

William F. Tate IV
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EDUCATION

Washington University School of Medicine, St. Louis, Missouri
Department of Psychiatry, Epidemiology and Prevention Group, *Master of Psychiatric Epidemiology (M.P.E.)* (2011)

University of Wisconsin—Madison, Madison, Wisconsin
Anna Julia Cooper Postdoctoral Fellow (1991-1992). Area of Concentration: Social Policy

University of Maryland, College Park, Maryland
Doctor of Philosophy (PhD), School of Education, Graduate Center for Mathematics Education, (1991). Area of Concentration: Mathematics Education
Minor(s): Mathematical Sciences and Human Development

University of Texas at Dallas, Richardson, Texas
Master of Arts in Teaching (M.A.T.), Department of Mathematics, School of Natural Sciences and Mathematics (1987)

Northern Illinois University, DeKalb, Illinois
Bachelor of Science (B.S.), Economics, Department of Economics, Minor: Mathematical Sciences, College of Liberal Arts and Sciences (1982)

UNIVERSITY AND RESEARCH APPOINTMENTS [SELECTED]

University of South Carolina, Columbia, 2020-

- Executive Vice President for Academic Affairs and Provost (July 1, 2020-)

As the flagship high education institution of the state, the University of South Carolina contributes approximately \$6.2 billion annually to the state's economy. As the Executive Vice President for Academic Affairs and Provost, I serve as chief academic officer of the university and second-ranking official, acting for the president in his absence. My duties include oversight of the 13 schools and colleges on the UofSC Columbia campus, UofSC School of Medicine Columbia, and the UofSC School of Medicine Greenville as well as the overall leadership of academic affairs of the university, including curriculum development, program assessment, establishment of academic standards in the schools

and colleges, and university accreditation. The Executive Vice President for Academic Affairs and Provost has supervisory responsibility for three vice provosts and an associate provost that work closely with the president's executive team to set and accomplish the strategic priorities for the institution. An outline of my other responsibilities follows.

- Lead the formulation and implementation of system-wide academic affairs policy relating to faculty hiring, retention, tenure, promotion, and development. Provide advice on important academic policy relating to faculty.
- Ensure that the institution provides qualified faculty and appropriate academic support services that carry out the mission of the University.
- Direct the strategic academic policies and priorities for the University.
- Guide South Carolina's graduate and undergraduate academic programs as well as curriculum development, program assessment, and University accreditation.
- Oversee the budgetary resources for all UofSC Columbia academic units and academic support areas and manage the strategic planning processes for those units. Plan, develop, and manage an effective budget for the academic divisions.
- Provide advice on broader University budgetary issues to the President and various stakeholders.
- Support the advancement of the University's competitive research globally through promoting and enabling research innovation and excellence for faculty.
- Collaborate with Palmetto College to ensure quality online learning, general education and completion of bachelor's degrees through convenient and accessible programs both at the Palmetto College campuses and online.
- Lead the UofSC Press, the Office of Institutional Research, Assessment and Analytics, the Office of Academic Programs, and Global Carolina.
- Foster communication and collaboration on academic matters among the faculty and South Carolina campuses including awareness of trends in higher education.
- Serve as a local, regional, and national spokesperson on behalf of the University in support of higher education and research.
- Communicate with the community and supporters of the institution the value proposition of major academic initiatives as a part of the university's development efforts.

Accomplishments (Selected)

- Launched Carolina Online as the University of South Carolina's comprehensive effort to deliver bachelor and graduate degree programs as well as other professional credentials online.
- Secured a multi-year partnership making Carolina Online an official education partner of Major League Soccer (MLS). Through the strategic partnership, MLS players, Greats (former players), MLS developmental prospects (e.g., MLS Next

athletes, home grown, and Generation Adidas players), and eMLS players (the League's esports competitors) pursue their higher education through customized degree programs. In addition, MLS will provide exclusive learning opportunities and professional experiences to University of South Carolina students.

- Guided in collaboration with the Faculty Senate the development of a “Founding Documents” course that requires the incoming class (class of 2025) and thereafter to complete a 3-credit course offered by the Department of Political Science, History, or Philosophy, or the Program in African American Studies focused on the study of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, the Federalist Papers, and the study of American institutions and history.
- Partnered with the South Carolina General Assembly to craft the *Reach ACT*. The final version of the legislation calls for colleges and universities to teach the “essentials of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, the Federalist Papers, and the study of American institutions and history, including African-American history, and ideals.” My role involved reconciling the principled differences of House members related to the required readings described in the legislation.
- Co-established partnership with Apple Inc, Benedict College, and the University of South Carolina to create Apple computer labs across the state to address the lack of broadband access for K-12 students and seniors (\$6 million, Governor’s Emergency Education Relief Fund, CARES Act, 2020).
- Established the Provost’s Postdoctoral Fellowship program. The program offers postdoctoral fellowships in health-related fields, science, technology, engineering, mathematics (STEM), humanistic studies and social sciences focused on STEM and health areas, and quantitative methodologists across fields. Specific aims of the program include increasing faculty diversity and research productivity on campus.
- Created articulation agreement model to support the design and funding of 3-2 and 4-1 academic programs at scale with the state’s historically Black colleges and universities. The initial programs are in the fields of engineering and journalism.
- Commissioned multi-college/school committee to develop guidelines for research space utilization across campus. We seek to move beyond territorial approaches built on historical unit allocations to a model that optimizes institutional capacity to support laboratory-based research. The committee perturbed the system and has generated greater intra-institutional cooperation.

