irene h. yoon, ph.d.
Educational Leadership & Policy
College of Education
The University of Utah

January 2024

EDUCATION

Ph.D.	University of Washington Seattle College of Education Educational Leadership and Policy Studies
B.A.	Williams College English

PROFESSIONAL APPOINTMENTS

2020-present	Associate Professor with Tenure, Educational Leadership & Policy Director of Graduate Studies, Educational Leadership & Policy (2022-present) Faculty Research Associate, Utah Education Policy Center College of Education, University of Utah
2013-2020	Assistant Professor (Tenure-Track), Educational Leadership & Policy Faculty Research Affiliate, Utah Education Policy Center College of Education, University of Utah
2011-2013	Research Associate, Utah Education Policy Center College of Education, University of Utah
2010-2011	Teaching Assistant, Educational Leadership and Policy Studies Area College of Education, University of Washington Seattle
2006-2009	Research Assistant, Center for the Study of Teaching and Policy; Center for Educational Leadership College of Education, University of Washington Seattle
2003-2006	Partnership Coordinator, National Commission on Teaching and America's Future Washington, DC

PUBLICATIONS

*co-authored with doctoral students

JOURNAL ARTICLES (PEER-REVIEWED)

Yoon, I.H. (2022). Justice-in-the-doing: An epilogue on whiteness-at-work in higher education. *International Journal of Qualitative Studies in Education*. https://doi.org/10.1080/09518398.2022.2025498 [Special issue, O. Mohajeri & N. Nishi, Eds.]

Wei, F., Ni, Y., & Yoon, I.H. (2021). Understanding the role of local educational departments in school improvement: Two districts in China. *Educational Management, Administration, & Leadership*. https://doi.org/10.1177/17411432211015208.

*Yoon, I.H., & Barton, A. (2019). Turnaround leaders' shifting gears in chronos and kairos time. *Journal of Educational Administration, 57*(6), 690-707. http://doi.org/10.1108/JEA-08-2018-0139 [Highly Commended Paper, Literati Awards 2020, Emerald Publishers]

Yoon, I.H. (2019). Haunted trauma narratives of inclusion, race, and disability in a school community. *Educational Studies, 55*(4), 420-435. https://doi.org/10.1080/00131946.2019.1629926 [Special issue, L. Loutzenheiser & N. Erevelles, Eds.]

Yoon, I.H. (2019). Hauntings of a Korean American woman researcher in the field. *International Journal of Qualitative Studies in Education, 32*(5), 447-464. https://doi.org/10.1080/09518398.2019.1597211

Byrne-Jiménez, M.C., & Yoon, I.H. (2018). Leadership as an act of love: Leading in dangerous times. *Frontiers in Education: Leadership in Education Section*, 3, Article 117. https://doi.org/10.3389/feduc.2018.00117 [authors contributed equally]

Yoon, I.H. (2018). Silencing racial humor in elementary school: Consequences of colormuting and whiteness for students of color. *Berkeley Review of Education, 8*(1), 117-144. https://doi.org/10.5070%2FB88136900

*Martin, A., Yoon, I.H., & Fluckiger, J.J. (2016). Decision-making in school racial conflict: Challenges of leadership for social justice. *Journal of Cases in Educational Leadership, 19*(2), 12-20. https://doi.org/10.1177/1555458915626763 [selected for journal's inaugural Special Collection on "Leadership during Crisis" in October 2021]

Yoon, I.H. (2016). Trading stories: Middle-class White women teachers and the creation of narratives about students and families in a diverse elementary school. *Teachers College Record, 118*(2).

Yoon, I.H. (2012). The paradoxical nature of whiteness-at-work in the daily life of schools and teacher communities. *Race Ethnicity and Education, 15*(5), 587-613. https://doi.org/10.1080/13613324.2011.624506

Gallucci, C., Van Lare, M.D., Yoon, I.H., & Boatright, B. (2010). Instructional coaching: Building theory about the role and organizational support for professional learning. *American Educational Research Journal, 47*(4), 919-963. https://doi.org/10.3102/0002831210371497

Boatright, B., Gallucci, C., Swanson, J., Van Lare, M., & Yoon, I. (2009). Medical residency model goes to school. *Journal of Staff Development, 30*(3), 18-20, 22. [Journal now published as *The Learning Professional*]

BOOKS AND BOOK CHAPTERS

*Yoon, I.H., & Chen, G.A. (2022). Heeding hauntings in research for mattering. In A.R. Tachine & Z Nicolazzo (Eds.), *Weaving an otherwise: In-relations methodological practices* (pp. 76-91). Stylus.

Yoon, I.H. (2022). Multi-tiered pedagogies of pathologization: Disability, race, and PBIS in a diverse elementary school. In C. O'Brien, W.R. Black, & A.B. Danzig (Eds.), *Who decides? Power, disability, and education administration* (pp. 247-282). Information Age Publishing. [peer reviewed]

Yoon, I.H. (2018). Critical research perspectives in school leadership: Putting dignity and humanity at the center. In C.R. Lochmiller (Ed.), *Complementary research methods in educational leadership and policy* (pp. 99-120). Palgrave. https://doi.org/10.1007/978-3-319-93539-3_6 [double-anonymous peer reviewed]

MANUSCRIPTS IN PROGRESS

*Colvin, K.M., yoon, i.h., Cabrera, L., & Martin, A. (2023). An LGBTQ+ Policy Scavenger Hunt in Utah: Considerations for Affirming Gender and Sexual Diversity in K-12 Schools and Systems. [Policy brief and research paper]

*yoon, i.h., Martin, A.M., Colvin, K., Jobe, V., Edwards, S., & Eng, B. Disrupting cisheteronormative policy: Counternarratives of advocacy leadership for LGBTQ+ students.

