

TIERA TANKSLEY

EDUCATION

University of California, Los Angeles | 2018
Doctor of Philosophy, Education & Information Studies

University of California, Los Angeles | 2013
Master of Arts, Cultural Studies in Education

Syracuse University | 2012
Bachelor of Science, Education
Honors: Magna Cum-Laude

ACADEMIC POSITIONS

Postdoctoral Fellow: Youth, Technology & Public Policy
UCLA | Center for Scholars and Storytellers

2023 - present

Assistant Professor of Equity, Diversity & Justice in Education & Technology
CU Boulder | School of Education

2020 – 2023

Post-Doctoral Scholar: STEM Equity
UC Irvine | Department of Informatics | The Connected Learning Lab

2019

AWARDS & FELLOWSHIPS

Public Voices Fellowship: Technology in the Public Interest
The MacArthur Foundation & The Op Ed Project

2023

Emerging Scholar Fellowship: AI and Higher Education
Center for Integrative Research in Computing and Learning Sciences (CIRCLS)

Connected Alliance Impact Fellow: AI and Education
Connected Learning Lab

2023

SAGE Perspectives Annual Research Spotlight
SAGE Publishing

2023

Emerging Leader in Critical Race Technology Studies
UCLA Center for Critical Internet Inquiry

2022

NYU Faculty First Look Fellow
NYU Steinhardt

2017

Edward Bouchet Graduate Honor Society
UCLA & Yale University

2016

RESEARCH GRANTS & AWARDS

Anonymous Philanthropic Donation
• [\$15,000]: Tiera Tanksley (PI), UCLA

Connected Alliance Impact Fellowship	2023
<ul style="list-style-type: none">• [\$15,000]: Tiera Tanksley (PI), University of Colorado, Boulder. <i>GLITCH: Girls Leveraging Information Technologies for Collective Change and Healing</i>	
Interdisciplinary Research Themes: Engineering Education and AI-augmented Learning	2023
<ul style="list-style-type: none">• [\$30,000]: Tiera Tanksley (PI), University of Colorado, Boulder. <i>Glitching the System: Examining Race-Conscious and Justice-Oriented Approaches to AI and Computing Education with Black Youth</i>	
National Science Foundation: Research in the Formation of Engineers (RIFE)	2022
<ul style="list-style-type: none">• [\$350,000]: Tiera Tanksley (Co-PI), University of Colorado, Boulder. <i>Engineering for Social Justice: How Decolonial and Anti-Racist Engineering Programs Impact the Career Development and Aspirations of Humanitarian Engineering Students</i>	
Research and Innovation in Engineering Seed Grant	2022
<ul style="list-style-type: none">• [\$45,000] Tiera Tanksley (PI), University of Colorado, Boulder. <i>Engineering for Social Justice: How Decolonial and Anti-Racist Engineering Programs Impact the Career Development and Aspirations of Humanitarian Engineering Students</i>	
Lucas Education Research Grant: Equity-Centered Learning Environments Collaboratory	2021
<ul style="list-style-type: none">• [\$200,000]: Tiera Tanksley (Co-PI), University of Colorado, Boulder. <i>The L.I.T. (Leveraging Ingenuity through Technology Gaming Lab)</i>	
School of Education Seed Grant: Place Based Research	2021
<ul style="list-style-type: none">• [\$20,000]: Tiera Tanksley (Co-PI), University of Colorado, Boulder. <i>The D.O.P.E. (Digital Opportunities for Pedagogical Excellence) Gaming Lab.</i>	
Interdisciplinary Research Themes: Engineering Education and AI-augmented Learning	2021
<ul style="list-style-type: none">• [\$15,000]: Tiera Tanksley (Co-PI), University of Colorado, Boulder. <i>Towards Equity-Oriented Robot Tutoring: an intersectional analysis of human-robot interaction in racially diverse classrooms</i>	
Youth Connections for Wellness Grant	2020-2022
<ul style="list-style-type: none">• [\$15,000]: Tiera Tanksley (PI), University of California, Irvine & Pivotal Ventures. “Co-Designing for Black Lives: Developing Digital Wellness Platforms with Black Youth”	

