis Academy West, Redford, MI
<i>Certification:</i> K-8 Elementary Education, with an Endorsement in Language Arts |

CURRICULUM

Monte-Sano, C., Cipparone, P., **Quince, C.L.** (2018). *TeachingWorks Resource Library*. Assistant on the *TeachingWorks* “Teacher Preparation Transformation Center Initiative” funded by the *Bill and Melinda Gates Foundation* (Deborah Ball, PI) to create teacher educator resources for practice-based teacher education in social studies.
library.teachingworks.org

REFEREED PRESENTATIONS

Quince, C.L. (2025). "Missing the Mark: The Cost of Overlooking Black Students' Cultural Capital" [Paper Session]. Paper presented at the 2025 American Educational Research Association (AERA) Annual Meeting.

Quince, C.L. (2025). "Hidden in Plain Sight: Seeing Black Students' Cultural Capital in Classroom Spaces" [Paper Session]. Paper presented at the 2025 Association of Teacher Educators (ATE) Annual Meeting.

Quince, C.L., Fuller, L. (2025). “Returning to Our Roots: Demonstrating a Culture of Care in Education” Workshop presented at the 2025 California Association of African American Superintendents and Administrators (CAAASA) Statewide Professional Development Summit.

Quince, C.L. (2024). “Shifting Teacher Practice Using Young, Black Students' Cultural Capital” [Paper Session]. Paper presented at the 2024 American Educational Research Association (AERA) Annual Meeting.

Quince, C.L. (2024). “Centering Young, Black Children in the Teaching and Learning Process” [Paper session] Paper presented at the 2024 Association of Teacher Educators (ATE) Annual Meeting.

Quince, C.L. (2024). “Centering Young Black Children and their Cultural Capital” [Workshop]. Workshop presented at the 2024 California Association of African American Superintendents and Administrators (CAAASA) Statewide Professional Development Summit.

The Black Girl Collective²: Owusu, M., Almore, A., cooper, m., Johnson, M., Kubi, G., **Quince, C.L. (2024)** “It’s up and it’s stuck: Witnessing Black girl joy in digital spaces.” Presented as a symposium from: "You can’t steal my joy! Practices and possibilities for Black Joy in urban education" organized by Aja Reynolds, at the annual meeting of the *American Educational Research Association (AERA)*, Philadelphia, PA, April, 2024.

Quince, C.L. (2023). “I Know You Can Do It”: A Case Study Countering Deficit-Framing of Black Students by Centering their Community Cultural Wealth [Paper session]. Paper accepted at the 2023 Black Doctoral Conference Annual Meeting.

² As Black feminists, this article honors collectivism and rigorous citation practice. This citation lists the creator of the study first and then the members of this collective in alphabetical order.

Quince, C.L. (2021). Do you really care?: Understanding Black Elementary School Students' Perceptions of Care and Success [Roundtable session]. Paper presented at the 2021 American Educational Research Association Virtual Annual Meeting.

Navarro, Oscar, **Quince, Christine**, Deckman, Sherry, Hsieh, Betina (2019). Transforming Teacher Education by Integrating the Funds of Knowledge of Teachers of Color. Presented as part of a symposium on "Lift Ev'ry Voice and Sing:" Narratives of Teacher Educators Transforming Practice for Social Justice, organized by Kira Baker-Doyle, at the annual meeting of the *American Educational Research Association (AERA)*, Toronto, Canada, April, 2019.

GUEST LECTURES

"Unlocking Potential: How Black Cultural Capital Transforms Asset-Based Teaching Practices"

San Francisco State University. November 14, 2024.

"From Margin to Center: Black Women Redefining Teacher Education"

University of Michigan-Ann Arbor. October 4, 2024.

"Making the Shift: What it Means to Center Young Black Students' Cultural Capital."

San Jose State University. May 1, 2024.

"'Nobody Ever Says That': Unveiling Black Students' Cultural Capital."

Transformative Justice in Education Center at the University of California, Davis. March 18, 2024.

INVITED TALKS

"Listening to Learn: Black Students' Experiences Reshaping Educational Practices"

San Jose State University. November 5, 2024

"Roots of Brilliance: Celebrating the Richness of Young Black Children's Cultural Capital" Invited speaker for the Black Californians United for Early Care and Education at the BlackECE Symposium. Sacramento, CA. August 9-10, 2024.

"Breaking the Mold: Empowering Language Justice through AAVE" Invited speaker for the Black Californians United for Early Care and Education at the BlackECE Symposium. Sacramento, CA. August 9-10, 2024.