*Bettison, L., Shiver, S., Susi-Dittmore, D., & yoon, i.h., with Hobley, M., & Houck, D. (abstract under review). We created it together: Artifacts of a multi-genre adventure in learning how to care work. Submitted for consideration in *Beyond Accommodations: Cripping Possibilities in Higher Education,* Santinele Martino, A., Edwards, M., Hardy, K., & Eastman, N. (Eds.) [authors contributing equally]

yoon, i.h. (in progress). Quilting beloved community: Hauntings of race, disability, and transgenerational trauma in school inclusion. [book manuscript]

MONOGRAPHS AND TECHNICAL REPORTS

Colvin, K., & yoon, i.h. (2024). Sorting through policy confusion: Considerations for educators and community members who affirm gender and sexual diversity in Utah's K-12 schools and systems

[Research and Policy Primer]. Utah FAM.
https://utahfam.org/s/Colvinyoon_SortingThroughPolicyConfusionPrimer2024_FINAL.pdf

Rorrer, A.K., Groth, C., Yoon, I., Swenson, K., & Shooter, W. (2012). Beverley Taylor Sorenson Arts Learning Program Year 4 implementation evaluation 2011-2012: Technical report. Salt Lake City, UT: Utah Education Policy Center.

Rorrer, A.K., Groth, C., Yoon, I., Shooter, W., Swenson, K., & Raphael, R. (2011). Beverley Taylor Sorenson Arts Learning Program Year 3 implementation evaluation 2010-2011: Technical report. Salt Lake City, UT: Utah Education Policy Center.

Van Lare, M., Yoon, I., & Gallucci, C. (2008). Orchestrating leadership in district-wide reform: A report for Marysville School District. Seattle, WA: Center for Educational Leadership.

Fulton, K., Yoon, I., & Lee, C. (2006). Induction into learning communities. Report to the National Commission on Teaching and America's Future. Washington, DC: NCTAF.

Fulton, K., Abercrombie, K., & Yoon, I. (2005). Fifty years after Brown v. Board of Education: A two-tiered education system. Report to the National Commission on Teaching and America's Future. Washington, DC: NCTAF.

Carroll, T., Fulton, K., & Yoon, I. (2005). TLINC: Teachers Learning in Networked Communities. Phase I Evaluation Report. Washington, DC: National Commission on Teaching and America's Future.

INVITED COLUMNS

Yoon, I.H. (2017). Considering the future of U.S. public schooling: President-elect Trump, ESSA, and educational leadership. *Division A Newsletter of the American Educational Research Association*. Accessed 2/17/2017 from http://aeradivisiona.org/invited-commentary.html.

Ota, I.M., and Yoon, I.H. (2014, October 3). Ferguson sparks cross-campus dialogue about racialized police violence. *Social Work Helper* [website]. Accessed 10/3/2014 from http://www.socialworkhelper.com/2014/10/03/ferguson-sparks-cross-campus-dialogue-racialized-police-violence/. [authors contributed equally]

CONFERENCE PROCEEDINGS

*Yoon, I.H., Buenrostro, P., Chen, G.A., Shrodes, A., Uttamchandani, S., & Jurow, S. (2020). Building Nepantla: Humanizing pedagogies and the learning sciences. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4* (pp. 2175-2182). Nashville, TN: International Society of the Learning Sciences. https://doi.dx.org/10.22318/icls2020.2175

ENCYCLOPEDIA ENTRIES

Knapp, M.S., & Yoon, I.H. (2012). Social class and education. In J.A. Banks (Ed.), *Encyclopedia of Diversity in Education*, Vol. 4, pp. 1970-1973. SAGE.

BOOK REVIEWS

Yoon, I.H. (2017). Educational Leadership and Organizational Management: A Review. *Teachers College Record*, http://www.tcrecord.org, ID Number 22168.

IN THE MEDIA

Lee, M. (2023, February 8). SLC schools aim to diversity staff to help students identify with teachers. *The Salt Lake Tribune*, A1, A8-A9. Online version: https://www.sltrib.com/news/education/2024/02/08/wasatch-front-educators-are-mostly/

Lee, M. (2023, June 11). A proposed equity and inclusion policy divides Park City. *The Salt Lake Tribune*, A14. Online version: https://www.sltrib.com/news/education/2023/06/13/lets-not-surrender-our-schools/

Faircloth, S., Mackey, H., O'Brien, C., Watson, T., & Yoon, I. (Producers & Hosts), Nash, J.B., & Byrne-Jiménez, M. (Executive Producers). "Café UCEA Live at the Convention" [audio podcast episode]. In *Café UCEA*. University Council for Educational Administration.

