PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Maisie Gholson, assistant professor of educational studies, School of Education, is recommended for promotion to associate professor of educational studies, with tenure, School of Education.

Academic Degrees
Ph.D.   2016   University of Illinois at Chicago
B.S.E   2001   Duke University

Professional Record
2015-Present   Assistant Professor, Educational Studies, School of Education, University of Michigan, Ann Arbor, MI

Summary of Evaluation:
Teaching: Professor Gholson teaches courses focused on race, equity, and justice in education, specifically in mathematics education, at the undergraduate and graduate levels. Since her initial appointment, she has taught four different courses: Teaching in a Multicultural Society; Teaching Secondary School Mathematics; Identity and Agency in Mathematics and Science Education: Understanding the Role of Race, Gender, Class, Status, and Power in STEM Contexts (developed by Gholson); and Race and Educational Inequality Professional Development Seminar. She also redeveloped the Race and Social Justice Institute, an immersive learning experience for students to examine diversity, equity, inclusion, and justice in education research. Her strong course evaluations and student feedback highlight her commitment to DEI as well as her intentional pedagogical practices and care for students.

Professor Gholson was described by students as a thoughtful and generous instructor, advisor, and mentor who supports their development as scholars and teachers. She has served as the chair of two dissertation committees and as a member of ten additional committees. Her advisees include eight doctoral students and six master's students. She has mentored the research apprenticeships of six doctoral students, the teaching apprenticeships of five doctoral students, and independent studies of five students. She also deeply involves student co-authors in the publication process, thus supporting their scholarly development.

Research: Professor Gholson is a mathematics education scholar whose research examines the mathematics learning and development of Black children from a multidisciplinary perspective, drawing on insights from Black intellectual traditions, feminist thought, intersectionality, education, and critical intellectual frameworks. Her scholarship includes four primary strands: deconstructing the field of mathematics education for Black girls using Black feminism; race and gender in mathematics learning as relational labor; relational labor as praxis; and creating Afro-futures in mathematics education. She applies diverse methodological approaches to reveal the work of learning mathematics as going beyond cognitive demands.

Professor Gholson has published six articles in peer-reviewed journals, four of which she is first or sole author, and one in which her graduate student is first author and she is second. She has also published two peer-reviewed book chapters and two invited pieces. Her work appears in a number of high-impact journals, such as the *Review of Research in Education* and *Journal of Research in Mathematics Education*, and she publishes in practice-oriented journals such as *Theory into Practice*. She has been invited to deliver eleven lectures, internationally and nationally; notably, this includes an invitation to speak at the International Congress of Mathematics Education. She has also actively disseminated peer-reviewed papers and presentations at national meetings of leading organizations such as the *American Educational Research Association* and the *National Council of Teachers of Mathematics*. Her research has garnered significant funding support totaling $3,848,050 since her initial appointment in 2015, with several awards from the National Science Foundation.

Professor Gholson's scholarship is notable as it leads a new subfield of mathematics education research with innovative methodologies, interdisciplinary theoretical approaches, and practical applications for educators. She has received several awards and acknowledgements that evidence her high regard among her peers. In 2021, the National Council for the Teaching of Mathematics invited her to develop a book regarding anti-racist mathematics teaching, which poises her to further shape the field to advance asset-based approaches to mathematics instruction with minoritized students. She also received a highly competitive NSF CAREER award in 2017 as well as the Early Career Publication Award from the American Education Research Association Special Interest Group on Research in Mathematics Education in 2018.

Recent and Significant Publications:
Robinson, D., Gholson, M., Ball, D. L., (2021). When race matters in mathematics: Practicing three commitments for children learning mathematics while Black. In M. Winn and T. Winn (Eds.) Restorative Justice in Education. Cambridge, MA: Harvard Education Press.
Dunleavy, T.K., Marzocchi, A.S., Gholson, M. (2020). Teacher candidates' silhouettes: Supporting mathematics teacher identity development in secondary methods courses. *Investigations of Mathematics Learning*, DOI:10.1080/19477503.2020.1831173.
Gholson, M. & Robinson, D. (2019). Restoring the mathematics identities of Black learners: A curricular approach. *Theory Into Practice*, *58*(4), 347-358.
Gholson, M. & Martin, D. B. (2019). Blackgirlface: Racialized and gendered performativity in mathematics contexts. *ZDM*, *51*(3), 391-404.
Gholson, M. &Wilkes, C. (2017) (Mis)Taken identities: Reclaiming identities of the collective Black in mathematics and science education research. *Review of Research in Education*. *41*(1), 228-252.
Gholson, M. (2016). Clean corners and algebra: A critical examination of the construction of Black girls and women in mathematics. *Journal of Negro Education, 85*(3), 290-301.

