

CURRICULUM VITAE

Dominic T. Walker

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Summary of Education

Columbia University in the City of New York

Department of Sociology
Doctor of Philosophy in Sociology
Doctoral Student

Teachers College – Columbia University, New York, NY

Department of Education Policy and Social Analysis
Master of Arts in Sociology and Education
Thesis: *The Ivory Road to the Ivy League: Narrative Sense-Making of Students of Color in Elite Schools*
May 2015

Loyola University Maryland, Baltimore, MD

Bachelor of Arts in Sociology, Alpha Kappa Delta
May 2013

Research Experience

Research Assistant

June 2016 – Present

The Public Good

Supervisor: Amy Stuart Wells

Description: A partnership with New York Appleseed committed to assisting schools navigate the process of creating and sustaining racially, ethnically, and socioeconomically diverse schools.

- Collect and analyze qualitative data from school community members about managing diversity
- Lead a group of teachers and administrators committed to learning more school about school integration in a discussion group during a week-long summer institute
- Co-authored a National Science Foundation proposal to teach elementary school students math and science concepts by engaging their neighborhood and family

Research Assistant

August 2015 – June 2016

NYC High School Admissions Study

Supervisor: Jennifer Jennings PhD

Description: An intervention based study intended to gain more information about how 8th grade students apply to public high schools in New York City while developing informational supports to facilitate the admissions process.

- Collaborated with a team of 45 research assistants to present informational supports to 15,500 8th grade students
- Collected qualitative data from about 25 students and parents about the high school application process

Master's Essay in Sociology and Education

September 2014 – May 2015

The Ivory Road to the Ivy League: Narrative Sense-Making of Students of Color in Elite Schools

Instructors: Kathryn Hill & Hester Earle

Description: A qualitative research project exploring how alumni of Prep for Prep conceptualize the identity-work employed while navigating elite schools along their academic careers. Approved by advisor, Aaron Pallas PhD.

- Collected, transcribed, coded, and analyzed over 20 hours of qualitative data to answer research questions
- Managed data analysis using QSR NVivo
- Utilized activity based focus groups to generate knowledge through structured interactions

Research Assistant

April 2013 – October 2013

Excellence and Equity Review

Supervisor: Marlon James PhD

Description: A mixed methods approach intended to gather and process data on how philosophies, practices, politics, pedagogies, and polices support and/or impede closing the racial achievement gap at Windsor High School.

- Generated over 900 minutes of qualitative interview data to answer research questions
- Collaborated with team of 6 other researchers to synthesize and report findings to the district

Principal Investigator

May 2012 – September 2012

Socialization and Education: Navigating Class and Race in Education

Faculty Supervisor: Robert W. Simmons PhD

Description: Qualitative research designed to exploring the experiences of low-income Black boys attending elite private high schools.

- Conducted, transcribed, coded, and analyzed 18 interviews averaging 90 minutes each to answer research questions
- Presented to Loyola University Maryland community Oct. 2012

Professional Experience

Teaching Fellow

New York, NY

Columbia University in the City of New York

Center for The Study of Ethnicity and Race, Fall 2016

Department of Sociology, Spring 2017-Present

Adjunct Professor

Monroe College, Department of Social Sciences

New York, NY

August 2015 – August 2016

Graduate Assistant

New York, NY

Columbia University in the City of New York

August 2014 – August 2015

- Advise 20 undergraduate student groups in planning and financing events on campus
- Assistant to the Director of the Columbia Outdoor Orientation Program (COÖP)
- Initiated establishment of a program manual to serve as a resource and a guide to leaders in the field

Rock Wall Supervisor

Baltimore, MD

Loyola University Maryland Recreational Sports

April 2012 – May 2013

- Conducted training of climbing wall attendants and coordinated staff affairs

- Conducted monthly and semester inspections of the climbing wall
- Coordinated special events

Rock Wall Attendant

Summer 2010 – April 2012

- Interacted with and supervised the risk management of visiting rock climbers
- Guided lessons on rock climbing technique and safety methods

Presentations

Fox, L., Wells, A.S., **Walker, D.** & Swen, E. *The Best Intentions: The Paradox of White, Privileged Parents in Gentrifying Public Schools*. American Educational Research Association Annual Meeting. San Antonio, TX. April, 2017. Paper Presentation

Wells, A.S., Fox, L., Cordova-Cobo, D., White, J. & **Walker, D.** *How Systematic Qualitative Research can Foster More Meaningful Engagement about Racial Inequality in Education*. American Educational Research Association Annual Meeting. San Antonio, TX. April, 2017. Paper Presentation

Walker, D., Herbert, A. *Disrupting the Narrative: Complicating the “Public” in U.S. Education*. 8th Annual Diversity in Research and Practice Conference, New York, NY. April, 2017. Exemplary Paper Presentation Award

The Ivory Road to the Ivy League: Narrative Sense-Making of Students of Color in Elite Schools. 100th Annual Meeting of the Association for the Study of African American Life and History, Atlanta, GA. September, 2015. Oral Presentation

Invited Workshop. *Fostering Conversation in the Classroom*. Loyola University Maryland Fall 2015 Teaching Enhancement Workshop.

Life at Prep: Testimonies of Navigating Elite Private High School. 5th Annual Diversity in Research and Practice Conference, New York, NY. May, 2014. Roundtable Discussion

Socialization and Education: Navigating Class and Race in Education, Loyola 2013 Undergraduate Student Research and Scholarship Colloquium. April, 2013. Paper Presentation

The Code of High School Education. Eastern Sociological Society Annual Meeting, New York, NY. February, 2012. Poster Presentation

Awards

Kolvenbach Summer Research Fellowship Loyola University Maryland, 2012
Socialization and Education: Navigating Class & Race in Education
Award Amount: \$3,500

Dianne Geppi-Aikins Award Loyola University Maryland, 2012
Prestigious award that recognizes distinguished senior class members whose enthusiastic spirit and unwavering commitment have enhanced the quality of life for students, faculty, and/or staff at the University.

Courses Taught

Monroe College

Undergraduate: Introduction to Sociology (Fall 2015, Winter 2015)

Graduate: Foundations of Research Writing & Critical Analysis (Fall 2015, Winter 2015)

Professional Memberships

American Sociological Association
Eastern Sociological Society
American Education Research Association
Alpha Kappa Delta Honors Society

Student Involvement and Leadership

Outdoor Adventure Experience – Loyola University Maryland Fall 2009 – May 2013

- Organized and facilitated 3-5 outdoor trips (caving, rock climbing, kayaking, or hiking) and teambuilding exercises each semester for the Loyola University community
- Nominated and selected to participate in multiple campus leadership initiatives
- Acquired certification as a Wilderness First Responder, State of Maryland Top Rope Site Manager

Green & Grey Society – Loyola University Maryland Fall 2012 – May 2013

- Nominated as 1 of 14 distinguished senior undergraduate advisors to the President of Loyola University Maryland and subsidiary executives on significant issues in the University community
- Organized and empowered student groups on campus to address significant issues pertaining to the well-being of the University community at large

Professional Qualifications

Computer: Advanced Knowledge of Microsoft Word and intermediate knowledge of Excel and PowerPoint

Research Training: qualitative research methods (NIH ethics certified), experienced in STATA, QSR NVivo,