

## Jeremy T. Martin

### EDUCATION:

University of California at Berkeley	Ph.D.	Politics & Education (exp. 2024)
Columbia University	M.A.	Education Policy
University of North Carolina at Chapel Hill	B.A.	Political Science & African American Studies

### PROFESSIONAL EXPERIENCE:

Research Consultant. Metropolitan Center for Research on Equity and the Transformation of Schools in the Center for Policy, Research, and Evaluation. **New York University**. (June 2020 – Present).

Graduate Student Instructor. **University of California at Berkeley**. (August 2020 – Present)  
Instructor: Charles and Louise Travers Department of Political Science.

Graduate Student Researcher. **University of California at Berkeley**. (August 2018 – October 2020).

### AWARDS AND FELLOWSHIPS:

Fellow, **Society for Research on Educational Effectiveness**, 06/2021

Predoctoral Honorable Mention, **The National Academies of Sciences, Engineering, and Medicine/Ford Foundation**, 03/2021

Eugene Cota-Robles Doctoral Fellowship Award, **University of California**, 03/2018

Arthur Zankel Urban Fellowship Award, **Columbia University**, 05/2017

Teachers College Academic Award, **Columbia University**, 08/2016

Outstanding Service and Leadership Award, **North Carolina Department of Public Safety-Division of Juvenile Justice**, 05/2012

### ACADEMIC PUBLICATIONS:

Martin, J.T. (2021). Assessing Philanthropy's Role in Policy Change: A Review of the Literature. *Society for Research on Educational Effectiveness*.

### MANUSCRIPTS IN PREPARATION:

Martin, J.T. Philanthropy in the counterpublic: A review of Black philanthropic leadership through the 19<sup>th</sup> century.

Martin, J.T. What is the nature of Black philanthropy?

Martin, J.T. Philanthropy, foundations, and influence: Toward racial literacy in philanthropic policy advocacy.

Zegers, M., **Martin, J.T.**, & Bridges, M. "Opening Doors" through the capitalization of Latinx parents' sociocultural assets: Contributions of the Abriendo Puertas/Opening Doors program.

Peoples, L., Foster, L., D'Andrea Martinez, P., & **Martin, J.T.** What Does it Take for Schools to Be Culturally Responsive? A Study of CRE Implementation.

#### **RESEARCH REPORTS:**

Perry, D.M., Geller, J.D., **Martin, J.T.**, Torres, M., Fisher, B.W. (2021). Illuminating Progress Toward Transformative Family-School Partnerships in Kentucky: A Snapshot from Year 1 of the Kentucky Collaborative Research Study. New York: Metropolitan Center for Research on Equity and the Transformation of Schools.

Peoples, L.Q., Foster, L., D'Andrea Martinez, P., Reid, S., **Martin, J.T.**, & Kirkland, D.E. (2020). The Culturally Responsive and Mastery-Based Research Study: Report prepared for Student-Centered Learning Research Collaborative, New York City Department of Education's Mastery Collaborative, and KnowledgeWorks. New York: Metropolitan Center for Research on Equity and the Transformation of Schools.

Bridges, M., Zegers, M., Quinones, F., & **Martin, J.T.** (2020). Abriendo Puertas/Opening Doors Implementation in Los Angeles County (2018 – 2020): Report prepared for Abriendo Puertas and First 5 Los Angeles. Berkeley: UC Berkeley's Institute for Human Development.

#### **PEER REVIEWED CONFERENCE PRESENTATIONS:**

Martin, J.T. (2022) "For us, by us": Investigating two minority-led education foundations. Accepted paper at the **2022 American Political Science Association's Annual Meeting**. Montréal, Québec, Canada.

Martin, J.T. & Torres, M. (2022). Partnerships at the center: Year 1 findings of family engagement implementation at a community elementary school. Paper presented in a symposium at the **2022 American Educational Research Association's Annual Meeting**, San Diego, CA.

Martin, J.T. (2021). Black Philanthropic Leadership: A History Through the Mid-19<sup>th</sup> Century. Paper presented at the **2021 University Council for Educational Administration's Annual Convention**, Columbus, OH.

Martin, J.T. (2021). Assessing Philanthropy's Role in Policy Change: A Review of the Literature. Paper presented at the **2021 Society for Research on Educational Effectiveness's Annual Meeting**. Arlington, VA. (Virtual Attendance).

Peoples, L., Foster, L., D'Andrea Martinez, P., & **Martin, J.T.** (2021). What Does it Take for Schools to Be Culturally Responsive? A Study of CRE Implementation. Paper presented at the **2021 American Educational Research Association's Annual Meeting**, Orlando, FL. (Virtual Attendance).

Zegers, M., **Martin, J.T.**, & Bridges, M. (2021). "Opening Doors" through the capitalization of Latinx parents' sociocultural assets: Contributions of the Abriendo Puertas/Opening Doors program. Paper presented at the **2021 Society for Research in Child Development's Biennial Meeting**, Virtual Meeting.

**BRIEFS, BLOGS & OP-EDS, AND OTHER ARTICLES:**

Foster, L., Peoples, L.Q., D’Andrea Martinez, P., & **Martin, J.T.** (2021). How to address educational equity: Research-based recommendations for educators. Students at the Center Hub.

Martin, J.T. (2014). Black history education: Tools for effective rehabilitation. National Council on Crime and Delinquency.

**POST-SECONDARY TEACHING EXPERIENCE:**

Graduate Student Instructor, Special Topics in Political Theory: History of African American Political Thought, University of California at Berkeley (Spring 2022).

Graduate Student Instructor, Introduction to American Politics, University of California at Berkeley (Spring 2021).

Graduate Student Instructor, Special Topics in Political Theory: History of African American Political Thought, University of California at Berkeley (Fall 2020).

Undergraduate Instructor, Hip Hop and Political Ideologies, University of North Carolina at Chapel Hill (Spring 2012).

**SECONDARY TEACHING EXPERIENCE:**

Director of Education Programming, *Building Bonds, Breaking the Barriers Against Reaching Success*, various locations (Fall 2010 – Spring 2012, Spring 2014 – Spring 2016).

**SERVICE:**

Academic Mentor for Undergraduate Students, African American Student Development Office, University of California at Berkeley.