- USC Education Foundation Distinguished Professorship (July 2020-)
- Professor, Department of Sociology, College of Arts and Sciences (July 2020-)
- Professor (joint appointment), Department of Family and Preventive Medicine, School of Medicine (July 2020-)
- Professor (adjunct appointment), Department of Epidemiology and Biostatistics, Arnold School of Public Health (July 2020-)

Washington University in St. Louis, 2002 to 2020

- *Dean*, Graduate School (formerly Graduate School of Arts & Sciences) & *Vice Provost for Graduate Education*, Office of the Provost and Executive Vice Chancellor for Academic Affairs (July 1, 2014 - June 30, 2020)

As a member of the University Council, I served on the senior leadership team of the university providing strategic and operational guidance to the chancellor. As dean and vice provost of graduate education, I organized the agenda and the meeting of the Research-Graduate Affairs Committee of the board of trustees including biannual reporting focused on the state of graduate education and the financial underpinnings of the research enterprise of the university. Washington University in St. Louis offers the complexity of a large research university and medical center with \$816 million in research expenditures per year. My role required leveraging this \$816 million research portfolio to advance the human capital development mission within the research and graduate ecology, while contributing to the undergraduate mission of teaching and service. My foundational responsibility involved shaping and guiding the system to generate outstanding discovery and elite communicators of original research as well as leadership development across the professional schools. Over 170 masters and doctoral programs operate in the university context spanning two campuses (Danforth and Medical Center), two research sites (Tyson Research Center and Danforth Plant Science Center), and WashU at Brookings Institute. In addition, through the McDonnell's International Scholars Academy, we partnered with 35 universities across the globe in a graduate education compact. This signature program provided a foundation for numerous graduate education degree programs offered beyond the Academy partnership countries.

The Graduate School serves as one of the centers of support and development for more than 7,000 graduate and professional students in the School of Law, Olin School of Business, Sam Fox School of Design & Visual Arts, James McKelvey School of Engineering, School of Medicine, Arts & Sciences, and the George Warren Brown School of Social Work. As Dean and Vice Provost for Graduate Education, I worked with student organizations, faculty, graduate program directors, department chairs, other deans and executive officers to ensure sustained high-quality programs leading to all PhDs, professional degrees, and master's degrees. I served as Chair of the governing bodies of

the Graduate School including the curriculum approval process, the Graduate Council, and Professional and Graduate Student Coordinating Committee.

Accomplishments (Selected)

- Co-established multi-school PhD pathway focused on data science building on faculty strengths in the George Warren Brown School of Social Work and in the departments of Computer Science and Engineering, Psychological and Brain Sciences, Mathematics, and Political Science.
- Promoted the development of PhD programs in cancer biology, bioinformatics and data science, and sociology as well as the design of doctoral certificate programs to foster interdisciplinary academic programming and more synergy across departments—e.g., Early Modern Studies, Digital Humanities, Quantitative Social Sciences, and Higher Education.
- Partnered with BJC HealthCare and Goldfarb School of Nursing at Barnes-Jewish College to establish a joint PhD with Washington University in St. Louis in nursing focused on omics science and bioinformatics.
- Guided the development of joint graduate programs in Political Science (PhD)/Statistics (A.M.), Anthropology (PhD)/Public Health (MPH), Medicine (MD)/Philosophy (PhD), Law (J.D.)/Women, Gender, & Sexuality Studies (A.M.), and Social Work (MSW)/Education (MAED).
- Attained Washington University record highs of National Science Foundation Graduate Research Fellowship awardees (averaging over 60 fellows per year since 2014).
- Eliminated credit requirement for PhD. Policy change aims to renew focus on original discovery and creativity.
- Created and co-established the mentored teaching experience (MTE) to replace teaching assistantships. The MTE describes the process of graduate students learning to teach in our academic programs. Analogous to the clinical mentoring program experienced in other professional fields, the MTE represents a collaborative mentoring process between graduate students and faculty members to reflect on and interpret disciplinary knowledge; find multiple ways to represent disciplinary content; adapt content to students' abilities and prior knowledge; and develop methods to assess and improve the teaching and learning process in a discipline. See <https://diverseeducation.com/article/146343/>
- Partnered with undergraduate deans to ensure quality implementation of the undergraduate curriculum within the MTE program including the creation of on-line diversity training for graduate students.

- Created and implemented the Mentored Professional Experience (MPE) as an option within PhD programs, thus giving students an opportunity to gain professional experience in fields outside of academia as opposed to completing a Mentored Teaching Experience (MTE). The MPE describes the process of graduate students learning to apply their research backgrounds in non-academic career settings. Analogous to internships experienced in other professional fields, the MPE represents a collaborative mentoring process between graduate students, employers, and faculty members to reflect on and interpret disciplinary knowledge; find multiple ways to represent disciplinary content; adapt content to students' abilities and prior knowledge; and develop methods to apply PhD level preparation as part of career readiness. The MPE counts as part of the PhD course of study.
- Co-conceptualized and secured resources (\$37 million) for a graduate and professional student residential housing complex dedicated to the Arts, design, creativity, and social entrepreneurship. This live and learn space responds to graduate students' request for co-curricular and leadership development opportunities. <https://bit.ly/2kTzYmt>
- Supported the creation of a suite of leadership and professional development opportunities for all graduate students through the Liberman Graduate Center (e.g., Three Minute Thesis, Dine with the Dean, Leadership Seminar Series, Leadership Funding Competition, and Leadership Awards).
- Developed and implemented a housing strategy to improve PhD students' access to renovated housing contiguous to the Danforth Campus. Linked new and renovated housing with recruiting to ensure first year doctoral students transition well to St. Louis. International students receive additional support to find housing.
- Co-Organized, Promising Practice in Supporting Graduate and Professional Students Symposiums (invited national conference hosted at Washington University in St. Louis 2018 and 2019). Conceived to model intellectual bridge-building across academic and student affairs boundaries with the aim to improve the graduate education experience and related outcomes (e.g., mental health services, student wellness, housing, and career resources).
- Launched and support a joint Humanities graduate student recruiting weekend.
- Relaunched the Doctoral Hooding and Recognition Ceremony as an all campus event.
- Implemented a common application process for doctoral programs in Arts & Sciences, School of Engineering & Applied Sciences, Division of Biology and Biomedical Sciences, and the Olin School of Business.

