

NATASHA N. RAMSAY-JORDAN

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University of West Georgia, College of Education
Early Childhood Through Secondary Education
1601 Maple Street
Carrollton, GA 30118
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EDUCATION

Ed.D. Georgia State University. Atlanta, GA

Curriculum and Instruction

Mathematics Education

Dissertation Title: Examining Preservice Secondary Mathematics Teachers’ Experiences Using Culturally Responsive Pedagogy: Implications for Black Children

M.A.T. Kennesaw State University. Kennesaw, GA

Master of Arts in Teaching

Mathematics Education

Certification: Middle and Secondary Mathematics

B.S. University of Nebraska-Lincoln. Lincoln, NE

Mathematics

CERTIFICATIONS

Georgia Educator Certificate: Level 7 (#633806)

SRS Curriculum and Instruction

SRT Mathematics Grades 6-12

Clearance Certificate

ACADEMIC AND PROFESSIONAL EXPERIENCE

College of Education, University of West Georgia

Assistant Chair

2023 – present

Associate Professor in the Department of Elementary through Secondary Education

2022 – present

Program Coordinator for the Department of Elementary through Secondary Education

2019 – 2022

Course Coordinator for EDUC 2120 Exploring Sociocultural Perspectives in Education

2018 – 2022

Assistant Professor in the Department of Elementary through Secondary Education

2017 – 2022

New Manchester High School

Mathematics Teacher for Secondary Mathematics Grades 9-12

2014 – 2017

Langston Hughes High School

Mathematics Teacher for Secondary Mathematics Grades 9-12

2009 – 2014



TEACHING

University of West Georgia (2017 – present)

- **Associate Professor** – Prepare Culturally and Historically Responsive Pedagogues for Diverse Classrooms

Courses Taught

ECED 4251 – Assessment and Correction Mathematics Education
ECED 4251L – Assessment and Correction Mathematics Education Clinical Lab
ECED 4263 – Teaching Content Process Mathematics Education
ECED 4285 – Math Content for P-2 Teachers
ECED 4285 – Math Content for 3-5 Teachers
ECED 4286 – Teaching Internship: Field Experience
EDUC 2120 – Exploring Sociocultural Perspectives in Education
ECSE 4763 – Dual Cert/ Teaching Process Mathematics Education
XIDS 2002 – First Year Seminar: Navigating Race and Gender in Higher Education
XIDS 2002 – First Year Seminar: Music for Liberation

ECED 6111 – Intro to Elementary Field Experience
ECED 6249 – Seminar for P – 5 Teachers

ECSE 7274 – Intro to Community-based STEM Education
ECED 7285 – Teaching as Activism
ECED 8297 – Professional Seminar
ECSE 7500 – Diverse Classrooms in Global Society
ECSE 7560 – Contemporary Issues in Education
CURR 6575 – Curriculum Trends and Issues
SEED 7264 – Advanced Instructional Strategies Mathematics Education
SEED 7289 – Teaching Internship Seminar

Impact on Students

- Advise Students in Education Specialist (Ed.S.) Programs
- Advise Students in Master of Education (M.Ed.) Program
- Assist P – 5 Preservice Teachers with Navigating Diverse Classrooms
- Assist P – 5 Preservice Teachers with Creative Implementations of Mathematics Instruction
- Collaborative Work with Students, Parents, and Community Members

Douglas County School Systems (2014-2017)

- **Mathematics Teacher** – Secondary Grades 9-12. Prepare students to be problem solvers, effective communicators, and ethical agents for change.
- Douglas County Schools, Mathematics Instructor, Teacher Mentor, New Manchester High School

Courses Taught

- Advanced Algebra/Algebra II
- Geometry

Impact on Students

- Evidence of Student Achievement in K – 12 Secondary Mathematics
- Collaborative Work with Students, Parents, and Community Members

Fulton County School Systems (2009-2014)

- **Mathematics Teacher** – Secondary Grades 9-12. Prepare students to be problem solvers, effective communicators, and ethical agents for change.
- Fulton County Schools, Mathematics Instructor (5 years), Teacher Mentor, Langston Hughes High School, RTI/SST Coordinator (5 years), Saturday School Coordinator (5 years), Graduation Prep Coach (5 years), Test Prep Coach (5 years), Mathematics Content Café Facilitator worked with K – 8 Mathematics Teachers to build vertical alignment of mathematical standards.

Courses Taught

- Accelerated Pre-Calculus (Trigonometry and Pre-Calculus)
- Accelerated Geometry (Geometry and Trigonometry), Pre-Calculus
- Georgia Integrated Mathematics 1 (Algebra I, Geometry, Statistics), Georgia Integrated Mathematics 2 (Geometry, Statistics, Algebra II)

Impact on Students

- Evidence of Student Achievement in K – 12 Secondary Mathematics
- Collaborative Work with Students, Parents, and Community Members



PROFESSIONAL GROWTH & DEVELOPMENT (SCHOLARSHIP)