SCHOLARLY PUBLICATIONS

- Tanksley, T. (2023). “Employing a Critical Race, Abolitionist Pedagogy in CS: Centering the Voices, Experiences and Technological Innovations of Black Youth.” *Journal of Computer Science Integration*.
- Yunis, B. & Tanksley, T. (2023) “What is Peace for Palestine/inians under Israeli Settler Colonial Occupation?: A Counterstory Imagining of Peace through Transformational Resistance to Erasure.” in *Thinking Peace on the Border: Visions from the Other Side of the Colonial Difference*.
- Tanksley, T. (2023) “Towards a Theory of Black Feminist Bricolage: Memory Keeping Within, Beyond and Beneath the Archives.” *A/B Auto/Biography Studies Journal*
- Tanksley, T. (2022) “Race, Education & #BlackLivesMatter: How Digital Resistance Shapes the Educational Experiences of Black Undergraduate Women.” *Urban Education Journal*
- Tanksley, T., & Estrada, C. (2022)** “Theorizing a Critical Race RPP: How Race, Power, and Positionality Inform Research Practice Partnerships in STEM+CS Education.” *International Journal of Research & Method in Education*

- Palomar, M., Salvador-Jones, A., & **Tanksley, T.** (2022). In the Shadow of Violence: Enacting Hope, Healing and Futurity During the Attacks on CRT. *Philosophy and Theory in Higher Education*.
- Harris, J. & **Tanksley, T.** (2020). Multiracial Faculty Members' Experiences with Biculturalism. *Journal of Higher Education*.
- Ryoo, J., **Tanksley, T.**, Estrada, C. & Margolis, J. (2020). Take space, make space: how students use computer science to disrupt and resist marginalization in schools. *Computer Science Education*, 30(3), 337-361.
- Tanksley, T. (2020). Texting, Tweeting and Talking Back to Power: How Online Civic Engagement Shapes the Educational Experiences of Black girls. In *Black Girl Civics: Expanding and Navigating the Boundaries of Civic Engagement*. Information Age Press.
- Tanksley, T. (2019). "Lessons from the borderlands: Learning to leverage multiracial consciousness and multicultural wealth in academe." In *Reimagining the Invisible Knapsack: Narratives of Family Assets, Community Gifts and Cultural Endowments*. Lexington Books
- Tanksley, T. (2019). *Race, Education and# BlackLivesMatter: How Social Media Activism Shapes the Educational Experiences of Black College-Age Women* (Doctoral dissertation, UCLA).
- Tanksley, T.**, Lopez, V. & Martinez, F. (2017). "Invoking Agency: Talking About Racial Diversity and Campus Climate on Social Media." *InterActions: UCLA Journal of Education and Information Studies*, 13(2).
- Tanksley, T. (2016). Education, Representation, and Resistance: Black Girls in Popular Instagram Memes. in S. Noble & B. Tynes (Eds.), *Intersectional Internet: Race, Sex, Class and Culture Online*. Peter Lang.

ACCEPTED MANUSCRIPTS

- Tanksley, T. (in press) "There's no single space we can go to escape Black Death online:" Understanding the Intersections of Race, Trauma and Algorithmic Anti-Blackness for African American Youth. *Towards a Digital Justice*
- Tanksley, T. (in press). "Utilizing Critical Race Technology Theory to Design Race-Conscious and Justice-Oriented Technologies with Black Youth." *The Connected Learning Lab Human Experience (HX) Collection*. MIT Press.
- Tanksley, T., Wortman, A., & Ito, M. (in press) "Building a Homeplace in STEM: Leveraging Community Cultural Wealth to Foster STEM Resilience for Youth of Color." *Home(place): Honouring, (Re)membering and (Re)storying the process of Matriarchal Worlding as Kinship*. Demeter Press.
- Hunter, A. & **Tanksley, T.** (in press). "A critical race analysis of Black memetic resistance: Memes as a cultural remedy." *The Meme Reader*
- Tanksley, T. (in press) "Towards a critical race algorithmic literacy: How Black Youth "Talk Back" to Algorithmic Bias and Platformed Racism." In Eds. Antero Garcia & P. Nichols, *Literacies in the Platform Society: Histories, Pedagogies, Possibilities*. Routledge.
- Tanksley, T.** & Hunter, A. (in press). "Black youth, digital activism and racial battle fatigue: How Black youth Enact Hope, Humor and Healing Online." In J. Connor (Eds.) *Handbook of Youth Activism*. United Kingdom: Edward Elgar Publishing Ltd

MANUSCRIPTS UNDER REVIEW

- Tanksley, T.** & Lizarraga, J. Abolitionist Tech and Cyborg Literacies: How We Build the Schools We Want to Learn In. *Theory Into Practice*. (Invited Submission)
- Tanksley, T. Critical race algorithmic literacy: Disrupting Algorithmic Anti-Blackness in Schools and AI. *English Teaching: Practice & Critique*
- Shaw, M., Toliver, S. & Tanksley, T. The Internet Doesn't Exist in the Sky: Literacy, AI, and the Digital Middle Passage.