- Led effort to support data transparency. Proposed, co-developed, and instituted data infrastructure and system to track graduate school prospects, graduate admissions, student progress to degree, co-curricular experiences, career outcomes, and degree program costs. Create annual reports for departments to support program improvement. Public version- <https://bit.ly/2JHmXY1>
- Co-developed a proposal and framework to build university-wide diversity indicator system. See <https://bit.ly/2JIqRjz>
- Co-organized and managed university-wide Day of Dialogue, Discovery, and Action. 2015-2018 <https://bit.ly/2WhDDYc>
 - *Professor* (affiliated, non-voting member), Department of Sociology (2019-2020)
 - *Professor and Member*, Faculty Steering Committee, Social Policy Institute (2018-2020)
 - *Professor and Interim Director*, African and African American Studies Program, Arts & Sciences (January-June, 2014, Faculty since 2009)
 - *Faculty Fellow*, Office of the Provost and Executive Vice Chancellor for Academic Affairs. (2011-2013)
 - *Faculty Scholar and Member*, Advisory Council, Institute for Public Health, (2008-, appointed to Advisory Council in 2012-2015)
 - *Edward Mallinckrodt Distinguished University Professor in Arts & Sciences* (2005 to 2020)
 - *Professor and Chair*, Department of Education, Arts & Sciences. Provided leadership that supports the advancement of undergraduate and graduate academic programming, enrollment, productivity reporting, accountability, facilities management, administrative services, accreditation, certification, financial planning, and development activities of an academic unit consisting of up to 41 faculty members, research scientists, fellows, and staff. Academic programming included joint undergraduate and graduate degrees and certifications with the following departments and units: Art, Asian & Near Eastern Languages & Literatures, Biology, Chemistry, Chinese, Dance, Earth and Planetary Sciences, English, History, Mathematics, Physics, Romance Languages & Literatures,

and Audiology and Communication Sciences (2002-2008, 2008-2009 on research leave, 2009-2014)

- *Professor and Member*, Executive Committee (2002-2007), American Culture Studies Program (undergraduate and graduate), Arts & Sciences (2002-2020)
- *Professor (Affiliated) and Member*, Executive Committee, Applied Statistics and Computation Program and Center (undergraduate and graduate), Arts & Sciences (2002-2011)
- *Participating Professor*, Program in Audiology and Communications Sciences—Speech and Hearing Sciences, Graduate School of Arts & Sciences (2004-2014)
- *Professor*, Interdisciplinary Urban Studies Program (undergraduate and graduate), Arts & Sciences (Founding Member, 2006-2014)
- *Chair*, Executive Committee, Center on Urban Research and Public Policy, Arts & Sciences (Founding Member, 2006-2013)
- *Founding Director*, Center for the Study of Regional Competitiveness in Science and Technology, Arts & Sciences. The mission of the center is to examine the alignment of human capital, policy instruments and tools, partnerships, and other relevant factors associated with regional science and technological growth. (2008-2020)
- *Principal Investigator and Director*, Center for Inquiry in Science Teaching and Learning [CISTL] (\$10,000,000 National Science Foundation Grant). The mission of the center is to develop an ongoing capacity to produce and diversify science education leaders, policy analysts, researchers, and practitioners who bridge research with practice to improve science teaching and learning across the education continuum. The center partnership includes Washington University in St. Louis, University of Missouri—St. Louis, St. Louis Community College, Missouri Botanical Garden, Saint Louis Zoo, Saint Louis Science Center, Tyson Research Center, School District of University City, Saint Louis Public Schools, Kirkwood School District, Maplewood-Richmond Heights School District, and Riverview Gardens School District. CISTL

funded 51 doctoral students and 10 post-doctoral fellows from a range of disciplines including biology, chemistry, education, ecology, environmental toxicology, pharmacology, physiological sciences, physics, neuroscience, psychology, and policy studies. (2003-2010)

Texas Christian University, Forth Worth, 2001-2002

- *William L. and Betty F. Adams Chair in Mathematics Education and Professor, College of Education and College of Science and Engineering*

University of Wisconsin—Madison, 1992-2002 [on leave 1999-2002]

- *Associate Professor, Mathematics Education Program*
- *Assistant Professor, Mathematics Education Program*
- *Senior Researcher, National Partnership for Excellence and Accountability in Teaching, Wisconsin Center for Education Research*
- *Management Team Member and Senior Researcher, National Institute on Science Education, Wisconsin Center for Education Research*
- *Senior Researcher, Wisconsin Center for Education Research, Case Studies of U.S. Innovations in Mathematics, Science, and Technology Education in an International Context*

PUBLIC SERVICE [SELECTED]

Dallas Independent School District, Dallas, Texas

[12th largest school district in the United States—1.4-billion-dollar annual budget], 1999-2001; 1983-1988

- *Scholar-in-Residence and Assistant Superintendent—Mathematics and Science. Charged with district-wide responsibility for the mathematics and science education of over 161,000 students, 10,474 teachers, and 1,034 administrators. Managed the change process involved with systemic reform in STEM education. Held direct oversight responsibility for staff of 20. Developed the first multiple-year district-wide K-12 mathematics plan.*