Yoon, I.H. (Producer & Host), Nash, J.B., & Byrne-Jiménez, M. (Executive Producers). (2021, September 13). "Experiences of Asian Americans Informs Leadership Preparation, Equity, and Inclusion" (No. 2) [audio podcast episode]. In *Café UCEA*. University Council for Educational Administration. https://cafe-ucea.captivate.fm/episode/experiences-of-asian-americans-informs-leadership-preparation-equity-and-inclusion

Yoon, I.H. (2021, June 2). Learn the history of inequality so we can build a better future [Commentary]. *The Salt Lake Tribune*, A7. https://www.sltrib.com/opinion/commentary/2021/06/02/irene-h-yoon-learn/

Beachum, F. (Host). (2021, April). "Dare to be: Critical conversation about Asian discrimination with Dr. Jessica Liu and Dr. Irene Yoon" [video podcast episode]. In *Education for the 21st Century*. Lehigh University. https://www.youtube.com/watch?v=34LDr9yCzxk

Teachers College Record (Host). (2017, April). "Trading stories: Middle-class white women teachers and the creation of collective narratives about students and parents in a diverse elementary school" [vlog episode]. In *The Voice*. https://www.tcrecord.org/content.asp?contentid=18232

King, J. (2017, December 27). Experts: Racism exists in your school and few teachers are trained to handle it. Deseret News. https://www.deseretnews.com/article/900006386/expe...

Michael, A., & Bartoli, E. (2014 Summer). What White Children Need to Know About Race. Independent School Magazine. http://www.nais.org/Magazines-Newsletters/ISMagazi...

RESEARCH FUNDING

AWARDED GRANTS & CONTRACTS

2023   B.W. Bastian Foundation. LGBTQ+ Policy Report on Utah Schools and Districts (PI). Award: $15,000 over 1 year. Collaborators: Utah FAM (Friends, Allies, & Mentors of the LGBTQIA+ Community)

2023   Faculty Fellow Award, University of Utah (Award: $15,000 to department to defray costs of release time for one semester to work on creative/research project)

2022   Dean's Initiative, College of Education, University of Utah. (Award: $40,000 over 2 years plus tuition reimbursement benefits for full-time Graduate Research Assistant)

2022   Spencer Foundation Special Racial Equity Grants. Leadership Love Letters in Dangerous Times (PI). Award: $74,512 over 2 years. Collaborator: Mónica Byrne-Jiménez (Michigan State University).

2022   University of Utah Vice President for Academic Affairs, University Teaching Committee. Induction and Mentoring Pipelines for School Leaders (PI). Group Teaching Grant. Award: $7,000. Collaborators: Laurence Parker, Shari Fraser, Cori Groth, Yongmei Ni, Andrea Rorrer, Paula Smith, Laura Rogers, David Woo.

2021   B.W. Bastian Foundation. Nourishing Leadership Team Capacity for LGBTQ+ Inclusion with the Welcoming Schools Curriculum. (PI). Award: $15,000 over 2 years. Collaborators: Kody Colvin & Alli Martin (Practitioners), Bethy Leonardi (CU-Boulder).

2016   Utah State Board of Education, Solicitation BC16022, School Leadership Development Plan. (co-PI). 2016. Leadership and Inquiry for Turnaround. Budget: $495,825 over 5 years. PI: Andrea Rorrer.

2015   University of Utah Vice President for Research, Funding Incentive Seed Grants (PI). 2015. Leadership for Inclusion of Students of Color with Emotional and Behavioral Disabilities. Award: $34,990.

2015   Salt Lake City School District. 2015. Title I School Support Team (Investigator). Budget: $7,500. PI: Andrea Rorrer.

2012   Granite School District. 2012. Title I School Support Team (Investigator and Technical Assistance Provider). Budget: $150,000. PI: Andrea Rorrer.

2011   Granite School District. 2011. Title I School Support Team (Investigator and Technical Assistance Provider). Budget: $250,000. PI: Andrea Rorrer.

2011   Salt Lake City School District. 2011. Title I School Support Team (Investigator). Budget: $7,500. PI: Andrea Rorrer.

UNDER REVIEW

APPLIED

Spencer Foundation Vision Grant (2023). Leveraging School Partnerships with Residential Outdoor Education Centers and Camps to Complement Classroom Learning and Increase Equitable Access (Role: Co-Investigator). PI: James Sibthorp, University of Utah College of Health (Parks, Recreation, and Tourism). Request: $75,000.

National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. Tribal Community Re-Entry Court (Role: co-PI). PI: Heather Tanana, University of Utah College of Law. Request: $825,745 over 3 years.

National Academy of Education/Spencer Foundation Postdoctoral Fellowship (PI). Conceptualizing School Leadership for Humanizing Education: Inclusion, Achievement, and Community for Students of Color with Emotional and Behavioral Disabilities. Request: $70,000. Submitted 11/3/2016.

U.S. Department of Education, Institute for Education Sciences, Education Research Grants, Topic Seven, Goal One (co-PI). Exploration of Malleable Factors Associated with Student Outcomes in Utah's State System of Support (SSOS) for Low Performing Schools. PI: Andrea Rorrer. Request: $1,379,527 over 4 years. Submitted 8/4/2016.

Spencer Foundation, Research-Practice Partnerships Program (co-PI). Transforming urban schools with assets-based instructional practices in teacher communities: A district-university partnership. PI: Andrea Rorrer, University of Utah; co-PIs: Vicki Park, San Jose State University; Karen Sterling, Canyons School District, Utah. Request: $400,000. Submitted 5/27/2016.

American Educational Research Association, Research Conference Grants (co-PI). Understanding the role of teacher leaders to promote equitable instructional practice. PI: Elizabeth van Es, University of California Irvine; co-PI: Melissa Braaten, University of Colorado-Boulder. Request: $30,233. Submitted 2/29/2016.

Spencer Foundation, Conference Grants Program (co-organizer). Understanding the role of teacher leaders to promote equitable instructional practice. PI: Elizabeth van Es, University of California Irvine; co-organizer: Melissa Braaten, University of Colorado-Boulder. Request: $49,281. Submitted 1/11/2016.