PEER REVIEWED CONFERENCE PAPERS

- Stine, E., Tanksley, T., & Javernick-Will, A. (2022, August). Passing Along Experiential and Learned Understandings of Inequality: Marginalized Communities are Shapers of Humanitarian Engineers. In *2022 ASEE Annual Conference & Exposition*.
- Tanksley, T. (2022). "Building a Homeplace in STEM: Leveraging Community Cultural Wealth to Foster STEM Resilience for Youth of Color" Connected Learning Summit, July 2022
- Tanksley, T. (2022). "Towards a critical race techno-literacy: Fostering Students' Ability to Read, Resist and Revise a Racism in the Digital." National Association for Media Literacy Education (NAMLE), July 2022
- Tanksley, T. (2022). "Tech, Trauma and Transformational Resistance: How Black Girls Use Technology to Combat and Cope with Black Death, Dying and Spirit Murder" American Educational Research Association (AERA) Conference, April 2022
- Tanksley, T. (2022). "The Marathon Continues...in Computer Science: How Black Girls Use Technology to Grieve Black Death in STEM." American Educational Research Association (AERA) Conference, April 2022
- Tanksley, T. & Estrada, C. (2021). "Theorizing a Critical Race RPP: How Race, Power and Positionality Inform Research Practice." Association for the Study of Higher Education (ASHE) Conference, November 2021
- Tanksley, T., Estrada, C. & Ryoo, J. (2020). "Equitable for whom? How Race, Power and Positionality Inform Research Practice." American Educational Research Association (AERA) Conference, April 2020
- Tanksley, T. (2019). "Bridging Theory to Practice: Conducting Culturally Responsive Interviews with Historically Marginalized Youth in STEM." Connected Learning Summit, October 2019.

COURSES TAUGHT

Critical Race Theories in Education: Exploring the RaceCrits <i>CU Boulder, School of Education Graduate Course</i>	Fall 2022
Qualitative Methods <i>CU Boulder, School of Education Graduate Course</i>	Fall 2021, Spring 2022
Intro to Critical Race Theory <i>CU Boulder, School of Education Graduate Course</i>	Spring 2021
Education and Society <i>CU Boulder, School of Education Undergraduate Course</i>	2020 - 2023
Race, Resistance and Technology <i>UCLA, Vice Provost Initiative for Pre-College Scholars</i>	Summer 2020, 2021
Social Justice Research <i>UCLA, Mellon Mays Summer Research Institute Undergraduate Course</i>	2017
Introduction to Equity-Oriented Research <i>UCLA, Student Affairs Information & Research Office Undergraduate Course</i>	2016 – 2018
Race, Gender and Educational Inequality <i>UCLA, Vice Provost Initiative for Pre-College Scholars</i>	2015 – 2019
Critical Perspectives on Educational Research <i>UCLA, School of Education Undergraduate Course</i>	2015

CONFERENCE PRESENTATIONS

Tanksley, T. (2023) “Fostering Critical Race Computational Thinking in Computer Science : Co-Designing Abolitionist Technologies with Black Youth”

- Invited speaker | AERA Presidential Session (April, 2023)

Tanksley, T. (2023). Toward a Critical Race Technology Theory in Education: Interrogating Sociotechnical Racism in Educational Research, Pedagogy, and Practice

- Roundtable Session, American Educational Research Association (AERA), April 2023

Tanksley, T. (2022). The Marathon Continues...in Computer Science: How Black Girls Encode Narratives of Hope, Healing and Futurity into CS Technologies”

- Accepted Paper, International Conference on Urban Education (ICUE), November 2022

Tanksley, T. (2022). Towards a critical race techno-literacy: Fostering Students' Ability to Read, Resist & Revise Algorithmic Racism

- Accepted Paper, International Conference on Urban Education (ICUE), November 2022

Tanksley, T. & Aguilar, D. (2022). Critical Race Digital Content Analysis.