Negotiated and managed multi-million-dollar annual budget. Led the communication strategy designed to advance the message of education for all students. Served as a member of the Superintendent's Cabinet. (1999-2001)

- *Project Director and Co-Principal Investigator, Urban Systemic Reform Program* (\$11,500,000 National Science Foundation Grant). This investment and scope of work focused on catalyzing system-wide policy alignment and coherence, enhancing STEM curriculum and professional development while leveraging local, state, and federal fiscal resources. In addition, securing community partnerships and corporate support served as an integral driver of the strategy. The main goal of the change strategy was to create a viable human capital development system capable of supporting the advancement of science, mathematics, and engineering attainment on a range of indicators. (1999-2001)
- *Project Director and Co-Principal Investigator, Infinity Project* (\$275,000 National Science Foundation Supplemental Grant). This project offered a new curriculum that prepared secondary students for the next generation of the Information Age. Using principles of digital signal processing, students worked on designs for new technologies, analyzed and experimented with wireless communication systems, and delved into the physics and engineering of computer chip fabrication. This learning alliance with Southern Methodist University and Texas Instruments expanded from seven comprehensive high schools to fourteen high schools in one academic year. (2000-2001)
- *Mathematics Instructional Specialist (K-12)*, Department of Curriculum and Instructional Support. Designed, managed, and supported the implementation of policy and programs in mathematics. (1986-1988)
- *Mathematics Teacher and Coach (Girls' Track and Basketball)*, (1983-1986)

Prince George's Community College, Largo, MD

- *Faculty Member, Science, Technology, Engineering and Mathematics Division, Department of Mathematics (1988-1991)*

PROFESSIONAL AND ACADEMIC LEADERSHIP

External Leadership

Barnes-Jewish College, Goldfarb School of Nursing, BJC Healthcare

Trustee, 2020

American Educational Research Association

President-Elect, President, Immediate Past President, 2006-2009
General Program Chair Annual Meeting, 2006
AERA representative, American Association for the Advancement of Science, 2006-2009

Association of Graduate Schools of the American Association of Universities (AAU)

Member, Executive Council, 2020

Council of Graduate Schools

Board of Directors, 2019-2020

Educational Testing Service

Member, Policy Evaluation and Research Center's Advisory Committee, 2012-
Reviewer, Graduate Record Examination: Computer Version of Math Items for
Science, Engineering, and Mathematics Majors, 1996

National Research Council

Member, Call to Action on Science Education in K-16, 2021
Chair, Steering Committee, Workshop to support the United States Department of
Education's Commission on Equity and Excellence, 2011
Member, Ad hoc Advisory Committee on Evaluation of Public System of
Education in Washington, DC, 2009-2011

Produced the volume *A plan for evaluating the District of Columbia's Public Schools: From Impressions to Evidence*.
Member, Committee on State Education Standards, 2007-2008
Member, Mathematical Sciences Education Board, 1997-2000
Member, Committee on Equivalency and Linkage of Educational Tests, 1998
Produced the volume *Uncommon measures: Equivalence and linkage among educational tests*.
Reviewer, Voluntary National Mathematics Test Items, 1998

National Science Foundation

Member, Education and Human Resources Directorate Advisory Committee, Centers for Teaching and Learning, 2007

Member, Education and Human Resources Directorate Advisory Committee, Directorate Portfolio Review, 2005

Member, Education and Human Resources Directorate Advisory Committee, Mathematics Portfolio Review, 2003

University of South Carolina

Member, President's Cabinet, 2020-

Member, University of South Carolina System Leadership Council (represent flagship campus), 2020-

Chair, Systemwide Academic Affairs Committee, 2020-

Co-Chair, Prisma Health-University of South Carolina Research Partnership, 2020-

Ex Officio Member, University of South Carolina Educational Foundation Board, 2020-

Member, Board of Directors, University of South Carolina Research Foundation, 2020-

Washington University in St. Louis

Member, University Council, 2014-2020

Member, Academic Planning Committee, Arts & Sciences, 2013-2020

Executive Council Member, The Division of Biology and Biomedical Sciences, 2014-2020

Member, Nursing Doctoral Program Strategic Planning Committee, Goldfarb School of Nursing at Barnes-Jewish College and BJC HealthCare, 2014-2018

Chair, Diversity and Data Framing Working Group, Office of the Provost and Vice Chancellor for Academic Affairs, 2017-2018

Member, Student Housing Task Force (undergraduate and graduate), Office of the Vice Chancellor for Administration, 2015-2017

Executive Committee, Steering Committee on Diversity & Inclusion, 2015-2016

Chair, Data Science Initiative, Arts & Sciences, 2014-2016

Member (ex officio), Tenure and Promotion Committee, Arts & Sciences, 2014-2020

Member, Division of Biology & Biomedical Sciences Quality Assessment Review Team, 2014-2015

Member (ex officio), Doctoral Admissions Committee, George Warren Brown School of Social Work, 2014-2020

Co-Chair, Athletics Department Faculty-Staff Campaign, Leading Together: The Campaign for Washington University, 2014-2019

Executive Committee Member, For the Sake of All: Improving the Health and Well-being of African Americans in St. Louis, 2014-2017

Faculty Leader, John M. Schael Director of Athletics Endowment Fund, 2014-2020

Member, Sociology Faculty Search Committee, 2014-2015

Member, Sociology Advisory Committee, Arts & Sciences, 2013-2015

Member, Undergraduate Science-PreMed Disparities Committee, Arts & Sciences, 2013-2014

Member, Faculty Advisory Council, Institute for Public Health, 2013-2015

Chair, Social Policy Search Committee, 2013-2014

Faculty Representative, National Association of Collegiate Athletics (NCAA) and University Athletic Association (UAA), 2012-2020