Spencer Foundation, Small Grants Program (PI). Leadership for inclusion of students of color with emotional and behavioral disabilities. Request: $49,970. Submitted 8/20/2015.

AWARDS

2023	College of Education Social Justice and Transformation Award, University of Utah
2022	University Council of Educational Administration, Jay D. Scribner Mentoring Award (Nominated)
2020	Highly Commended Paper, Journal of Educational Administration, Emerald Publishers Literati Awards
2019	University of Utah Early Career Teaching Award
2019	College of Education Teaching Award, University of Utah
2018	AERA Leadership for Social Justice SIG, Social Justice Teaching Award (Nominated)
2015	Outstanding Reviewer, American Educational Research Association, American Educational Research Journal-Social and Institutional Analysis

PRESENTATIONS

*presentation with graduate students

INVITED LECTURES

Utah State Board of Education. (October 2023). Section 504 Webinar: Behavior, Discipline, and Students with Disabilities.

American Educational Research Association (2022, April). "Meaningful inclusion for students with disabilities" (session facilitator and co-organizer). Presidential Session at AERA Annual Conference, San Diego, CA. With Ilana S. Horn.

Western Governors University (2021, October). "Owning our Asianness and our leadership voices." Pan Asian OWLS Employee Resource Group. [Keynote workshop]

University of Utah College of Education. (2019, April). "Haunting inclusion: Centering race, disability, and culture in school transformation." [Research seminar]

Community College of Aurora (Colorado). (2018, November). "Humanizing Campus Culture: The Power and Peril of Collective Storytelling." [Keynote lecture and workshops, college-wide]

Vanderbilt University, Peabody College of Education. (2018, February). "Humanizing school culture and inclusion of haunting: New narratives for students of color with emotional and behavioral disabilities." [Research seminar]

Midwest Critical Whiteness Collective. (2014). "Middle-class White women teachers' silence and silencing in classroom teaching." [Research seminar]

REFEREED PRESENTATIONS [LISTED SINCE 2013; GIVEN ANNUALLY SINCE 2007]

*yoon, i.h., shiver, Susi-Dittmore, D., & Bettison, L. (2024). Vitality, Interdependence, and Longing: Anarchiving a Multimodal Adventure of Cripping Our Pedagogy and Research Praxes with Care Work. Roundtable paper accepted for presentation at AERA Annual Meeting, Philadelphia, PA.

Kim, T., et al. (2023). Fostering Asian American and Pacific Islander Research Agendas in Educational Leadership. Critical conversation at the annual convention of the University Council for Educational Administration, November 16-19, Minneapolis, MN. [Facilitator]

yoon, i.h., Colvin, K.M., McQuillan, M., & Gill, E. (2023). "So tell me what you want, what you really really want": Research that school leaders really need. Critical conversation at the annual convention of the University Council for Educational Administration, November 16-19, Minneapolis, MN.

*Colvin, K.M., yoon, i.h., Cabrera, L., & Martin, A. (2023). An LGBTQ+ Policy Scavenger Hunt in Utah: Considerations for Affirming Gender and Sexual Diversity in K-12 Schools and Systems. Paper presented at the annual convention of the University Council for Educational Administration, November 16-19, Minneapolis, MN.

yoon, i.h. & Byrne-Jiménez, M. (2023). UCEA Art Salon. Innovative workshop session at the annual convention of the University Council for Educational Administration, November 16-19, Minneapolis, MN.

yoon, i.h. & Byrne-Jiménez, M.C. (2023). Leadership love letters: An invitation to participate in restorative research. Innovative workshop session at the annual convention of the University Council for Educational Administration, November 16-19, Minneapolis, MN.

yoon, i.h. & Byrne-Jiménez, M. (2022). UCEA Art Salon. Innovative workshop session at the annual convention of the University Council for Educational Administration, November 17-20, Seattle, WA.

*Colvin, K., Edwards, S., Eng, B., Jobe, V., Martin, A., & yoon, i.h. (2022). Disrupting the hollow hope of cisheteronormative policy: Counternarratives of advocacy leadership for LGBTQ+ students. Paper presented at the annual convention of the University Council for Educational Administration, November 17-20, Seattle, WA.

yoon, i.h. & Byrne-Jiménez, M.C. (2022). Leadership love letters: An invitation to participate in restorative research. Innovative workshop session at the annual convention of the University Council for Educational Administration, November 17-20, Seattle, WA.

yoon, i.h. (2022). Ghosts upon ghosts: Revisiting and growing by heeding hauntings in research. In Asian American & Pacific Islanders' Reflexive Praxis in Research for Equity (T. Kim, A. Ishimaru, D.D. Liou, & G.J. Liang, facilitators). Symposium at the annual convention of the University Council for Educational Administration, November 17-20, Seattle, WA.

Radd, S.I., yoon, i.h., Reed, L., Generett, G.G., Mansfield, K.C., Hafner, & M.M. (2022). Chronic illnesses and health crises in the academy: A critical conversation (J. Bornstein & C. O'Brien, facilitators).

Critical conversation at the annual convention of the University Council for Educational Administration, November 17-20, Seattle, WA.

Yoon, I.H. & Byrne-Jiménez, M. (2021). The UCEA Art Salon. Innovative workshop session at the annual convention of the University Council for Educational Administration [hybrid conference], November 11-14.

Yoon, I.H. (2021). Patchworks of leadership haunting work for Beloved Community: Heeding hauntings of race and disability, reckoning with something-to-be-done. Paper presentation at the annual convention of the University Council for Educational Administration [hybrid conference], November 11-14.