- Accepted Paper, Association for the Study of Higher Education (ASHE) Conference, November 2022

Tanksley, T. (2022). Towards a critical race techno-literacy: Fostering Students' Ability to Read, Resist & Revise Algorithmic Racism with/in Digital Technology.

- Accepted Paper, National Association for Media Literacy Education (NAMLE) Conference, Summer 2022

Tanksley, T. (2022). Tech, Trauma & Transformational Resistance: How Black Girls Use CS Technologies to Cope with Black Death, Dying and Spirit Murder

- Accepted Paper, American Educational Research Association (AERA) Conference, April 2022

Tanksley, T., Camignan P., & Lane, M. (2022). Keys to the City: Nipsey Hussle, Marathon Education, and the Celebration of South Central

- Accepted Symposium, American Educational Research Association (AERA) Conference, April 2022

Tanksley, T. (2022). The Marathon Continues...in Computer Science: How Black Girls Use Technology to Grieve Black Death in STEM

- Accepted Research Paper, American Educational Research Association (AERA) Conference, April 2022

Tanksley, T. (2020). Coding a Counter-Story: Girls Leveraging Computer Science to Foster Racialized Healing & Resistance in School

- Accepted Poster. Harvard Annual Alumni of Color Conference. February 2020

Tanksley, T., Estrada, C. & Ryoo, J. (2020). Equitable for whom? How Race, Power and Positionality Inform Research Practice Partnerships

- Accepted Research Paper, American Educational Research Association (AERA) Conference, April 2020 (Canceled due to Coronavirus)

Ryoo, J., Margolis, J., Tanksley, T. & Estrada, C. (2020) Minoritized Students’ Engagement, Identity and Agency in Computer Science: Listening to the Students Themselves

- Accepted Panel. The ACM Technical Symposium on Computing Science Education (SIGSCE), March 2020, Canceled due to Coronavirus)

Ryoo, J., Margolis, J., Estrada, C., Tanksley, T., Guest-Johnson, D., Mendoza, S. (2019). Student Voices: Equity, Identity, and Agency in CS Classrooms.

- Accepted Poster. Research on Equity & Sustained Participation in Engineering, Computing, & Technology (RESPECT) Annual Conference, Minneapolis, MN

Ryoo, J., Chapman, G., Flapan, J., Goode, J., Margolis, J., Ong, C. Estrada, C., Skorodinsky, M., Tanksley, et al. (2019).

Going Beyond the Platitudes of Equity: Developing a Shared Vision for Equity in Computer Science Education.

- Accepted Panel. Annual Conference for the Special Interest Group on Computer Science Education (SIGCSE), Minneapolis, MN.

Ryoo, J., Margolis, J., Estrada, C., Tanksley, T., Guest-Johnson, D. (2019). CS for All: An Intersectional Approach to Unpacking Equity in Computer Science Education.

- Accepted Poster. American Educational Research Association (AERA) Annual Conference, Toronto, CA.

Ryoo, J., Margolis, J., Tanksley, T., Estrada, C. (2020). Minoritized Students' Engagement, Identity, and Agency in Computer Science: Listening to the Students Themselves.

- Accepted Paper. Annual Conference for the Special Interest Group on Computer Science Education (SIGCSE), Portland, OR (Canceled due to Coronavirus)

Ryoo, J., Estrada, C., Tanksley, T., Margolis, J., Foseca, A., Tirado, A., Ware, B (2020). Computing at the Intersections: How Race, Gender and Culture Reshape and Redefine CS identity for Minoritized Students.

- Accepted Poster. American Educational Research Association (AERA) Annual Conference, San Francisco, CA (Canceled due to Coronavirus)

SERVICE & PUBLIC SCHOLARSHIP

RESEARCH SPOTLIGHTS

Tanksley, T. (November 2023). "AI Technology Threatens Educational Equity for Marginalized Students." *Progressive Magazine*.

Tanksley, T. (June 2023). "How Social Media Algorithms Hurt Black Girls." *Parents Magazine*, Invited Contribution. (<https://www.parents.com/algorithms-profit-from-violence-against-black-people-7509845>)

Tanksley, T. (December 2022). "When Black Death Goes Viral: How Algorithmic Racism Impacts Black Youth." *SAGE Journal*, Annual Research Spotlight Selection.