Manuscript(s) Published

(****) denotes work with current or former students

- ******Ramsay-Jordan, N.N.**, & Campbell-James, D. (2025). Preparation From a Distance Still Requires Being Culturally Responsive: A Call to Education Preparation Programs. *GATEways to Teacher Education*, 34(1), 36–43. https://issuu.com/gaate/docs/georgia_association_of_teacher_educators_vol.34?fr=sMTE1Mjg0OTgxMjQ
- Soni, S., King, B., Orr, S. **Ramsay-Jordan, N.N.**, Burris, J. (2024) Looking Back to Move Forward: Examining Past AMTE Presentation on Equity. *Connections: An official Association of Mathematics Teacher Educators (AMTE) publication for the mathematics teacher education community*. 34(2).
- **Ramsay-Jordan, N.** (2024) My Students Need Encouragement: Two Black Female Preservice Teachers' Beliefs About Culturally Responsive Teaching for Black Students. *Urban Rev.* <https://doi.org/10.1007/s11256-024-00705-9>
- King, B., **Ramsay-Jordan N.N.**, Burris, J., Orr S., Desai, S., Bondurant, L. (2024) The Equity Committee Book Club: Deepening Comprehension and Elevating Conversations about Equity. *Connections: An official Association of Mathematics Teacher Educators (AMTE) publication for the mathematics teacher education community*. 34(1).
- **Ramsay-Jordan, N.N.**, Crenshaw, A., & Johnson, L. (2024). This is us: Building awareness and taking action to support activism in educational spaces. In N.N. Ramsay-Jordan, & A. Crenshaw (Eds.), *Supporting activist practices in education*. Hershey, PA: IGI Global. Publisher of Peer-Reviewed, Timely, and Innovative Academic Research for Over 30 Years 701 East Chocolate Avenue, Hershey, Pennsylvania 17033-1240, USA <https://www.igi-global.com/book/supporting-activist-practices-education/323185>.
- Panther, L., **Ramsay-Jordan, N.N.**, Eby, L., & Lalana, L. (2023). “The most me”: Place and community cultural wealth for financial literacy learning. *Journal of Literacy Innovation*, 8(1).
- Panther, L., **Ramsay-Jordan, N.N.**, Eby, L., & Lalana, L. (2023). Being and seeing: Teaching financial literacy through community wealth. *National Council for the Social Studies Journals*.
- ****Crenshaw, A. N., **Ramsay-Jordan, N. N.**, Deskins, A. (2023). Unmasking microaggressions on the home front: Exploring faculty and staff perceptions after attending an online workshop on microaggressions in higher education. *Georgia Educational Researcher*, 20(1)1 <https://digitalcommons.georgiasouthern.edu/gerjournal/vol20/iss1/1>
- **Ramsay-Jordan, N.N.**, Appiagyei, A., & Kiel, A.D. (Eds.) (2022). Productive interaction: An effective approach to addressing inequity in STEM. *School Science and Mathematics*. <http://doi.org/10.1111/ssm.12548>
- **Ramsay-Jordan, N.N.**, (2022). Express yourself: Using self-expression in the forms of poetry, storytelling, and illustrations to share what anti-racist and anti-biased education look, sound, and feel like. *Teaching for Excellence and Equity in Mathematics*, 13(1), 14 – 22.
- **Ramsay-Jordan, N.N.**, Smith, A.N., & Chestnutt, C. (2022). Examining purposeful researchable questions in mathematics education. *The Journal of Honai Math*. <https://www.journalfkipunipa.org/index.php/jhm/article/view/260>
- Yeo, S., **Ramsay-Jordan, N.N.**, Suazo-Flores, E., King, B., Fernandes, A., (2022). The equity committee’s responses to AMTE’s opening plenary 2022: What are our responsibilities to mathematics teacher education at this moment? *Connections: An official Association of Mathematics Teacher Educators (AMTE) publication for the mathematics teacher education community*. 32(1). <https://amte.net/connections/2022/08/equity-committee%E2%80%99s-responses-amte-opening-plenary-2022-what-are-our>
- **Ramsay-Jordan, N.N.** (2022). What collaborating teachers got to do with it? Understanding the importance of pre-and in-service teacher collaborations for enacting culturally responsive mathematics teaching through critical examinations

of collaborating teachers' experiences. *International Journal of Educational Reform*.
<https://doi.org/10.1177/10567879221110513>

- **Ramsay-Jordan, N.N.** (2022). The M in STEM: Using mathematics methods courses to support preservice P-5 teachers' understanding and use of STEM integration practices. *The Educational Forum*,
<https://doi.org/10.1080/00131725.2022.2067928>
- ****Moble, J., & **Ramsay-Jordan, N.N.** (2022). Highlighting supportive reading comprehension practices for English language learners in virtual classrooms. *GATESOL Journal*, 32(1), 60–70. <https://doi.org/10.52242/gatesol.124>
- Wadlington, C., Strickland, J., **Ramsay-Jordan, N.N.**, & Smith, A. (2022). Travel with the “giants” of the Harlem Renaissance. *Social Studies Research and Practice*. <https://doi.org/10.1108/SSRP-08-2021-0022>
- **Ramsay-Jordan, N.N.**, Kiel, A.D., & Appiagyei, A. (Eds.) (2021). Racial identity in mathematics education. *School Science and Mathematics*. <http://doi.org/10.1111/ssm.12509>
- Lopez Leiva, C. & **Ramsay-Jordan, N.N.** (2021). Equity in mathematics teacher education: A call to teaching beyond anecdotes and moving into action. *Connections: An official Association of Mathematics Teacher Educators (AMTE) publication for the mathematics teacher education community*. 31(1). <https://amte.net/connections/2021/09/equity-committee-conversation-corner>
- ****Owens, M., & **Ramsay-Jordan, N.N.** (2021). Diversity in STEM: A look at STEM choices amongst Black and Latinx high school students. *Journal for Underrepresented and Minority Progress*.
<https://www.ojed.org/index.php/jump/article/view/3251>
- **Ramsay-Jordan, N.N.**, & Smith, A.N. (Eds.) (2021). An unequal toll: The color and class of COVID-19 [Special issue]. *Journal of Underrepresented and Minority Progress*, 5(SI)
<https://www.ojed.org/index.php/jump/article/view/3653/1412>
- **Ramsay-Jordan, N.N.**, & Jett, C.C. (2020). A call to action: Lessons learned from a book club about supporting and mentoring underrepresented STEM students. *Journal of Underrepresented and Minority Progress*, 4(2)
<https://doi.org/10.32674/jump.v4i2.3047>
- **Ramsay-Jordan, N.N.** (2020). Understanding the impact of differentness: Using critical race pedagogy to examine White pre-service teachers' perceptions of Black children's race and culture. *Multicultural Education*. *Caddo Gap Press*, 27(2), 2–17.
- **Ramsay-Jordan, N.N.** (2020). How secondary mathematics preservice teachers grapple with enacting culturally responsive pedagogy at placement sites. *International Journal of Science and Mathematics Education*.
doi.org/10.1007/s10763-020-10091-9 <https://link.springer.com/article/10.1007/s10763-020-10091-9>
- **Ramsay-Jordan, N.N.** (2020). Hidden figures: How pecuniary influences help shape STEM experiences for Black students in grades k-12. *Journal of Economics, Race, and Policy*. doi:10.1007/s41996-019-00049-7
<http://link.springer.com/article/10.1007/s41996-019-00049-7>
- **Ramsay-Jordan, N.N.** (2019). Preparation and the real world of education: How prospective teachers grapple with using culturally responsive teaching practices in the age of standardized testing. *International Journal of Educational Reform*. *SAGE Publications*. doi:10.1177/1056787919877142 <https://doi.org/10.1177/1056787919877142>
- **Ramsay-Jordan, N.N.** (2019). On improving academic outcomes for culturally and linguistically diverse students. *GATEways to Teacher Education*, 30(1), 31–39.
https://issuu.com/gaate/docs/gateways_fall_2019
- **Ramsay-Jordan, N.N.** (2019). What sports do you play? Actually, my major is mathematics: Experiencing STEM as a woman of African descent. In U. Thomas, & J. Drake (Eds.), *Women's influence on inclusion, equity, and diversity in STEM fields* (pp. 66-75). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-8870-2.ch003 <https://www.igi-global.com/chapter/what-sports-do-you-play-actually-my-major-is-mathematics/228418>
- **Ramsay-Jordan, N.N.** (2017). Examining the integration and use of culturally responsive mathematics pedagogy in preservice teachers reflections and practice: Implications for Black children. ScholarWorks@Georgia State University