Yoon, I.H. (2021). School leadership: Policy, dis/ability, and practice. Symposium with paper presentation at the annual convention of the University Council for Educational Administration [hybrid conference], November 11-14.

Yoon, I.H. (2020). Multi-tiered marginalization in a diverse school: Implementing PBIS with pedagogies of pathologization and pushout. Paper presented at the annual convention of the University Council for Educational Administration [virtual conference], November 17-19.

Yoon, I.H. (2019). Haunted trauma narratives of race, disability, and inclusion. Paper presented at the annual meeting of the American Educational Studies Association, October 30-November 2, Baltimore, MD.

Yoon, I.H. (2019). Haunted inclusion: Centering race, disability, and culture in school transformation. Paper presented at the annual meeting of the American Educational Research Association, April 4-8, Toronto, Ontario.

*Yoon, I.H., & Barton, A. (2018). Turnaround leaders' shifting gears in chronos and kairos time. Paper presented at the annual convention of the University Council for Educational Administration, November 14-18, Houston, TX.

Yoon, I.H. (2018). Leadership for humanizing education: Schoolwide inclusion for students of color with emotional and behavioral disabilities. Paper presented at the annual meeting of the American Educational Research Association, April 13-17, New York, NY.

*Yoon, I.H., Groth, C.A., Leu, S.E., McKinney, A.E., Rorrer, A.K., Bradley, J.A. (2017). School leaders' readiness for change: Considerations for supporting school turnaround. Paper presented at the annual meeting of the American Educational Research Association, April 27-30, San Antonio, TX.

*Yoon, I.H., Leu, S.E., Groth, C.A., McKinney, A.E., Rorrer, A.K., Bradley, J.A. (2017). Leaders' efficacy for school improvement: Building teacher collective efficacy and improving school climate under high-stakes accountability. Paper presented at the annual meeting of the American Educational Research Association, April 27-30, San Antonio, TX.

Yoon, I.H. (2016). Knowing thy past to chart the future: A centennial look into Whiteness Studies in education then and now [panelist]. Symposium at the annual meeting of the American Educational Research Association, April 8-12, Washington, DC.

*Yoon, I.H., Groth, C.A., Leu, S.E., McKinney, A.E., Rorrer, A.K., Bradley, J.A. (2016). School leaders' readiness for change: Considerations for supporting school turnaround. Paper presented at the annual convention of the University Council for Educational Administration, November 20-23, Detroit, MI.

*McKinney, A.E., Groth, C.A., Yoon, I.H., Leu, S.E., Rorrer, A.K., Bradley, J.A. (2016). Leadership placement in turnaround schools: Re-envisioning district human resources practices. Ignite presentation at the annual convention of the University Council for Educational Administration, November 20-23, Detroit, MI.

Groth, C.A., McKinney, A.E., Yoon, I.H. Bradley, J., Datnow, A., Park, V., Johnson Jr., J.F., Perez, L., Uline, C., Goldring, E., & Cannatta, M. (2015). Harnessing the power of data for school turnaround. Symposium session at the annual convention of the University Council for Educational Administration, November 20-23, San Diego, CA.

*Yoon, I.H., McKinney, A.E., Groth, C.A., & Rorrer, A.K. (2015). Readiness for school improvement as an issue of school climate and leadership capacity: Including the perspectives of students, parents, teachers, and leaders. Paper presented at the annual meeting of the American Educational Research Association, April 16-20, Chicago, IL.

*Martin, A., Yoon, I.H., & Fluckiger, J.J. (2015). Decision-making in school racial conflict: Challenges of leadership for social justice. Paper presented at the annual meeting of the American Educational Research Association, April 16-20, Chicago, IL.

*Yoon, I.H., McKinney, A.E., Groth, C.A., & Rorrer, A.K. (2014). Readiness for school improvement as an issue of school climate and leadership: Including the perspectives of students, parents, teachers, and leaders. Paper presented at the annual convention of the University Council for Educational Administration, November 20-23, Washington, DC.

Yoon, I.H. (2014). Trading stories: Middle-class White women teachers and the creation of narratives about students and families in a racially diverse elementary school. Paper presented at the International Conference of the Learning Sciences, June 24-28, Boulder, CO.

*Yoon, I.H., Groth, C.A., Rorrer, A.K., & McKinney, A.E. (2013). Indicators of readiness for school improvement: a conceptual framework for leadership development and school support. Paper presented at the annual convention of the University Council for Educational Administration, November 6-10, Indianapolis, IN.

Models of External Support for School Improvement to Ignite Transformation and Build Capacity for Equity [session coordinator and chair]. (2013). Symposium session at the annual convention of the University Council for Educational Administration, November 6-10, Indianapolis, IN.

Yoon, I.H. (2013). Moving through fields of power and identity in qualitative research: An intersectionality perspective to reconceptualize researcher positionality. Paper presented at the annual meeting of the American Educational Research Association, April 27-May 1, San Francisco, CA.

INVITED PANELS AND PRESENTATIONS

Just Education Policy Institute. (2021). Coordinated by Janelle Scott, Sheneka Williams, Elizabeth DeBray, Walker Swain, Richard Blissett, and Neoma Mullens. [Panel]

Danzig, A., & O'Brien, C.A., facilitators. (2020). Who decides? Power, disability, and educational administration. Critical Conversation Roundtable at annual convention of University Council for Educational Administration, November 17-19. [Panel]

David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy. (2020, April). "The Job Search." [Panel]

*Utah System of Higher Education. (2019, September). "How trauma-informed education changes the school discipline paradigm." [11th Annual Conference for School Counselors and Administrators. Presented by Dan Harnsberger. Co-developed by Irene H. Yoon.]