Service: Professor Gholson's extensive service commitments draw upon her scholarly expertise and her commitments to advancing diversity, equity, inclusion, and justice in research, policy, and instructional practice. In the School of Education, she serves as a faculty lead for mathematics education as well as for Secondary Education Foundations in Anti-Racist Education. She is the director and faculty ally of the impactful Race and Social Justice Institute and is building on the initiative's successes to lead the redesign of the Educational Studies

doctoral program. She has also served as a member of the school's Graduate Affairs Committee since 2017. At the university level, she is the principal evaluator of *Mathematics Advising Practices Exploratory Study* (MAPES) which is evaluating undergraduate advising in the Mathematics Department. She serves the Wolverine Pathways program as mathematics faculty liaison and curriculum team lead as well as Curriculum, Instruction, and Transition Task Force member. In addition, she serves as a member of the Rackham and Educational Studies Committee, Advancing New Directions in Graduate Education.

Professor Gholson is widely sought out for leadership positions at the local, state, and national level. She is on the editorial boards of *Educational Studies in Mathematics* and *Curriculum Inquiry*, and frequently serves as an ad-hoc reviewer for journals. At the national level, she was invited by NSF to serve on the Community for Advancing Discovery Research in Education (CADRE) Conference planning committee and was invited by the American Education Research Association (AERA) to co-chair the Research Focus on Black Education special interest group from 2018-2020. She is also a member of the Mathematics Education Society's International Programming Committee. Her specialized expertise has also led to her service in numerous NSF and Spencer Foundation working groups focused on transformative justice and education equity and national advisory boards. At the state level, she serves on the General Education Leadership Network's Early Mathematics Task Force.

External Reviewers:
Reviewer A: "Dr. Gholson's intellectual contributions and her service contributions, are unusual for a junior scholar and reflects both her excellent work and her unique intellectual contributions and perspectives that are deeply needed in the field. I believe she is far beyond many of her peers in contributions and will continue to make significant contributions regardless of rank. The quality and breadth of her scholarship should earn her tenure wherever she should choose to work"

Reviewer B: "Impressively, Gholson is also the recipient of a nearly $1 million NSF CAREER Award, which will allow her to further develop her contributions to the study of Black students' identities and their relationships to performances in mathematics. The reach of Gholson's research has also appeared to transcend national boundaries, as she has presented at several international conferences in Europe and Asia, too."

Reviewer C: "It is readily apparent that her scholarship is broad is scope, highly programmatic, conceptually deep, pragmatically relevant, and methodologically rigorous. I have no doubt that she would be promoted and, furthermore, I imagine that [my institution] would fight tooth and nail to retain her if it was fortunate enough to have Dr. Gholson as a member of its education faculty."

Reviewer D: "Her publication record, her invited talks – especially the international invitations– the focus of the projects for which she has received external funding, the invitations to serve on advisory boards and the most recent invitation for the NCTM book all speak without equivocation to her productivity, her current standing in the field, and her professional service, all documenting that her work merits promotion with tenure."

Reviewer E: "This is a cutting-edge scholar, with all of the makings of a highly successful and influential career. While in some ways the portfolio is a less traditional one, a closer read reveals a scholar who is already influential beyond her career stage, who is primed to continue to make theoretical and empirical breakthroughs on important educational problems, and to make headway on how we solve those problems pedagogically."

Reviewer F: "Let me thus state, and as emphatically as I can: while reading [Professor Gholson's] papers one after another, I have been feeling with ever increasing certainly that *hers is one of the best examples of synergy between research and activism that I have seen so far.* In her empirical studies, in which she uses ethnographic methods, she is rigorous and detailed, and her analyses are precise, convincing and do not seem to me biased in any way."

Reviewer G: "Dr. Gholson's program of research and contributions to the field are in many ways peerless. She is, by far, one of the trailblazers of the subfield of mathematics education focusing on Black girls in mathematics classrooms."

Summary of Recommendation:
Professor Gholson's scholarship is recognized as highly influential and seminal to reshaping and challenging the norms of mathematics education research. She teaches critical courses with exceptional skill and contributes her instructional expertise to improvements throughout the school and university. She also provides service grounded in her scholarship as well as in diversity, equity, and inclusion at levels that would be significant even for tenured faculty. Professor Gholson's scholarship, teaching, and service are worthy of recognition. It is with the support of the School of Education's Executive Committee and the Promotion and Tenure Committee that I recommend Maisie Gholson for promotion to associate professor of educational studies, with tenure, School of Education.

Elizabeth Birr Moje, Dean
George Herbert Mead Collegiate Professor of
Education, and Arthur F. Thurnau Professor
School of Education

May 2022