

SAMUEL BURBANKS IV

POSTDOCTORAL FELLOW

PROFILE

I am a relatively young and emerging scholar beginning to carve out a niche in the field of Education by examining the role played by the interaction of genes and culture on the causal mechanisms that underpin learning. This may help educators understand mechanisms of learning and behavior which may lead to the development of future educational methods that better serve children, particularly those of African descent.



CONTACTS

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EDUCATION

PhD in Educational Studies 2017

Dissertation Title: “Gene-Culture Interaction and its Effect on Cognitive Flexibility Among People of African and European Descent: Providing a Biological Rationale for Culturally Centered Pedagogy”
Committee: Drs. Cirecie West-Olatunji (Chair), Vanessa Allen-Brown, Ronald L. Jackson II. University of Cincinnati, Cincinnati, OH

M. Ed Secondary Education 2010

“School Choice: Where Public School Teachers Educate their Children” Xavier University, Cincinnati, OH

BA in African American Studies – African History 2004

University of Cincinnati, Cincinnati, OH

EMPLOYMENT HISTORY

Postdoctoral Fellow

Xavier University of New Orleans | Center for Traumatic Stress Research

In this role I developed literature searches and reviews as well as annotated bibliographies. I also collected, analyzed, and interpreted data. In addition, I disseminated findings of research through manuscripts submitted for publication in peer-reviewed journals, conference presentations, and via social media. I supervised graduate research assistants while working on research projects in addition to developing oral and written reports and participation in weekly research team meetings.

2020
Pres.

Adjunct Professor

University of Cincinnati | Upward Bound Program

Taught topics in African American history to high school students in the Upward Bound Summer Program at the University of Cincinnati. Primary responsibilities were creating curriculum for course, assessments weekly meetings with faculty and staff and developing positive relationships with students in the program.

2005
Pres.

Adjunct Professor

Northern Kentucky University | School of Education

At Northern Kentucky University I taught one undergraduate course *Racism, and Sexism in Educational Institutions* and an online graduate course *Educational Leadership in a Diverse Society*. Responsibilities included course and syllabus development, grading test and other assignments, as well as keeping office hours and meeting with and mentoring students.

2017
2018

Adjunct Professor

University of Cincinnati / School of Education

2016
2017

Taught *Introduction to Education* on a part-time basis in the College of Education Human Services and Criminal Justice to first year education majors. Responsibilities included course instruction, grading assignments, student conferences, keeping posted office hours, as well as attending faculty, and administration meetings.

Practicum Supervisor

University of Cincinnati / School of Education

2014
2015

In this position I served on a team of three teacher candidate supervisors who oversaw preservice teachers who were placed in a local Cincinnati Public School building. There I observed them in the classroom, met once a week with candidates and the cooperating teacher to discuss their progress in the classroom. Conducted assessments on each candidate as well as collected and discussed assessments from the cooperating teacher to help guide preservice teachers through their assignment.

Director of Supplemental Educational Services Program

Mallory Center for Community Development

2005
2014

As Director my responsibilities were the oversight of program quality, child safety (physical and emotional), and program implementation as well as providing a range of engaging programs designed for K-8th grade youth. Managing performance of tutorial staff in meetings organizational goals, monitoring attendance of program participants, as well as payroll and all records collected by the state and school districts we contracted with. Maintaining all academic data related to student progress in the program.

Long-Term Substitute Teacher

Cincinnati Public Schools

2005
2013

As a long-term substitute teacher, I was charged with the continued academic progress of the classroom when a teacher could not return to the classroom. My responsibilities were the same as those of the regular classroom teacher which included but were not limited to preparing daily lesson plans, implementing grade appropriate course work according to state standards, as well as evaluating and monitoring student’s academic progress. In addition to keeping parents informed and developing strong relationships with families.

Publications

2020

Burbanks S. (2020) The Biological Necessity of an African-Centered Social Support Initiative Within the African-Centered Education Paradigm. In Lomotey and Shockley (Eds.), *African-Centered Education: Theory and Practice*

2020

Burbanks IV, S. M., Shockley, K. G., & LeNiles, K. (2020). The Need for African Centered Education in STEM Programs for Black Youth. *Journal of African American Males in Education (JAAME)*, 11(2), 12-24.

2017

Gaskins, West-Olatunji, Berger, **Burbanks and Jenkins** (2017) “Work in Progress – Presence of Stereotype Vulnerability in Freshman STEM students at a Historically Black College. *American Society for Engineering Education*.

Publications

2015

Shockley & Burbanks. (2015) "Searching for Solutions: Reflections on Working with a Traditional School Attempting Transformation into an African Centered Institution" *Journal of African American Studies*

2010

Walker, C & Burbanks IV, S. (2010). Afrocentricity. In R. Jackson, and M. Hogg (Eds.), *Encyclopedia of identity*. (pp. 13-15).

Conference Presentations

Burbanks, S. (2014). "The Cognitive Legacy of Social Orientation" Paper presentation at the Conference of the Comparative & International Education Society (Toronto, Canada).

Burbanks, S. (2013). "Poverty of Diversity in the Ivory Tower: The Paucity of Black Doctoral Students" Ninth International Congress of Qualitative Inquiry (Urbana -Champaign, Ill).

Burbanks, S. (2013). "Culture, Worldview, and the Cognitive Styles of African People" International Conference of the Association for the Study of Classical African Civilization (Washington, D.C).

Burbanks, S. (2013). "The Persistence of the African Collective Cultural Domain: Pedagogical Implications for African Youth" National Council of Black Studies Conference (Indianapolis, IN).

Burbanks, S. (2013). "Creating Social Justice Curricula and Praxis in P-20 Educational Settings through Quality Leadership Preparation" University Council for Educational Administration (Indianapolis, IN).

Burbanks, S. (2012). "The Maafa and Western Pedagogy as the Roots of Cognitive Dissonance in African-American Youth" National Urban Education Conference (Cedarville,

Service

American Educational Research Association 2014

SIG 30: Cultural Historical Research, Conference Proposal Reviewer
1 manuscript reviewed.

SIG 135: Holistic Education, Conference Proposal Reviewer
4 manuscripts reviewed.

SIG 167: Cognition and Assessment, Conference Proposal Reviewer
4 manuscripts reviewed.

Division G: Social Context of Education Session Submission Reviewer
4 manuscripts reviewed.

Community Engagement

Member of the NAACP

Member of the Black United Front

Served as a member of the City Manager's Advisory Group (MAG)

Served as an Intervention Specialist for the Kujichagulia: Journey Begins Project for Black Boys.

Currently conducting bi-weekly science engagement classes at the Evanston Community Center with community youth.

Member of the Evanston Community Counsel.

References

Dr. Ronald L. Jackson II
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Teacher-Dyer 638j
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for Traumatic Stress Research
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New Orleans, LA 70125
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Dr. Kmt Shockley
University of Houston
Professor
Ed Leadership & Policy Studies
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