*Utah System of Higher Education. (2019, September). "Making queer identities visible in K-12: Supporting LGBTQ+ students through inclusive practices." [11th Annual Conference for School Counselors and Administrators. Presented by Kody Colvin & Alli Martin. Co-developed by Irene H. Yoon.]

UCEA Jackson Scholars Network. (2019, July). "Establishing the Contours of Your Research Agenda." [Webinar]

"Anti-Racist Educational Leadership Preparation and Practice." (2019, February). Strengthening Anti-Racist Leaders to Advocate for Racial Equity Amongst Political Uncertainty, convened by Sarah Diem (University of Missouri) and Anjalé Welton (University of Illinois at Urbana-Champaign). Chicago, Illinois. [Spencer Foundation-sponsored conference]

Women of Color Academics (WoCA) at the University of Utah. (2019, January). "Pedagogies, Gender & Race." [Panel]

AERA Division A and Leadership for Social Justice SIG. (2018, April). "Dreams and possibilities for the future of the educational leadership professoriate: Diversifying and amplifying the voices of the academy." [Invited Vice Presidential Session, AERA Annual Meeting]

David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy. (2017, April). "The Role of Education Research: Politics and Beyond." [Panel]

UCEA Jackson Scholars Network (2016, April). "Navigating the Academy." Panel presented at AERA Annual Meeting.

Clark Scholars Follow-up Session. (2015, November). "From Dissertation to Publication." Panel presented at UCEA Annual Convention.

UCEA Jackson Scholars Network. (2015, November). Recognition Ceremony Speaker at UCEA Annual Convention.

UCEA Jackson Scholars Network. (2015, April). "Navigating the Academy." Jackson Scholars Alumni Session at AERA Annual Meeting.

Sun, W.L., facilitator. (2014, November). "Righting Racial Discourses in an Era of Colorblindness." Critical Conversation Roundtable at UCEA Annual Convention.

TEACHING [UNIVERSITY OF UTAH UNLESS NOTED]

*New course for department; **Significantly redesigned; @mentored teaching assistant

DOCTORAL COURSES

Advanced Qualitative Methods**@
Disability Studies in Education*
Discourse Analysis in Educational Research* [in person and hybrid]
Ed.D. Capstone Seminar*
Ed.D. Capstone Proposal Seminar*
Introduction to Inquiry**@
Introduction to Qualitative Research Methods**@ [in person and hybrid]
Leadership, Diversity, and Social Justice**
Organizational Theory
Professional Learning and K-12 School Reform*

MASTER'S COURSES (PROGRAM)

Leadership of Teaching and Learning [formerly "Instructional Supervision"]** (K-12 Admin Licensure) [in person and online]
Instructional Leadership**@ (Teacher Leadership)
Leadership, Educational Equity, and Social Change [formerly "Leadership, Diversity, and Social Justice in K-12 Schools"]** (K-12 Admin Licensure; Teacher Leadership) [in person and hybrid]

UNDERGRADUATE COURSES

Current Issues in Education** (College of Education, University of Washington Seattle)

DOCTORAL ADVISING

CHAIR OF COMMITTEE: COMPLETED

1. Annie Barton (Ph.D. 2023), A grounded theory of teachers' grading practices in three grading systems
2. Britnee Eng (Ed.D. 2022), The role of Utah's educational leaders in implementing critical professional learning
3. Sean Edwards (Ed.D. 2022), Developing a measure of LGBTQ+ high school students' feelings of school connectedness
4. Dottie Alo (Ed.D. 2021), Hybrid identity of Samoan American youth: Seeking an experiential approach of self-authoring
5. Kody Colvin (Ed.D. 2021), Queering professional learning: How professional learning impacts educators' capacity to support LGBTQ+ students with inclusive curricula
6. Sandra Leu Bonnano (Ph.D. 2020), Towards a democratic project of schooling: Exploring culturally sustaining leadership mindsets and practices in dual language immersion [2021 Winner of Social Justice Dissertation Award, Leadership for Social Justice SIG, AERA]
7. Daniel Harnsberger (Ed.D. 2020), How teachers conceptualize and operationalize trauma theory: Four guiding principles of trauma-informed teaching
8. Marni Davis (Ed.D. 2018), Learning-focused leadership in high schools: A pathway to closing achievement gaps
9. Mari Braithwaite (Ed.D. 2017), Communities of practice: A model for assistant principals developing instructional leadership skills

10. Allison Martin (Ed.D. 2016), A qualitative study of educational leaders enacting social justice for LGBTQ students
11. Raquel Chung-Parsons (Ed.D. 2016), Pre-service secondary science teachers' understanding of their science teacher identities (co-chair)

CHAIR OF COMMITTEE: IN PROGRESS

1. Amanda Jean Babcock (Ph.D. candidate)
2. Ashley Lennox (Ed.D. candidate)
3. Sarah Nichols (Ed.D. candidate)
4. Josh Samson (Ph.D. student)
5. Ana Laura Pendleton (Ed.D. student)
6. Raven Rylander (Ph.D. student)
7. Holly Bell (Ed.D. student)
8. Emily Berry (Ed.D. student)
9. Jiashu Lei (Ed.D. student)
10. Vanessa Ruelas (Ph.D. student; initial advisor)
11. Heather Goodwin (Ed.D. student)
12. Melody Apezteguia (Ed.D. student)