Chair, Higher Education Learning Subcommittee (University's Mission), University Accreditation Process, 2012-2013

Member, Strategic Planning Committee, Program in Physical Therapy, Washington University Medical School, 2012-2013

Provost Fellow and Member, Provost Strategic Planning Committee, Office of the Executive Vice Chancellor for Academic Affairs and Provost, 2011-2013

Member, William Greenleaf Eliot Society, 2011-2020

Member, W Club, 2011-2020

Faculty Representative, Athletics and Recreation Master Plan Committee, Office of the Executive Vice Chancellor for Administration, 2011-2012

Representative, American Association of Universities (AAU) Education Deans, 2012-2014

Conference Organizer and Chair, *Beyond Stock Stories and Folktales: African Americans and the Pipeline to the Professoriate, An Evidence-based Examination of STEM Fields*. Co-sponsored by the Office of the Provost and Executive Vice Chancellor for Academic Affairs, Arts & Sciences Dean's office, Center for Regional Competitiveness in Science and Technology, Program in African and African American Studies, Chancellor's Diversity Initiative, and Department of Education, November 2010, Danforth Campus.

Conference Organizer and Co-Chair, *America's Urban Infrastructure: Confronting Her Challenges, Embracing Her Opportunities*. Co-sponsored by the Center for Regional Competitiveness in Science and Technology, Center on Urban Research & Public Policy, Program in African & African American Studies, School of Medicine, Center for Humanities, and Department of Education, November 2009, Danforth Campus.

Chair, State of Missouri Accreditation Team-Undergraduate and Graduate, 2001-2004

Chair, MAT Admissions Committee, Arts & Sciences, 2004-2014

Search Committee Co-Chair, Applied Statistics Professorship, 2007-2008

Search Committee, Urban Sociology Professorship, 2006-2008

Member, Ad Hoc Committee, Feasibility Study: Sociology Department, 2006-2008

Search Committee Co-Chair, Director of American Culture Studies, 2006-2008

Search Committee, Director of African American Studies, Arts & Sciences, 2004

Member, Chancellor's Steering Committee for Urban and Community Programs, 2005-2007

Member, Conference Executive Planning Committee, *Inequalities in Schools and Neighborhoods*, sponsored by the Arts & Sciences Program in Social Thought and Analysis, 2004

Member, Office of the Executive Vice Chancellor for Academic Affairs, Committee to Review the Graduate School of Arts & Sciences, 2004-2006

SCHOLARSHIPS, HONORS, AND FELLOWSHIPS [SELECTED]

Distinguished Scholar Award, Special Interest Group for Research in Mathematics Education, American Educational Research Association, 2021

Ranked in Top 10 Sociologists, RHSU Edu-Scholar Public Influence Report, *Education Week*, 2020

Recipient, Inspiring Leaders in STEM Award, Insight Into Diversity Magazine, 2017

Member (elected), National Academy of Education, Washington, DC, 2016

Distinguished Contributions to Social Contexts in Education Research-Lifetime Achievement Award, American Educational Research Association, Division G, 2015

Special Recognition for Excellence in Mentoring, Graduate Student Senate, Washington University in St. Louis, 2015

Dr. Terry Leet Researcher Award, For the Sake of All Project Team, Standing Up for Mothers and Babies Annual Award Program, Maternal Child and Family Health Coalition, St. Louis, MO, 2014

Fellow (elected), American Educational Research Association, 2011

Lecturer (invited), Veritas Forum, 2014-2020 [“Invites students and faculty to ask life’s hardest questions. With a commitment to courageous discourse, the Forum puts the historic Christian faith in dialogue with other beliefs and invite participants from all backgrounds to pursue Truth together.”]

Presidential Citation, “For his expansive vision of conceptual and methodological tools that can be recruited to address inequities in opportunity to learn,” American Educational Research Association, 2010

Recipient, College of the Liberal Arts & Sciences Golden Anniversary Alumni Award, Northern Illinois University, 2009

Speaker, *Beyond Parallel Play: Building Sustainable Social Partnerships*, Commencement Address, 253rd Commencement, University of Pennsylvania, Graduate School of Education. Philadelphia, Pennsylvania, 2009

Visiting Scholar, School of Natural Sciences and Mathematics, University of Texas at Dallas, 2001

Outstanding Scholar Award, University of Maryland, College of Education, 2001

Early Career Research Award, American Educational Research Association, 2000

Outstanding Scholar Award, Special Interest Group: Research Focus on Black Education, American Educational Research Association, 1998

Visiting Scholar, Faculty of Social Sciences, University of Umea, Sweden, 1996

Ford Foundation Fellow, University of Ghana, Accra, Ghana (1993)

Anna Julia Cooper Post-Doctoral Fellow, University of Wisconsin—Madison (1991-1992)

Patricia Roberts Harris Doctoral Fellow, University of Maryland at College Park, The Graduate School (1988-1991)

Graduate Teaching Fellow, University of Maryland at College Park, Department of Mathematics (1989-1991)

Arco Scholar, University of Texas at Dallas, School of Natural Sciences and Mathematics, Department of Mathematics (1984-1986)

Undergraduate Teaching Fellow, Northern Illinois University, College of Liberal Arts and Sciences, Department of Mathematics (1982)

RESEARCH AND DEVELOPMENT SUPPORT [SELECTED]¹

Howard Hughes Medical Institute (2019). Mentoring Program, Washington University. Principal Investigator.

¹ Served as the principal investigator, co-principal investigator, or project director of research and development grants totaling over \$22 million.