Work(s) as an Editor

Book(s)

- **Ramsay-Jordan, N.N.**, Crenshaw, A. (Eds.) (2024). *Supporting Activist Practices in Education*. Hershey, PA: IGI Global. Publisher of Peer-Reviewed, Timely, and Innovative Academic Research for Over 30 Years
701 East Chocolate Avenue, Hershey, Pennsylvania 17033-1240, USA. <https://www.igi-global.com/book/supporting-activist-practices-education/323185>

Journal(s)

- **Ramsay-Jordan, N.N.**, Appiagyei, A., & Kiel, A.D. (Eds.) (2022). Productive interaction: An effective approach to addressing inequity in STEM. *School Science and Mathematics*. <http://doi.org/10.1111/ssm.12548>
- **Ramsay-Jordan, N.N.**, & Smith, A.N. (Eds.) (2021). An unequal toll: The color and class of COVID-19 [Special issue]. *Journal of Underrepresented and Minority Progress*, 5(SI)
<https://www.ojed.org/index.php/jump/article/view/3653/1412>
- **Ramsay-Jordan, N.N.**, Kiel, A.D., & Appiagyei, A., (Eds.) (2021). Racial identity in mathematics education. *School Science and Mathematics*. <http://doi.org/10.1111/ssm.12509>

Published Conference Session Abstracts

- Miller, A.L. & **Ramsay-Jordan, N.N.** (2021). An alternative to the alternative: Counteracting unintended consequences to school disciplinary practices [Conference session]. *Georgia Educational Research Association Conference*. 22. <https://digitalcommons.georgiasouthern.edu/gera/2021/2021/22>
- **Ramsay-Jordan, N.N.** (2020). Online discourse: Examining preservice elementary teachers' burgeoning awareness of cultural responsiveness in mathematics education [Conference session]. *Georgia Educational Research Association Conference*. 19. <https://digitalcommons.georgiasouthern.edu/gera/2020/2020/19>
- Smith, A.N. & **Ramsay-Jordan, N.N.** (2019). No, that's not how you pronounce my name: Addressing microaggressions in higher education [Conference session]. *Georgia Educational Research Association Conference*. 20. <https://digitalcommons.georgiasouthern.edu/gera/2019/2019/20>
- **Ramsay-Jordan, N.N.** (2018). A different direction: Toward equity and inclusivity in k-12 classrooms. *Georgia Educational Research Association Conference*. 47. <https://digitalcommons.georgiasouthern.edu/gera/2018/2018/47>
- **Ramsay-Jordan, N.N.**, Davies, S., & Helton, F. (2017). Reimagining student success in culturally diverse mathematics classrooms [Conference session]. *Georgia Educational Research Association Conference*. 31. <https://digitalcommons.georgiasouthern.edu/gera/2017/2017/31>
- **Ramsay-Jordan, N.N.** (2016). Examining the development of culturally relevant pedagogy for preservice secondary mathematics teachers [Conference session]. *Georgia Educational Research Association Conference*. 56. <https://digitalcommons.georgiasouthern.edu/gera/2016/2016/56>

Successful Direction of Student Work

- Askew, A. (2025). Supporting Assesst-Based Practices in P-5 Mathematics Classrooms
- Askew, A. (2024). Examining Elementary Teachers' Mathematics Identity and Efficacy
- Tramble, S. (2024). Where are all the Black females in the STEM pipeline? A phenomenological study on the essence of Black females in STEM majors at a PWI.
- Beal, J. A. (2023). A Proactive Approach to Safety: Implementing Evidence-Based Mental Health Curriculum in Secondary Schools. Techniques: Connecting Education & Careers. *Association of Career & Technical Education*, 98(4).