"Learning About & Embedding Black Students' Community Cultural Wealth into Classroom Learning." Invited speaker for Michigan Math and Science Leadership Network. November 10, 2022.

"America Has a Problem: Centering Y(our) Strengths in a World that Dismisses Them." Invited speaker for Conrad Weiser High School. Robesonia, PA. October 24, 2022.

“Women of Color and the Academy Roundtable: Milestones & Resources Coming at Ya” panelist on navigating doctoral milestones. University of Michigan-Ann Arbor, November 2021.

“We Need to Name This” video series panelist on navigating academia. University of Michigan-Ann Arbor, March 2021.

“R(ED) Table Talk: Experiencing Black Joy and Womanhood” panel facilitator. University of Michigan-Ann Arbor, January 27, 2021.

“What’s Good?: A Conversation with Women of Color and the Academy” panelist. University of Michigan-Ann Arbor, March 15, 2019.

“Educational Studies: Alumni Webinar Series” guest speaker on transitioning from K-12 education to academia. University of Michigan-Ann Arbor, December 7, 2016.

“U-M School of Education Alumni Teacher Panel” panelist on serving Black students in urban schools. University of Michigan-Ann Arbor, March 31, 2016.

“Establishing Classroom Culture” Professional development for David Ellis Academy West teachers, Redford, MI. March 12, 2015

SERVICE

Leadership in Service

2024	<i>Research Consultant</i> , Children Rising, Oakland, CA
2020-2021	<i>Public Scholarship Committee Facilitator</i> , Women of Color at the Academy, University of Michigan, Ann Arbor, MI
2018-2019	<i>Co-Chair</i> , Student Advisory Board, University of Michigan, Ann Arbor, MI
2015-2016	<i>Co-Chair</i> , School Improvement Team, David Ellis Academy West, Redford, MI
2014-2015	<i>Co-Teacher</i> , Gifted & Talented After-School Program, David Ellis Academy West, Redford, MI

Service

2023-2024	<i>Reviewer</i> , Education Policy Analysis Archives
2022-2023	<i>Advisory Board Member</i> , Cherry Lake Publishing Group, Ann Arbor, MI
2021-2022	<i>Tutor</i> , The Detroit Partnership- “SDM2” a community-oriented organization, Detroit, MI
2021	<i>Mentor</i> , Women of Color at the Academy Mentorship Program, University of Michigan, Ann Arbor, MI
2021	<i>Program Reviewer</i> , Michigan Department of Education (MDE) Elementary Grade Band Teacher Preparation Programs
2020-2021	<i>Planning Committee Member</i> , Black Lives Matter: Week of Action, University of Michigan, Ann Arbor, MI
2020-2021	<i>Committee Member</i> , The Black Graduate Collective, University of Michigan, Ann Arbor, MI
2019-2020	<i>Committee Member</i> , Education Diversity Advisory Committee (EDAC),

- 2018 University of Michigan, Ann Arbor, MI
Volunteer, Transformative Teacher Educator Fellowship, Summer Institute,
 Arcadia University, Glenside, PA
- 2016-2018 *Reviewer*, Preservice Teachers' Year 1 Assessment, University of Michigan,
 Ann Arbor, MI

PROFESSIONAL DEVELOPMENT

- 2025 Developing a Culture of Dignity, Santa Clara University, Santa Clara, California
- 2022 New York University (NYU) Steinhardt Faculty First-Look Scholar, New York,
 New York
- 2021 Diversity, Equity, and Inclusion (DEI) Certificate, University of Michigan, Ann
 Arbor, MI
- 2021 Diversity and Inclusive Teaching (DIT) Certificate - Center for Research on
 Learning & Teaching (CRLT) and Intergroup Relations (IGR), University of
 Michigan, Ann Arbor, MI
- 2019 Race & Social Justice Workshop
 University of Michigan, Ann Arbor, MI
- 2018 Race & Ethnicity Learning Community - Center for Research on Learning &
 Teaching (CRLT), University of Michigan, Ann Arbor, MI
- July 2018 Transformative Teacher Educator Fellowship, Summer Institute
 Arcadia University, Glenside, PA
- April 2018 Black Communities Conference
 The University of North Carolina at Chapel Hill, Durham, NC

PROFESSIONAL AFFILIATIONS AND MEMBERSHIP

- 2019-present *Member*, American Educational Research Association (AERA)-Division K,
 Teaching & Teacher Education
- 2012-present *Member*, Delta Sigma Theta Sorority, Inc.

RESEARCH SKILLS

NVivo; MAXQDA - Qualitative Research Coding Softwares