National Science Foundation (2016-2020). Graduate Research Fellowship Program, Washington University. Principal Investigator. (\$4,000,000)

For the Sake of All: A Report on the Health and Well-Being of African Americans in St. Louis (2013-2014). Project funded by Missouri Foundation for Health. Study of African American health and well-being in metro St. Louis. Co-Investigators: Jason Purnell (PI), Bettina Drake & Melody Goodman (Washington University School of Medicine), Darrell Hudson (George Warren Brown School of Social Work), Keith Elder & Keon Gilbert (St. Louis University College of Public Health), and William Tate (Arts & Sciences).

Health Wise: Addressing Health as a Barrier to Education (2013-2014) Washington University, Saint Louis University, and BJC HealthCare partnered to fund the St. Louis Community-University Health Research Partnerships (CUHRP), Institute for Clinical and Translational Sciences. Co-Investigators: Jason Purnell (PI), Alison King (Washington University Medical School), Linda Riekes (St. Louis Public Schools), Phillip Boyd (Normandy School District), Joe Javanovich (Beyond Housing), & William Tate (Arts & Sciences).

College and Career Exploration Program, Northside Community Center, St. Louis, Missouri (2010-2013). Project funded by the College Access Challenge Grant Initiative, Missouri Department of Higher Education. Project Evaluator (\$31,000)

Washington University in St. Louis, Chancellor's Diversity Competition (2010-2011). Beyond Stock Stories and Folktales: African American Males and the Pipeline to the Professoriate. Principal Investigator and Project Director. (\$20,000)

Washington University in St. Louis, Institute for Public Health (2009). Linking Genetically Informative Addiction Data Sets to Objectively-Measured Environmental Data via Geo-Coding. Co-Investigators: Richard Grucza (PI), Laura Bierut, William F. Tate, & Renee Cunningham-Williams.

National Science Foundation (2003-2010). St. Louis Center for Inquiry in Science Teaching and Learning (CISTL), Washington University in St. Louis. Principal Investigator and Project Director. (\$10,000,000)

United States Department of Education (2004-2008). The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provided technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and sought to reduce inappropriate referrals to special education. The project targeted improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports. Co-Principal Investigator. (\$2,700,000)

National Science Foundation (1999-2001). Urban Systemic Program, Dallas, Texas. Project Director and Co-Principal Investigator. (\$11,500,000)

National Science Foundation (2000). Implemented the Infinity Curriculum Project with the Dallas Independent School District (Multimedia Engineering for the Secondary Schools). Project Director and Co-Principal Investigator. (\$275,000)

National Science Foundation and United States Department of Education (1993-1995). Case Studies in U.S. Innovations in Mathematics, Science, and Technology Education in an International Context. University of Wisconsin—Madison, Wisconsin Center for Education Research, Senior Researcher.

National Science Foundation (1995-1998), National Institute on Science Education (NISE), University of Wisconsin—Madison, Wisconsin Center for Education Research. Project title: Systemic Reform and Policy Analysis. Member of Management Team and Senior Researcher.

National Science Foundation, Mathematical Association of America, and Hewlett Packard (1995). Project title: Collegiate Curriculum Reform and Community Action Project. Project Evaluator.

Texas Education Agency (1993-1995). Project title: Higher Order Mathematics for Teachers and Elementary School Students. Project Evaluator. (\$12,000)

Texas Education Agency and the Education for Economic Security Act Fund (1986-1988). Project Co-Director. (\$105,000)

PUBLICATIONS [SELECTED]

Books and Edited Volumes

Tate, W. F., Staudt, N., & Macrander, A. [Eds.] (2017). *The crisis of race in higher education: A day of discovery and dialogue*. United Kingdom: Emerald Press.

Alexander, P. A., Levine, F. J., & Tate, W. F. [Eds.] (2016). Education Research: A Century of Discovery. *Review of Research in Education*, 40, 1-903.

Tate, W. F. [Ed.] (2012). *Research on schools, neighborhoods, and communities: Toward civic responsibility*. Lanham, MD: Rowman and Littlefield.

Frierson, H. & Tate, W. F. [Eds.] (2011). *Beyond stock stories and folktales: African Americans paths to STEM fields*. United Kingdom: Emerald Press.

Tate, W. F., Anderson, C. R., & King, K. [Eds.] (2011). *Disrupting tradition: Pathways for research and practice in mathematics education*. Reston, Virginia: National Council of Teachers of Mathematics.

Ladson-Billings, G. & Tate, W. F. [Eds.] (2006). *Education research in the public interest: Social Justice, action, and policy*. New York: Teachers College Press.

Artiles, A., Klingner, J. K., & Tate, W. F. [Eds.] (2006). Representation of minority students in special education: Complicating traditional explanations, *Educational Researcher*, 35(6), 3-28.

Strutchens, M. E., Johnson, M. L., & Tate, W. F. [Eds.] (2000). *Changing the face of the mathematics: Perspectives on African Americans*. Reston, VA: National Council of Teachers of Mathematics.

Tate, W. F. & D'Ambrosio, B. S. [Eds.] (1997, January). Equity, reform, and research in mathematics education, *Journal for Research in Mathematics Education*, 28(6), 650-782.

Tate, W. F. [Ed.] (1996, January). Urban schools and mathematics reform: Implementing new standards, *Urban Education* 30(4), 379-521.

Sociological Studies of Mathematics, Science, and Technology (Selected)

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Tate, W. F., Anderson, C. A., & Tate, D. A. (2021). SUM it up: A sociological approach to urban mathematics education. In H. R. Milner & K. Lomotey (Eds.), *Handbook of Urban Education*. New York, NY: Routledge.

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Public Health, Social Policy, and Geospatial Analytics (Selected)

Harris, K. M., Jones, B. D., & Tate, W. F. (2020). Race, space, and education research: Revisiting Tobler's first law of geography. In A. D. Dixon, G. J. Ladson-Billings, W. Trent, & J. A. Anderson (Eds.), *Condition or process: Researching race in education* (pp. 37-66). Washington DC: American Educational Research Association.