- Earwood, M. (2023). Building a Business for the Future. Techniques: Connecting Education & Careers. *Association of Career & Technical Education*, 98(4).
- Kinchen, L. (2023). How CTE Programs Have Changed: Are Career Technical Education Programs Really Needed in Schools? Techniques: Connecting Education & Careers. *Association of Career & Technical Education*, 98(4).
- Crenshaw, A. N., **Ramsay-Jordan, N. N.**, Deskins, A. (2023). Unmasking microaggressions on the home front: Exploring faculty and staff perceptions after attending an online workshop on microaggressions in higher education. *Georgia Educational Researcher*, 20(1)1
<https://digitalcommons.georgiasouthern.edu/gerjournal/vol20/iss1/1>
- Mobley, J., & **Ramsay-Jordan, N. N.** (2022). Highlighting Supportive Reading Comprehension Practices for English Language Learners in the Virtual Classrooms. *GATESOL in Action Journal*.
- Deskins, A., Crenshaw, A., & **Ramsay-Jordan, N.N.** (2022, April). Yes, that is micro-aggressive! Presented at the Scholar's Day Undergraduate Research Conference, sponsored by University of West Georgia (UWG), Carrollton, GA.
- Owens, M. (2021). Examining the Relationship Between Race, Gender, and Computer Science Placements Choices Amongst High School Students. Techniques: Connecting Education & Careers. *Association of Career & Technical Education*, 95(3), 39 – 43.
- Owens, M., & Ramsay-Jordan, N. N. (2021). A Call to Action: Improving Diversity in STEM. Presented at the Georgia Southern Mathematics Conference, sponsored by Special Colloquium Series for Mathematical Sciences, hosted by Georgia Southern University, a Virtual Presentation.
- Killingsworth, M. (2021). Computer Science in Every Georgia High School. Techniques: Connecting Education & Careers. *Association of Career & Technical Education*, 95(3), 44 – 47.
- Campbell-James, D., & Ramsay-Jordan, N. N. (2021): The Expansion of Online Learning and the Mathematics Classroom. Presented at the Georgia Southern Mathematics Conference, sponsored by Special Colloquium Series for Mathematical Sciences, hosted by Georgia Southern University, a Virtual Presentation
- Tyson, N. (2021). Colorism: Are You Team Light-skinned or Dark-skinned? Presenter Nya Tyson. Mentored by Dr. Natasha Ramsay-Jordan, Department of Early Childhood through Secondary Education. Presented at the University of West Georgia Scholars' Day Undergraduate Research Conference, A Celebration of Undergraduate Scholarship.
- Carter, A., Garrison, S., Sainsbury, Z., & Ramsay-Jordan, N. N. (2021). Pre-service Teachers' Approaches to Effective Virtual Instruction for the P-5 Mathematics Classroom. Presented at the Georgia Southern Mathematics Conference, sponsored by Special Colloquium Series for Mathematical Sciences, hosted by Georgia Southern University, a Virtual Presentation.
- Flemister, L. (2020). Strengthening Work-Based Learning with Perkins V. Techniques: Connecting Education & Careers. *Association of Career & Technical Education*, 95(3), 10 – 13.

Conference Presentations

(****) denotes work with current or former students

- **** Askew, A., & **Ramsay-Jordan, N.N.** (2025, April). Examining Elementary Teachers' Mathematics Identity and Efficacy. Presented at the Scholar's Day Conference, sponsored by University of West Georgia (UWG) 2025 Conference.
- **** Askew, A., & **Ramsay-Jordan, N.N.** (2025, April). Supporting Asset-based Pedagogies in P-5 Mathematics Classrooms. Presented at the Scholar's Day Conference, sponsored by University of West Georgia (UWG) 2025 Conference.
- Crenshaw, A., & **Ramsay-Jordan, N. N.** (2025). Asset-based Pedagogies for Every Classroom. Presented at the Annual University Systems of Georgia (USG) Teaching and Learning Conference, Columbus, Georgia.

- **Ramsay-Jordan, N.N.**, Crenshaw, A., Keohane-Burbridge, E., & Bowman, R. (2025). Let's Get Practical: Asset-Based Pedagogies for Every Classroom. Presented at the Annual Georgia Association of Teacher Educators (GATE) Conference on Charting New Horizons: Navigating 21st Century Learning and Teaching Landscapes. St. Simons Island, Georgia.
- Johnson, L., **Ramsay-Jordan, N.N.**, Jara-Pazmino, S., Ross, T., & Song, H. (2024) Building Student Engagement: The Power of Experiential Learning. Presented at Innovations in Pedagogy Conference, sponsored by the University of West Georgia (UWG), Carrollton, GA.
- Burris, J., Desai, S., Orr, S., King, B., & **Ramsay-Jordan, N.N.** (2024). Looking Back to Move Forward: Examining Past AMTE Presentations on Equity. Presented at the 2024 Association of Mathematics Teacher Educators (AMTE) Conference. Sponsored by the Association of Mathematics Teacher Educators, Orlando, FL.
- Dahms, B., Jordan, C., **Ramsay-Jordan, N.N.**, & Windsor, E. (2023). An Interdisciplinary Approach to Diversifying Curriculum. Presented at Innovations in Pedagogy Conference, sponsored by the University of West Georgia (UWG), Carrollton, GA.
- Panther, L., **Ramsay-Jordan, N. N.** & Parker, E. (2023, April). "The most me": Community Cultural Wealth for Place-based Financial Literacy Learning. Presented at the American Educational Research Association (AERA). Chicago, IL.
- **Ramsay-Jordan, N.N.**, & Miller, A.L. (2022, October). K-12 through Higher Ed: The Excellence of Black Women in Education Presented as part of a panel discussion titled "*Far From The Ordinary: Documenting The Ever-Evolving Progress of Black Women In Formal Education.*" At the 10th Annual 2022 Black Doctoral Network (BDN) Conference. Sponsored by Black Doctoral Network Conference Committee, Atlanta, GA.
- Eby, L., **Ramsay-Jordan, N. N.**, Lalana, L., & Panther, P. (2022, October). Co-Constructing Financial Language and Literacy Curriculum. Presented at the Annual Georgia Association of Teacher Educators (GATE) Conference on Reimagining Pedagogy for Transformation, Helen, Georgia.
- Crenshaw, A., & **Ramsay-Jordan, N. N.** (2022, October). Bold Conversations in Academia: Examining the Impact of Microaggressions Training in Higher Education. Presented at the Annual Georgia Association of Teacher Educators (GATE) Conference on Reimagining Pedagogy for Transformation, Helen, Georgia.
- ****Deskins, A., Crenshaw, A., & **Ramsay-Jordan, N.N.** (2022, April). Yes, that is Micro aggressive! Presented at the Scholar's Day Undergraduate Research Conference, sponsored by University of West Georgia (UWG), Carrollton, GA.
- Windsor, E., Boyd, S., Gupta, N., & **Ramsay-Jordan, N.N.** (2022, May). Supporting Faculty and Students of Color. Presented at the Innovations in Pedagogy Conference, sponsored by the University of West Georgia (UWG).
- Miller, A.L. & **Ramsay-Jordan, N.N.** (2021, October). An Alternative to the Alternative: Counteracting Unintended Consequences to School Disciplinary Practices. Georgia Educational Research Association 2021 Virtual Conference. A Virtual Conference Presentation.
- **Ramsay-Jordan, N.N.**, Chestnutt, C., Smith, A.N., Swift, A., Edelman, J., & Wadlington, C. (2021, May). Learning to Teach with Criticality: How a Department's Book Club Helped Faculty to Unleash New Ideas for the Importance of Culturally and Historically Responsible Teaching. Presented at Innovations in Pedagogy Conference, sponsored by the University of West Georgia (UWG) 2021 Virtual Conference. A Virtual Presentation.
- ****Tyson, N., & **Ramsay-Jordan, N.N.** (2021, April). Colorism: Are You Team Light-Skinned or Dark-Skinned? Presented at the Scholar's Day Conference, sponsored by University of West Georgia (UWG) 2021 Virtual Conference. A Virtual Presentation.
- ******Ramsay-Jordan, N.N.**, Carter, A., Garrison, S., & Sainsbury, Z. (2021, April). Preservice Teachers Approaches to Effective Virtual Instruction for the P-5 Mathematics Classroom. Presented at the Southern Georgia Mathematics Conference, sponsored by Georgia Southern University (GSU) 2021 Virtual Conference. A Virtual Presentation.
- ****Campbell-James, D., & **Ramsay-Jordan, N.N.** (2021, April). The Expansion of Online Learning and the Mathematics Classroom. Presented at the Southern Georgia Mathematics Conference, sponsored by Georgia Southern University (GSU) 2021 Virtual Conference. A Virtual Presentation.