Tanksley, T. (July 2022). Building Race-Conscious and Justice-Oriented STEM Spaces: Learning from Women of Color Educators. *Connected Learning Alliance Blog*. (<https://clalliance.org/blog/building-race-conscious-and-justice-oriented-stem-spaces-learning-from-women-of-color-educators/>)

Ito, M., Odgers, C. Salen, K., Schueller, S. & **Tanksley, T.** (March 2021). "Spaces of Refuge: Supporting Youth Wellbeing Through Equitable and Relatable Online Connection." *Connected Learning Lab: Spaces of Refuge Series*. (Published Online). <https://connectedlearning.uci.edu/spaces-of-refuge-series/>

Tanksley, T. (Aug 2020). "Finding Peace During the Protests: Digital Wellness Tools for Black Girl Activists." *Common Sense Media*. (Published Online). <https://www.common Sense Media.org/finding-peace-during-the-protests-digital-wellness-tools-for-black-girl-activists-tiera-chante-tanksley>

Tanksley, T. (June 2020). "Black Boys are losing their lives, but Black girls...we're losing our minds: Youth Mobilizing Social Media for Healing in the Black Lives Matter Movement." *Connected Learning Alliance Blog* (Published Online) <https://clalliance.org/blog/black-boys-are-losing-their-lives-but-black-girls-were-losing-our-minds-youth-mobilizing-social-media-for-healing-in-the-black-lives-matter-movement/>

Tanksley, T. (Aug 2020). "Black people are dying so Black girls seek solace in safe scrolling." *Youth Radio* (Published Online). <https://yr.media/health/black-people-are-dying-so-black-girls-seek-solace-in-safe-scrolling/>

INVITED TALKS

"Race, Abolition and AI: Critical Race Approaches to EdTech and Tech Design with Black Youth"

- Massachusetts Institute of Technology | MIT Media Lab (Oct 4, 2023)

"Fostering Critical Race Computational Thinking in CS: Preparing Youth to "Talk Back" and "Bring Wreck" to Algorithmic Anti-Blackness in Schools and Technology"

- Duke University | Alliance for Identity-Inclusive Computing (September 26, 2023)

Freedom Dreaming in the Digital: Designing Fugitive Worlds and Abolitionist Technologies with Black Youth

- UCLA | Center for Critical Internet Inquiry (June, 2023)

“Race, Racism and Digital Technology: Understanding the Effects of Algorithmic Anti-Blackness on Black Students”

- Harvard University | School of Education (May 4-6, 2023)

“Debugging Black Death in the Digital: How Black Youth Survive, Resist and (Re)Design Anti-Black Technologies Towards Collective Change”

- UC Irvine | Department of Informatics (April 28, 2023)

“Race, Activism & Digital Trauma: Examining the Power and Peril of Social Media Activism for Black Girls”

- Children & Screens (April 27, 2023)

“Race, Activism & Digital Wellness: How Social Media Activism Shapes the Lives and Schooling Experiences of Black Youth”

- New York Public Library Center for Educators and Schools (March, 2023)

“Using CRT to Study Race, Resistance and Technology in Education”

- Critical Race Studies in Education Conference (Oct 2022)

“Post-pandemic Life: Recovering from Burnout and Finding Motivation”

- UCI Connected Learning Conference Conference (July 2022)

“Death, Discipline and Digital Resistance: How Black Youth Leverage Technology to Survive and Resist Anti-Black Racism.”

- CU Boulder Leeds School of Business Alumni Career Webinar Series (April 2021).

“Navigating Professionalism and Anti-Blackness in the Academy.”

- CU Boulder | College for Media, Communication and Information (March 2021).

“Co-Designing for Black Lives: How Black Youth Leverage Computer Science to Design and Deploy Race-Based Mental Health Spaces Online”

- UC Irvine | Youth Connections for Wellbeing Showcase (March 2021).

“Death, Dying & the Necro-Digital Internet: Critical Examinations of #YouthActivism and Racial Trauma Online.”

- UC Irvine | Connected Learning Alliance Speaker Series (Feb 2020)

MEDIA INTERVIEWS

- Braithwaite, Patia (February 2023). New York Times Expert Consultant: The Mental Health Effects of Viral Police Killings (*Interview*)
- Zalaznick, M. (April 2021). “Why one group of Black students prefers online learning.” (*Interview*)
- Ruf, J. (Aug 2020) “New Media, New Possibilities: How Social Media Is Shaping Today’s Social Movements.” *Diverse Issues in Higher Education*. (*Interview*)