Ladson-Billings, G. Tate, W. F., & Jones, R. J. (invited, expect 2021). It's all *de jure*: Debunking the myth of northern exceptionalism. In D. Carbado (Ed.), *Oxford Handbook on Race and Law*. New York: Oxford: Oxford University Press.

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Jones, B., Harris, K., & Tate, W. F. (2015). Ferguson and beyond: A descriptive epidemiological study using geospatial analysis. *Journal of Negro Education*, 84, 231-253.

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Mathematics and Science Textbooks [Selected 2001-]

Tate, W. F. [Program Co-Author] (2012). *EnVisionMath Common Core©2015*. Boston, MA: Pearson.

Tate, W. F. [Program Co-Author] (2012). *Middle Grades Math©2012*. Upper Saddle River, NJ: Pearson Education. **The first middle school mathematics core curriculum that leverages technology to personalize student learning and optimize class instruction. The program was honored as finalist in the Interactive Whiteboard Solution category of the EdTech Digest Award Competition.

Tate, W. F. [Program Co-Author] (2012). *EnVisionMath Common Core©2012*. Boston, MA: Pearson.

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Tate, W. F. (2009). *AMP Math System*. Upper Saddle River, NJ: Pearson Education.

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Tate, W. F. [Program Co-Author] (2006). *Scott Foresman Science*. New York: Pearson Education.

Tate, W. F. [Program Co-Author] (2001). *Silver Burdett Ginn Mathematics. Path to Math Success©2001*. Parsippany, New Jersey.

Short Essays [Selected]

Tate, W. F. & Xu, K (October 9, 2020). COVID-19, flu and youth: CDC reports on mortality among children and young adults. *St. Louis American*.

Xu, K. & Tate, W. F. (September 1, 2020). COVID-19: Understanding the road to recovery. *St. Louis American*.

Tate, W. F. & Xu, K. (June 11, 2020). COVID-19 and past vaccination victories. *St. Louis American* (Republished in *Texas COVID News*).

Tate, W. F. & Xu, K. (May 7-13, 2020). CDC report on community mitigation strategies in other cities has lessons for St. Louis. *St. Louis American*.

Tate, W. F. & Xu, K. (April 17, 2020). Our children and COVID-19: The CDC's preliminary findings for the U.S. *St. Louis American*.

Tate, W. F. & Xu, K. (April 10, 2020). A deadly duo: When COVID-19 meets underlying health conditions. *St. Louis American*.

Tate, W. F. & Xu, K. (April 2020). First come, first served: Older adults and lessons from a global pandemic. *Diverse Issues in Higher Education*.

Tate, W. F. & Xu, K. (March 30, 2020). Now is the time to prioritize older adults – before it's too late. Lessons for St. Louis from a global pandemic. *St. Louis American*.

Tate, W. F. (March 2020). COVID-19: Be a part of flattening the curve. *Diverse Issues in Higher Education*.

Tate, W. F. (March 16, 2020). Social distancing is the water to put out this fire. *St. Louis American*.

Tate, W. F. (May 2019). Has the TA [teaching assistant] run its course? *Diverse Issues in Higher Education*. <https://diverseeducation.com/article/146343/>

Tate, W. F. (February 2019). We will be watching—algorithms and African-American life. *Diverse Issues in Higher Education*. <https://diverseeducation.com/article/137981/>

Tate, W. F. (January 17, 2019). Algorithms and African-American life. *St. Louis American*.

Tate, W. F. (2008). From the desk of the president—Research on schools, neighborhoods, and communities: Toward civic responsibility. *Educational Researcher*, 37(2), 106-107.

Tate, W. F. (2008). From the desk of the president—Building a stimulating and sustainable research enterprise. *Educational Researcher*, 37(1), 51-52.

Tate, W. F. (2007). From the desk of the president—Linking research and civic responsibility: Why Now? *Educational Researcher*, 36(7), 408-409.

Tate, W. F. (2007). From the desk of the president—“Translation research and public policy.” *Educational Researcher*, 36(5), 288-289.

Tate, W. F. [issue researcher] (2006). Do the math: Cognitive demand makes a difference. *Research Points: Linking Research to Education Policy*. Washington, DC: American Educational Research Association.

Tate, W. F. (1998, September). Liberal arts instruction is life sustaining to minorities. *Journal of Blacks in Higher Education*, 21, 5-6.

Academic Reports [Selected 2014-]

McClain, P. D., Tate, W., & Wallace, M. T. (Spring 2020). *External review of the Graduate School at Northwestern University report*. Submitted to the Provost and President, Northwestern University.

Tate, W. F. [chair] (Spring 2017). *Report of the Diversity and Data Framing Working Group*. Submitted to the Office of the Vice Provost for Faculty, Washington University in St. Louis.

Tate, W. F. [chair] (Spring, 2016). *External review Tulane University doctoral programs—Anthropology, Latin American Studies, and Economic Analysis and Policy*. Submitted to the Office of the Provost, Tulane University.

Tate, W. F. [chair] (Summer 2015). *Report of the Data Science and Visualization Committee in Arts & Sciences*. Submitted to the Dean of Arts & Sciences, Washington University in St. Louis.

Yokoyama, W., Blankenship, R., Dutcher, S., Odom, A., Ory, D., Piccirollo, J., & Tate, W. F. (August 2014). *Division of Biology & Biomedical Sciences Quality Assessment Review*. Submitted to the Office of the Provost and Executive Vice Chancellor for Academic Affairs, Washington University in St. Louis.