- ****Owens, M., & **Ramsay-Jordan, N.N.** (2021, April). A Call to Action: Improving Diversity and Inclusion in STEM. Presented at the Southern Georgia Mathematics Conference, sponsored by Georgia Southern University (GSU) 2021 Virtual Conference. A Virtual Presentation.
- **Ramsay-Jordan, N.N.** (2021, February). Inclusion Beyond Visibility: Toward Access, Equity, and Empowerment. Presented at the National Council of Teachers of Mathematics (NCTM) 2021 Virtual Conference. A Virtual Presentation.
- **Ramsay-Jordan, N.N.**, & Smith, A. N., & Baiden, F. (2020, October). Materializing the Dream: Becoming Black Women Doctors. Presented Virtually at the 8th Annual 2020 Black Doctoral Network (BDN) Conference. Sponsored by Black Doctoral Network Conference Committee. A Virtual Presentation.
- **Ramsay-Jordan, N.N.** (2020, October). Online Discourse: Examining Preservice Teachers Burgeoning Awareness of Cultural Responsiveness in Mathematics Education. *Georgia Educational Research Association Conference*. 19. <https://digitalcommons.georgiasouthern.edu/gera/2020/2020/19>. A Virtual Presentation.
- **Ramsay-Jordan, N.N.**, & Smith, A. N. (2019, October). Nice is Not Enough. Presented at the 7th Annual 2019 Black Doctoral Network (BDN) Conference. Sponsored by Black Doctoral Network Conference Committee, Newark, NJ.
- Smith, A. N. & **Ramsay-Jordan, N. N.** (2019, October). No, That's Not How You Pronounce My Name: Addressing Microaggressions in Higher Education. *Georgia Educational Research Association Conference*, Macon, GA. <https://digitalcommons.georgiasouthern.edu/gera/2019/2019/20>
- **Ramsay-Jordan, N.N.** (2019, April). Awareness and Action: Mathematics Instruction for Diverse Learners. Presented at the 2019 National Council of Teachers of Mathematics (NCTM) Conference. Sponsored by the National Council of Teachers of Mathematics, San Diego, CA.
- **Ramsay-Jordan, N.N.** (2019, February). Beyond Classroom Walls: Preparing Culturally Responsive Mathematics Pedagogues for Diverse Learners. Presented at the 2019 Association of Mathematics Teacher Educators (AMTE) Conference. Sponsored by the Association of Mathematics Teacher Educators, Orlando, FL.
- **Ramsay-Jordan, N.N.** (2019, February). Making a Case for Preparing Global-Ready Educators. Presented at the 2019 Association of Teacher Educators Conference. Sponsored by the Association of Teacher Educators (ATE), Atlanta, GA.
- **Ramsay-Jordan, N.N.** (2019, February). Developing Culturally Responsive Pedagogues with Emerging Technologies. Presented at the 2019 Instructional Technology (IT) Forum. Sponsored by the Georgia Association of Instructional Technology (GAIT) and the Department of Educational Technology and Foundations (EFT) in the College of Education at the University of West Georgia (UWG), Carrollton, GA.
- **Ramsay-Jordan, N.N.** (2018, October). Valuable Informants: Teachers as Powerful Forces in Reimagining Student Success in Culturally Diverse Classrooms. Presented at the Annual Georgia Association of Teacher Educators (GATE) on Preparing Educators for a World Beyond Imagination conference. Helen, Georgia.
- **Ramsay-Jordan, N.N.** (2018, October). A Different Direction: Toward Equity and Inclusivity in K-12 Classrooms. Presented at the Annual Georgia Educational Research Association (GERA) Conference, Macon, Georgia. <https://digitalcommons.georgiasouthern.edu/gera/2018/2018/47>
- **Ramsay-Jordan, N.N.**, & Gault, R. (2018, August). The M in STEM: Linking Math Activities to STEM Learning. Presented at the University of West Georgia, College of Education, Teacher Candidate Symposium. Sponsored Department of Early Childhood Through Secondary Education, Carrollton, GA.
- **Ramsay-Jordan, N.N.** (2018, April). Preservice Teachers' Understanding and Use of Culturally Responsive Teaching. Presented at the 2018 National Council of Teachers of Mathematics (NCTM) Conference. Sponsored by the National Council of Teachers of Mathematics, Washington, DC.
- **Ramsay-Jordan, N.N.**, Fernandes Williams, R.F., & Sullivan, C. (2017, October). Veteran Teachers as Catalysts for Social Justice. Presented at the Sources of Urban Educational Excellence Conference and the Committee on Teaching About the United Nations: Catalyzing Truth in Action in Urban Education. Sponsored by the Alonzo A. Crim Center for Urban Educational Excellence, College of Education, Georgia State University, Atlanta, Georgia.