COMMITTEE MEMBER: COMPLETED

1. Mandy Fuhriman (Ed.D. 2023), Special Educator Job Satisfaction: Impact of Professional Learning
2. Rachel Aho (Ph.D. 2022), Making meaning of institutional commitments to diversity: A case study exploring higher education administrative search committee processes
3. Katherine Pagano (Ph.D. 2022, Dept. of Health Promotion), Examining the influence of appearance comparisons on actual-ideal body discrepancies in college men
4. Younkyung Hong (Ph.D. 2021, University of Minnesota), A phenomenological examination of the hegemonic insider in teacher education
5. Tammy Thuy Nguyen (Ph.D. 2021), Community college students' perceptions of an Associate's degree
6. Joél Arvizo-Zavala (Ph.D. 2020), Collectivity and teacher professional learning: Understanding identities of agency and sovereignty in how teachers of color learn
7. Elizabeth Wilson (Ed.D., 2020), Utah Model Evaluation System and scaled reform: Approaches to and challenges in implementing a statewide teacher evaluation system
8. Edén Cortez (Ph.D. 2020), "They don't know what to do with us": A narrative inquiry methodology into Latinx transfer students' experiences with institutional departure
9. Andrea Kalvesmaki (Ph.D. 2019), Exploring policy connections of student discipline
10. Liliana Castrellón (Ph.D. 2019), A genealogy of Utah's H.B. 144 (2002): Understanding policy text malleability and interrogating racist nativism and legality blindness in policy enactment
11. Robert Hunsaker (Ph.D. 2019), Factors affecting the fundraising of academic deans
12. Kelly Dries (Ph.D. 2018), "I'm a Feminist But": Stories from Student Affairs Womxn
13. David Rockwood (Ed.D. 2018), Authentic leadership and trust-building: How principals foster teacher trust
14. Amber Roderick-Landward (Ph.D. 2017), What makes feedback actionable? An exploratory case study of the influence principals have on teachers
15. Rui Yan (Ph.D. 2016), Working conditions, principal instructional leadership practices, and principal turnover in K-12 public schools
16. Natalia Ralyk (Ph.D. 2016), Tuning elementary teacher education in Utah colleges and universities
17. Christine Marriott (Ed.D. 2016), Accountability and its impact on the turnover rates of more or less effective teachers

COMMITTEE MEMBER: IN PROGRESS
1. Hannah Dolata (Ed.D. candidate)
2. Roxy Luna (Ph.D. candidate)
3. Laurice Cabrera (Ph.D. candidate, Dept. of Educational Psychology)
4. Willie Chen (Ph.D. student)
5. Tori Gillett (Ed.D. candidate)
6. Noelia Ricks (Ed.D. candidate)
7. Davina Sauthoff (Ed.D. candidate)
8. Adrian Ramjoué (Ed.D. candidate)
9. S. Shiver (Ph.D. candidate, Dept. of Education, Culture, & Society)
10. Marjean Nielsen (Ph.D. candidate)
11. Danielle Susi-Dittmore (Ph.D. program)
12. Laura Bettison (Ph.D. program)
13. Lātū Kinikini (Ph.D. program)
14. Karla Motta (Ed.D. program)
15. Sierra Canela (Ph.D. program)
16. Bichu Li (Ph.D. program)
17. Erica Rojas (Ph.D. program)
18. Jen Buttars (Ed.D. program)
19. Stacy Wood (Ed.D. program)
20. Taylor Layton (Ed.D. program)

PROGRAM & CURRICULUM DEVELOPMENT
2021-present   Curriculum Update, Ph.D. program in Educational Leadership & Policy
Fall 2019   Curriculum Update, K-12 Master's in Administration program

Co-developed new and redesigned 4 courses on "Leadership for Educational Equity and Social Change," "Leadership for School Improvement and Organizational Change," "Systems Building and Organizational Change," and "Professional Learning"

2016-present   UCEA Program Design Network, K-12 Master's in Administration (2016-17 team lead)
2014-2015   Drafted and Developed Ed.D. Capstone Guide and Capstone Seminars

RESEARCH APPRENTICESHIP COURSES & INDEPENDENT STUDIES
Disability Studies Zine (Spring 2023; 3 students)

International students' experiences in independent parochial schools (Summer 2019)

Leadership of inclusion for students of color with emotional and behavioral disabilities (Summer-Fall 2017, Spring-Summer 2019; 3 students)

School leaders' readiness for change (Spring-Fall 2017; 3 students)

Frameworks of Critical Race Theory and Critical Whiteness Studies to study experiences of faculty of color (Summer 2016)

A system at work: A synthesis of literature on policies contributing to the incarceration of children and the school-to-prison pipeline (Fall 2015–Spring 2016)

Instructional leadership and principal working conditions (Spring 2015)

Decision-making in school racial conflict (Summer 2014-Fall 2015)

INVITED CLASS LECTURES
2022   University of Utah, Educational Leadership & Policy, "Racialized organizations and whiteness-at-work" (February 2022)

2021   University of Utah, Educational Psychology Learning Sciences Research Seminar, "Humanizing learning environments" (October 2021)

2021   Texas State University, 20th Anniversary of School Improvement Program, "Leadership as an act of love" (April 2021)

2019   University of Washington Seattle, L4L Program, "Leadership as an act of love" (November 2019)

2019   Vanderbilt University, Peabody College of Education, Nashville, TN, "Researcher positionality and autoethnography" (October 2019)