Tate, W. F. [chair] (July 2014). *African and African-American Studies Program Self-Study*. Submitted to the Dean of Arts & Sciences, Washington University in St. Louis.

PRESENTATIONS AND CONFERENCE PAPERS [Selected 2009-]

The Segregation Pandemic: Brown as Treatment or Placebo, 17th Annual Brown Lecture, American Educational Research Association. October 2021.

Future of Undergraduate STEM Education, National Academies of Science, Engineering, and Medicine, November 2020, Panelist.

Is Space + Race > STEM Opportunity? Milton Glick Lecture within the Discover Science Lecture Series, College of Science at the University of Nevada, Reno. February 2020.

Building Regional Brain Regimes to Support Mathematics Attainment in St. Louis. Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, St. Louis, MO, November 2019. Opening Keynote Address.

Is Geography + Demography > STEM Opportunity? RILE Conference, Stanford University, October 2018. Invited Keynote Address.

Trends in Graduate Education: What You Need to Know. McDonnell International

Scholars Academy 7th International Symposium, Tsinghua University, Beijing, China, October 2018.

The STEM Challenge: Are Demography and Geography Destiny in Texas? SMU, George W. Bush Institute, Dallas, Texas, April 2018. Invited Keynote Address.

Gateway to Nowhere: Refashioning the Arc[h] of Opportunity in St. Louis. University of Chicago, Interdisciplinary Committee on Education, IES Pre-Doctoral Training Program, and Sociology. Chicago, IL, March 2018. Invited Lecture.

“STEM Education: Is Geography Destiny?” National Council of Teachers of Mathematics Research Conference, San Antonio, TX, April 2017. Opening Keynote Address.

“Dream by her river”: Ferguson, Missouri and the Geography of Opportunity. The Jean Piaget Society, 46th Annual Meeting, Places & Spaces in Children’s Lives, Chicago, IL, June 2016. Invited Keynote Address.

DIVERGENT: Supporting “Factionless” and Underserved Students in Mathematics Education. Iris Carl Equity Address, Annual Meeting of the National Council of Teachers of Mathematics, San Francisco, CA, April 2016.

Who is My Neighbor? The Geography of Opportunity in Ferguson and Beyond. Wallace Foundation Distinguished Lecture, Annual Meeting of the American Educational Research Association, Chicago, IL, April 2015.

Education and Health Disparities: Taking Seriously the Geospatial Nature of Regional Conditions. The 5th Annual Doyle and Alba Distinguished Lecture Series, The City College of New York, April 2014, Invited Keynote Lecture.

Should I Care? Perspectives on Justice and Society. Veritas Forum, University of Illinois at Urbana, published February 22, 2014.

Building Integrated Data Infrastructure for Community-Level Research on the Developmental Life Span From Cradle to Career. Annual Meeting of the American Educational Research Association, San Francisco, CA, April 2014.

Drinking Early and Dropping Out: Did a Legal Drinking Age of 18 Promote Underage High School Drinking. 36th Annual Research Society on Alcoholism Scientific Meeting, Orlando, FL, June 2013 (with Plunk, A. D., Bierut, L. J., & Grucza, R. A.).

Research on Ecological Context and Place: Investigating the Landscape of STEM Opportunities. 86th NARST Annual International Conference, Rio Grande, Puerto Rico, April 2013, Keynote Address.

Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility. Beyond the Schoolhouse Doors: Bringing Non-School Factors into Education Policy, Teachers College, Columbia University, Department of Education Policy & Social

Analysis Roundtable, New York, NY (<http://blip.tv/teachers-college-columbia-university/beyond-the-schoolhouse-doors-bringing-non-school-factors-into-education-policy-6378752>).

Measuring the Impact of High School Mathematics and Science Education Policy on Smoking Initiation in Two National Samples. 74th Annual Meeting of the College on Problems of Drug Dependence, Palm Springs, California, June 2012 (with Plunk, A. D., Price, R. K., Bierut, L. J., & Gruzca, R. A.).

To Know Is Not Enough: Epidemiology as a Framework for Research and Intervention in Human Development. Invited Presidential Symposium, Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada, 2012.

Measuring the Effect of High School Mathematics and Science Policy on Obesity in a National Sample. Beyond Borders: Transforming Health at Home and Abroad, Institute for Public Health Annual Conference, Washington University in St. Louis, 2011 (with Plunk, A. D., Gruzca, R. A., & Bierut, L. J.).

Beyond Parallel Play: Building Sustainable Social Partnerships, Commencement Address, 253rd Commencement, University of Pennsylvania, Graduate School of Education. Philadelphia, Pennsylvania, 2009.

Beyond the Business of Parallel Play: Engineering Changes in METS, Learning Policy Center, Learning Research and Development Center, 2009-2010 Lecture Series: Preparing Students for Life Beyond K-12, University of Pittsburgh, 2009.

Human Capital and the State of Black Arizona: How about those METS! Invited Keynote Speaker, State of Black Arizona Conference in conjunction with African-American Legislative meeting. Phoenix, Arizona, 2009.

Sustained Interdisciplinary Engagement: Beyond Parallel Play in R & D, Invited Keynote Speaker, "Connecting Research to Policy" Joint American Educational Research Association-Foundation for Child Development Summer Institute, Washington, DC, 2009.

Professional Societies (present and past)

American Association for the Advancement of Science (AAAS)

American Educational Research Association (AERA)

American Statistical Association (ASA)

Association of Graduate Schools

Mathematical Association of America

National Association of Mathematicians (Lifetime member)

National Council of Teachers of Mathematics (NCTM)

National Medical Association

Sigma Xi, The Scientific Research Society (Elected)

Society of Community Research and Action
Urban Affairs Association