- Strickland, J., Huss, R., Drake, J., Butler, J., Steed, L., Wadlington, C., & **Ramsay-Jordan, N.N.** (2017, October). Toward a More Interdisciplinary Program and Department: Practicing What We Preach. Presented as a round table session at the Annual Georgia Association of Teacher Educators (GATE) on Preparing Educators for a World Beyond Imagination conference. Cordele, Georgia.
- **Ramsay-Jordan, N.N.** (2017, October). Valuable Informants: Teachers as Powerful Forces in Reimagining Student Success in Culturally Diverse Classrooms. Presented at the Annual Georgia Association of Teacher Educators (GATE) on Preparing Educators for a World Beyond Imagination conference. Cordele, Georgia.
- ******Ramsay-Jordan, N.N.**, Davies, S., & Helton, F. (2017, October). Reimagining Student Success in Culturally Diverse Mathematics Classrooms. Presented at the Annual Georgia Educational Research Association (GERA) Conference, Augusta, Georgia. <https://digitalcommons.georgiasouthern.edu/gera/2017/31>
- **Ramsay-Jordan, N.N.** (2017, July). Foundations in Mathematics: Sequencing, Performance, and Opportunities. Presented at the Carrollton-Carroll County Education Collaborative (CCEC) Summit, Carrollton, Georgia.
- **Ramsay-Jordan, N.N.** (2017, July). Instrumental Informants: How Teachers Affect Positive Change Within Our Schools and Communities. Presented at the Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-Ed) Summer Institute, Atlanta, Georgia.
- **Ramsay-Jordan, N.N.** (2016, October). Examining the Integration of Culturally Responsive Mathematics Pedagogy in Preservice Teachers' Reflections and Practice. Presented at the Sources of Urban Educational Excellence Conference and the Committee on Teaching About the United Nations: Breaking the Neutral Ground, Collaboration, Negotiation and Celebration in Urban Education. Sponsored by the Alonzo A. Crim Center for Urban Educational Excellence, College of Education, Georgia State University, Atlanta, Georgia.
- **Ramsay-Jordan, N.N.** (2016, October). Examining the Development of Culturally Relevant Pedagogy for Preservice Secondary Mathematics Teachers. Presented at the Annual Georgia Educational Research Association (GERA) Conference, Augusta, Georgia. <https://digitalcommons.georgiasouthern.edu/gera/2016/2016/56>
- **Ramsay-Jordan, N.N.**, & Kiel, A. (2016, September). Developing Culturally Responsive Pedagogues. Workshop presentation at Georgia State University (GSU), Atlanta, Georgia.
- **Ramsay-Jordan, N.N.**, & Kiel, A. (2016, July). Developing Culturally Responsive Pedagogues. Presented at the Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-Ed) Summer Institute, Atlanta, Georgia.
- **Ramsay-Jordan, N.N.**, & Kiel, A. (2016, June). Combing for Meaning: An analysis of Hair and Semiotics. Presented at the Annual Glorious Hair Conference, Atlanta, Georgia.
- **Ramsay-Jordan, N.N.**, & Kiel, A. (2015, October). Towards Culturally Responsive Mathematics Teaching. Presented at the Annual Convention of the National Council of Teachers of Mathematics (GCTM), Atlanta, Georgia.
- **Ramsay-Jordan, N.N.**, & Junor Clarke, P.A. (2015, October). Examining the Integration of Culturally Responsive Mathematics Pedagogy in Secondary Preservice Mathematics Teachers' Reflections and Practice. Paper session presented at the 62nd Annual Southeastern Regional Association of Teacher Educators Conference (SRATE), Jekyll Island, Georgia: Shaping the Future of Education: Creating Access, Opportunity, and Equity. Hosted by the Georgia Association of Teacher Educators (GATE).

Invited Presentations, Workshops, & Webinars

- **Ramsay-Jordan, N.N.** (2025, February). Tenure and Promotion Panel Discussion. Presented as part of the College of Education Faculty focused on supporting tenure-track junior faculty, sponsored by the Faculty Development, Mentoring, and Retention Committee (FDMR).
- **Ramsay-Jordan, N.N.** (2025, February). Concerted Activities: A Call to Engage, Connect, and Protect! Presented as part of a dialogue on the Sociology of Gender.
- Crenshaw, A., & **Ramsay-Jordan, N.N.** (2022, September). Equitable Math Practices to Support Learning for All Presented as a Webinar. Sponsored by the Women Mathematics Educators (WME).