2017   Lewis & Clark, Graduate School of Education, Portland, OR, "Developing the Trading Stories Study" (July)

2015   Lewis & Clark, Graduate School of Education, Portland, OR, "Developing the Whiteness-at-work Study" (November)

2015   University of Denver, Morgridge College of Education, "Perspectives on Qualitative Analysis Software" (November)

2015   University of Utah, Educational Leadership & Policy, "On Writing" (March)

2015   University of Utah, Educational Psychology, "Critical Discourse Analysis" (March)

2011   University of Utah, Educational Leadership & Policy, "Interview Methods and Critical Ethnography" (September)

2010   Muskingum University, New Concord, OH, "Whiteness, White Privilege, and White Teachers' Racial Identities" (January)

NATIONAL SERVICE

GOVERNANCE AND ADVISORY COMMITTEES

2021-present   Executive Committee, University Council for Educational Administration

2021-present   Co-Founder and Founding Chair, UCEA Special Interest Group: Asian American & Pacific Islander Scholars in Educational Leadership, Organizations, and Policy

2019   Advisory Board, Supporting Instructional Growth in Mathematics (SIGMa): Enhancing Urban Secondary Teachers' Professional Learning through Formative Feedback (NSF-funded project, PI: Ilana S. Horn, Vanderbilt University)

2016-present   Equity & Access Committee, University Council for Educational Administration

2015-present   Barbara L. Jackson Scholars Network Advisory Committee, University Council for Educational Administration

2019-2021;   Plenum Session Representative, University Council for Educational Administration
2013-2017

EDITORIAL BOARDS

2021-2023   Editorial Board, Journal of Cases in Educational Leadership

2021-present   Award Committee, Critics' Choice Book Award, American Educational Studies Association

2018-2021   Associate Editor, Educational Administration Quarterly

2017-present   Editorial Board, Frontiers in Education, Section on Leadership in Education

2014-2015   Editorial Board, American Educational Research Journal, Section on Social and Institutional Analysis

CONFERENCE PROGRAM COMMITTEES

2017   Annual Convention Rubrics Committee, University Council for Educational Administration

2014-2015   Annual Convention Program Planning Committee, University Council for Educational Administration

MENTORING

2020-2023   Mentor, Barbara L. Jackson Scholars Network, University Council for Educational Administration

2017, 2022   Faculty Mentor, David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy
2019   Mentor, Division A Graduate Student Council Dialogic Forum, American Educational Research Association
2017-present Nomination Reviewer, David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy

ARTICLE REVIEWER

American Educational Research Journal
Equity & Excellence in Education
Frontiers in Education, Leadership in Education
Genealogy
International Journal of Qualitative Studies in Education

Journal of Cases in Educational Leadership
Journal of Critical Thought and Praxis
Journal of Educational Administration
Multiple Voices
Race Ethnicity and Education
Review of Educational Research

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
Critical Race Studies in Education Association
International Society of the Learning Sciences
University Council for Educational Administration (institutional membership)

INSTITUTIONAL SERVICE

DEPARTMENT OF EDUCATIONAL LEADERSHIP & POLICY

2023   Lead Author, Graduate Council Review Self-Study
2022-2023   Director of Graduate Studies
2021-2022   Chair, ELP Retention, Promotion, and Tenure (RPT) Departmental Advisory Committee
2019-2020   Chair, Faculty Search Committee, K-12 Educational Leadership
2017-2019   Member, Faculty Search Committees (2), K-12 Educational Leadership
2015-2018;   Admissions Committee, Ph.D. program
2022-present
2014-present Admissions Committee, K-12 Ed.D. program
2013-present Admissions Committee, K-12 Master's in Administration program
2013-2016   Fellowships, Scholarships, & Awards Committee
2014-2015   Admissions Committee, K-12 Master's in Teacher Leadership program

COLLEGE OF EDUCATION

2021-2022   Member, College of Education Retention, Promotion, and Tenure (RPT) Advisory Committee
2013-2021   Faculty Advisory Committee on Teacher Education
2018-2020   College of Education Curriculum Committee
2019, 2022   College of Education Commencement, Name Reader
Spring 2017   College of Education Flag-Bearer, University of Utah Commencement
Spring 2016   Admissions Committee, Elementary Education, Urban Institute of Teacher Education
Spring 2015   Community Engagement Committee (ad hoc)
Spring 2015   College Research Grants Committee (ad hoc)
Fall 2014   Undergraduate Degree Development Committee (ad hoc)

THE UNIVERSITY OF UTAH

2021   College of Education co-Facilitator, U of U Inclusive Design/Design Justice Work Group
2017   Women of Color Academics (panelist)
2018   Faculty of Color Think Tank (ad hoc)
2015-2018   University Teaching Committee

PROFESSIONAL SERVICE TO THE COMMUNITY

2022-23	Welcoming Schools Leadership Team Facilitation, 3 elementary schools
2019-2020	Leadership Support (weekly), Backman Elementary School
2019	Site Reviewer, Schools of Opportunity Program, National Education Policy Center
2018-present	Application Reviewer (annually), Utah Prison Education Program, The University of Utah
2016-2018	Planning Team (quarterly), Leadership and Inquiry for Turnaround (LIFT), Utah Education Policy Center
2016-2018	Planning Team, Bridgeworks Speaker Series (quarterly), Utah Education Policy Center
2014	Planner and Lead Facilitator, What Can I Do? An action-oriented dialogue about Ferguson and beyond, co-sponsored by College of Social Work and College of Education (September)
2012, 2014	Team Facilitator, Utah Afterschool Network Leadership Institute