- **Ramsay-Jordan, N.N.** (2022, April). African-Centered Education. Presented Virtually as part of MARVEL -My African Roots Verified by Experience and Love. UBUNTU: A Global Dialogue with Afrika, sponsored by Osiri University.
- **Ramsay-Jordan, N.N., & Crenshaw, A.** (2022, January). Disrupting Microaggressions in Higher Education. Presented as a Webinar. Sponsored by the University College, University of West Georgia, UWG.
- **Ramsay-Jordan, N.N.** (2021, June). Decolonizing Education in America. Presented Virtually as part of UBUNTU: A Global Dialogue with Afrika, sponsored by Osiri University.
- **Ramsay-Jordan, N.N., & Smith, A.N.** (2021, May). Nice is Not Enough: Unmasking Microaggressions to Leverage Effective Practices. Presented Virtually as part of the Black Doctoral Network Weekly Workshop Series, sponsored by the Black Doctoral Network, Inc. (BDN).
- **Smith, A.N., & Ramsay-Jordan, N.N.** (2021, April). Disrupting Bias: Examining Microaggressions in the K-12 Education. Presented as a Webinar. Sponsored by the Georgia Association of Teacher Educators (GATE).
- **Smith, A.N., & Ramsay-Jordan, N.N.** (2021, March). Unmasking Microaggressions to Leverage Effective Practices. Presented Virtually as part of the College of Education Faculty Speed Center, sponsored by the Faculty Development, Mentoring, and Retention Committee (FDMR).
- **Ramsay-Jordan, N.N.** (2020, November). Beyond Pedagogy: Infusing Equity into Your Syllabus, Assignments, and Course Content. Presented Virtually as part of the College of Education Faculty Speed Center, sponsored by the Faculty Development, Mentoring, and Retention Committee (FDMR).
- **Ramsay-Jordan, N.N., & Smith, A. N.** (2020, August). Nice is Not Enough: Leveraging Effective Practices to Address Microaggressions in Higher Education. Presented as a Webinar. Sponsored by the Center for Diversity and Inclusion, University of West Georgia, UWG.
- **Ramsay-Jordan, N.N.** (2019, September). Understanding the Lens from Which We Frame Things. Presented to Doctoral Candidates in the Ed.D. Program at Georgia State University (GSU), Atlanta, Georgia.
- **Ramsay-Jordan, N.N.** (2017, October). Teaching with Social Justice in Mind. Presented to Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-Ed) Georgia State University (GSU), Atlanta, Georgia.
- **Ramsay-Jordan, N.N.** (2016, October). Culturally Responsive Pedagogy for Today's Classroom. Presented to Visiting Preservice Teachers from the University of Johannesburg, South Africa. Sponsored by Georgia State University (GSU), Atlanta, Georgia.

Local, State, National, & International Community Service and Engagements

- Panel Discussion with new and intermediate doctoral students - Georgia State University (2024)
- Mentor AMTE Early Career Scholars who are Black, Indigenous, and People of Color (BIPOC) Tenured-Track Faculty (2023 – present)
- National Gathering of Math Educators Scholars of Color (MESOC) Virtual 2-Day Spring Event (2021, May)
- Discussion on Post COVID Demand of Education/Schooling with keynote speaker University of Wisconsin, Madison, Kellner Family Distinguished Professor Dr. Gloria Ladson-Billings in collaboration with The Stars Scholars Network, The University of Miami, and New Mexico State University (2021, March)
- University of Guyana: Turkeyen and Tain Talks with Focus on Empowering Women and Youth through improved access to education, access, and equitable practices (2019, July)
- Mentor New and Intermediate Doctoral Students (2017 – present)
- Network Member of Carrollton-Carroll County Educational Collaborative (2017 – 2020)

- Discussion on Policing the Black Man: Arrest, Prosecution, and Imprisonment with American University’s Washington College of Law Professor Dr. Angela J. Davis in collaboration with The Auburn Avenue Research Library and The Baton Foundation (2017, March)
- Hair and Academics: Glorious Hair Discussion, Georgia State University (2016 – 2017)
- Georgia State University Middle and Secondary Education Doctoral Student Council: Ed.D. Representative (2014 – 2017)
- K-12 Mathematics Tutoring Services for Historically Marginalized Students (2009 – present)

Election & Appointments to Offices in Professional Organizations and Learned Societies

- President Georgia Association of Teacher Educators (GATE) 2024
- President-Elect Georgia Association of Teacher Educators (GATE) 2022
- Associate Vice President of Equity Committee, AMTE 2022
- Member of Association of Mathematics Teacher Educators (AMTE) Equity Committee 2021
- Executive Committee Member Georgia Association of Teacher Educators (GATE) 2020
- Member of Georgia Mathematics Advisory Council (GMAC) 2019
- Member of Advisory Council, Women and Mathematics Education (WME) 2019

Memberships in Professional Organizations and Learned Societies

- Member Association of Mathematics Teacher Educators (AMTE) 2021
- Member Georgia Association of Teacher Educators (GATE) 2020
- Member Mathematics Education Scholars of Color (MESOC) 2019
- Member Psychology of Mathematics Education – North America (PME-NA) 2019
- Member Women and Mathematics Education (WME) 2018
- Member Georgia Association of Mathematics Teacher Educators (GAMTE) 2018
- Member Association of Teacher Educators (ATE) 2018
- Member National Council of Teachers of Mathematics (NCTM) 2017
- Member Georgia Educational Research Association (GERA) 2014
- Member Georgia Council for Teachers of Mathematics (GCTM) 2009

Grant Submissions

- **Ramsay-Jordan, N. N. (PI)** (2025). Title: Supporting Asset-Based Pedagogies in P-5 Mathematics Classrooms. Amount: \$1600. Status: **(Funded/Complete)**
- **Ramsay-Jordan, N. N. (PI)** (2024). Title: Examining Elementary Teachers’ Mathematics Identity and Efficacy. Amount: \$1600. Status: **(Funded/Complete)**
- **Smith, A. (PI), Ramsay-Jordan, N. N. (Co-PI)**. Title: Nice is Not Enough: Leveraging Effective Practices to Address Microaggressions in Education. Amount: \$1201. Status: **(Funded/Complete)**
- **Smith, A. (PI); Ramsay-Jordan, N.N. (Co-PI); Chestnutt, C. (Co-PI)** (2020). College of Education Seed Grant Title: Access Granted: An Examination of African American Student Perceptions of STEM After Participating in Informal STEM Learning. Amount: \$4,800 Status: **(Not Funded)**
- **Morris, C. (PI); Smith, A. (Co-PI); Ramsay-Jordan, N. N., Chestnutt, C. (2020)** Affordable Learning Georgia Textbook Transformation Grant Rd- 17 Title: Total Access: An Examination of African American Student Perception of STEM After Participating in Informal STEM Learning Amount: \$10,800. Status: **(Not Funded)**
- **Smith, A., Ramsay-Jordan, N. N. (Co-PI), Chestnutt, C. (2020)**. Title: *iSTEM: An Examination of African American Student Perceptions of STEM After Participating in Informal STEM Learning*. (\$9,980) Submitted to Center for Educational Equity Albany State University. Status: **(Not Funded)**

- Smith, A.N., **Ramsay-Jordan, N.N. (Co-PI)**, Chestnutt, C. (2019). Total Access: An Examination of African American Student Perception of STEM After Participating in Informal STEM Learning. (\$43,218.88) Submitted to The Spenser Foundation. Status: **(Not Funded)**
- Rose, L.S., Corley, J., Huett, K., Veena, P., Talbot, J., **Ramsay-Jordan, N.N. (Senior Personnel)**, et al. (2019). College of Science and Mathematics and College of Education STEM-C proposal. Science Pedagogy Enhanced with CT Reinforced through Exploration (SPECTRE) (\$1,437,349). Submitted to National Science Foundation (NSF). Status: **(Not Funded)**
- **Ramsay-Jordan, N.N. (PI)**, Drake, J. (2018). Developing Parents' Understanding of Early Mathematical Practices: A Pro-Active Approach to Improving Parental Involvement. (\$36,662) Submitted to The Caplan Foundation. Status: **(Not Funded)**
- **Ramsay-Jordan, N.N. (PI)** (2017). Students' Learning of Mathematics: An Interaction of Economics and Social Inequalities (\$35, 000). Submitted to Russell Sage Foundation. Status: **(Not Funded)**



SERVICE

Institution – University of West Georgia

- Office of the Provost Representative –Faculty Senate Committee Diversity & Internationalization 2022
- Institute for Faculty Excellence (IFE) 2022
- Office of the President Seamless Integration Team (SIT) – Leadership Team Member and Advisor 2021
- First-Year Seminar Advisory Committee 2019
- Member of Student Research Assistant Program (SRAP) Committee 2018
- COE Representative for UWG Faculty Ethics Panel Discussion on Ethics 2021
- Moderator of Scholar's Day Conference at UWG 2021
- Member of the Dean of the College of Education Search Committee 2021
- Moderator for the Georgia Undergraduate Research Conference hosted by UWG 2020
- Member of USG Equity High Impact Practices (HIPs) Banner Task Force 2019

College – College of Education

- Search Committee Member, Dept of Counseling, Higher Education, & Speech Pathology (CHS) 2024
- Chair of 3rd Year Review Committee Sport Management, Wellness, and Physical Education 2024
- Member of COE Personnel Committee 2022
- Chair of COE Diversity and Inclusion Advisory Committee (COEDIAC) 2020
- Vice Chair of Faculty Governance Council (FGC) 2019
- Facilitator of College Book Club on Religious Diversity 2019
- Member of COE Diversity and Inclusion Advisory Committee (COEDIAC) 2018
- Member of Faculty Governance Council (FGC) 2017

Department – Early Childhood through Secondary Education

- Chair of Promotion and Tenure Committee 2023
- Search Committee Member, Clinical Instructor 2022
- Search Committee Member, Clinical Instructor 2022
- Search Committee Member, Clinical Limited Term Instructor 2021
- Facilitator of Department Book Club 2020
- Program Coordinator of Advanced Preparation Programs 2019
- Advisor to Students in the Secondary Education Specialist degree program 2019
- Chair of Search Committee, Mathematics Education Faculty – Tenure Track 2019
- Chair of Search Committee, General Education Faculty – Tenure Track 2019
- Advisor to Students in the Master of Education degree program 2018

Editorial Work – Professional Organizations – Grant Proposals, Conference, and Manuscript Reviewer

● Conference Reviewer	National Youth-At-Risk (NYAR)	2017
● Manuscript Reviewer	Teaching for Excellence and Equity in Mathematics (TEEMS)	2021
● Manuscript Reviewer	Mathematics Teacher Education (MTE)	2021
● Manuscript Reviewer	Urban Education (UE)	2021
● Manuscript Reviewer	Georgia Association of Teacher Educators (GATE)	2021
● Conference Reviewer	Georgia Association of Teacher Educators (GATE)	2021
● Manuscript Reviewer	Journal of Underrepresented and Minority Progress (JUMP)	2020
● Special Issue Editor	Journal of Underrepresented and Minority Progress (JUMP)	2020
● Manuscript Reviewer	Journal of School Administration Research and Development (JSARD)	2020
● Manuscript Reviewer	Georgia Teachers of English to Speakers of Other Languages (GATESOL)	2020
● Manuscript Reviewer	Journal of Interdisciplinary Studies in Education (JISE)	2020
● Conference Reviewer	Georgia Undergraduate Research Conference (GURC)	2020
● Conference Reviewer	Georgia Educator Research Association (GERA)	2017
● Conference Reviewer	National Council of Teachers of Mathematics (NCTM)	2017



RECOGNITION, AWARDS, & INTERESTS

Awards

● Outstanding Service Award, College of Education (COE), University of West Georgia	2021
● Georgia Association of Teacher Educators (GATE) Distinguished Dissertation Award	2017
● Kappa Delta Phi Recognition for Academic Achievement	2016
● Teacher of the Year Nomination, Langston Hughes High School (LHHS)	2013
● Teacher of the Month, Langston Hughes High School (LHHS)	2012
● Mathematics Teacher Award: Achieving Excellence in the Classroom (LHHS)	2012

Teaching Interests

- Preparing Global Ready Teachers
- Preparing Teachers for Diverse Classrooms in Mathematics Education K-12
- Social and Historical Foundations of Mathematics
- Theoretical Models of Mathematics Instruction
- Culturally and Historically Relevant and Responsive Education
- Qualitative Approaches to Research

Research Interests

- Issues of Equity in Education – Promises and Solutions
- Social and Historical African American Mathematics Development
- STEM Development Grades K-12
- The Role of Culture in Mathematics Development