

Dr. Tia C. Dolet

Curriculum Vita

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RESEARCH INTERESTS

- **Safety, Inclusivity, and Well-Being in Urban Schools:** Examine the socioemotional and physical safety of students at the intersections of race, gender, sexuality, and socioeconomic status; Analyze systemic under-protection and criminalization of students, with emphasis on school discipline, LGBTQ+ experiences, and gender-based violence; Prioritize fostering environments of belonging, resilience, and holistic student well-being.
- **STEM Education Access, Equity, and Career Pathways:** Investigate the STEM engagement and retention of minoritized K-12 and postsecondary students through an intersectional lens; Explore non-traditional pathways to STEM learning, while integrating workforce and career development initiatives that empower marginalized youth populations; Focus on reimagining equitable access to career-ready skills and opportunities.

EDUCATION

Ph.D. (2025)

University of North Carolina at Charlotte
College of Education
Department of Middle, Secondary & K-12
Major: Curriculum & Instruction
Concentration: Urban Education
GPA: 3.8

Quantitative Analyses Graduate Certificate (2021)

University of North Carolina at Charlotte
Statistical software proficiency: R/RStudio and SPSS

M.Ed. (2016)

University of Maryland, College Park
College of Education
Department of Teaching and Learning, Policy and Leadership
Major: Curriculum and Instruction
Concentration: Minority and Urban Education

B.A. (2011)

American University (Washington, D.C.)
Bachelor of Arts
Major: Musical Theatre; Minor: Education Studies

UNIVERSITY TEACHING EXPERIENCE

2020 – 2022

University of Maryland, College Park: *Lecturer, College of Education and the Office of Diversity and Inclusion: CHSE 338*

Designed and facilitated quarterly courses for the Office of Diversity and Inclusion and College of Education's Words of Engagement Intergroup Dialogue Program (WEIDP), engaging 200+ students in critical discussions on gender, sexuality, race, and citizenship, fostering inclusive dialogue and cross-cultural understanding; Developed and delivered both in-person and virtual courses, curating diverse and intersectional reading materials and multimedia resources to

enhance interactive discussions on identity, privilege, and systemic inequities, achieving a 95% student satisfaction rate.

Spring 2020 **University of North Carolina at Charlotte:** *Teaching Assistant, Curriculum and Instruction, Teaching English as a Second Language: EDCI 6204 Multicultural Education:* This master's level course assists teachers and other school staff in the in the development of skills in multicultural curriculum, design and delivery. It examines issues of power, race, class, and privilege that affect the educational success of English language learners and other diverse student populations in today's public schools and addresses the need to develop instructional practices that infuse critical multicultural education into the curriculum.

RECENT WORK EXPERIENCE

- 2021– 2025** **Booz Allen Hamilton, Inc. (Washington, D.C.): Senior Learning Analyst:**
Served as a Curriculum Development SME and Lead Personnel for federal youth (age 16 – 24) workforce development contracts, supporting clients (U.S. Department of Labor – Office of Apprenticeship and Office of Job Corps) in designing and implementing equitable career pathways in alignment with local, regional, and national industry needs; Led a team of four in conducting national research and data analysis on holistic workforce training methodologies, assessing program effectiveness across 15+ federal workforce initiatives, leading to 20 – 40% increases in enrollment and participation rates; Designed and implemented policies and strategic plans to increase credential attainment and participant enrollment/retention, ensuring compliance with key federal workforce regulations and overall agency goals; Oversaw the development of a streamlined, inclusive application process for advanced technical training programs, expanding program participants' access to higher-paying career fields; Facilitated 20+ site visits to contracted job training sites on behalf of federal clients to strengthen agency relationships, assess program effectiveness, and identify on-the-ground challenges and successes; Co-authored internal contract proposals as an education and instructional design SME, driving firm growth in workforce development strategy.
- 2023 – 2024** **United Negro College Fund [UNCF] (Washington, D.C.): K-12 Education Research Fellow:**
Conducted qualitative and quantitative research on K–12 education issues affecting underserved communities, with a focus on equity, access, and student success; Synthesized education data and stakeholder/community feedback to inform strategic recommendations for advocacy, programming, and policy initiatives; Co-authored and contributed to research reports, briefs, and toolkits designed to support families, educators, and policymakers in addressing systemic barriers in education; Collaborated with cross-functional teams and external partners to align research insights with organizational priorities and advocacy goals.
- 2019– 2021** **Johnson C. Smith University (Charlotte, NC): Scholarship Coordinator:**
Secured \$500,000+ in external scholarships and grants, expanding student access to non-university-sponsored funding; Provided personalized scholarship assistance to 250+ undergraduate students, increasing overall applications and awards; Led outreach initiatives, enhancing campus-wide scholarship awareness through workshop; Assisted in expanding the Freshman 40 Experience program, supporting first-year students in navigating campus life and utilizing available resources.

ADDITIONAL TEACHING & ADVISING, & RESEARCH HIGHLIGHTS

- 2025 – present** **The Thirdspace Collective, LLC.: Founder and Principal Consultant:** Collaborate with clients (nonprofit education/youth organizations, community colleges, universities, and K–12 schools) to develop data-informed program development strategies, focusing on initiatives that serve marginalized student populations; Analyze program and participant data to assess equity gaps, student experiences, and program effectiveness, resulting in tailored recommendations that

improved retention, engagement, and learning outcomes; Design and deliver educational and training materials that enhanced culturally responsive instruction and inclusive program delivery, leading to measurable increases in participant satisfaction and impact; Author research briefs and implementation guides identifying academic opportunity gaps and highlighting best practices, enabling clients to integrate evidence-based strategies that support student achievement and belonging.

- 2018– 2021** **University of North Carolina at Charlotte:** *Graduate Research Analyst, Department of Middle, Secondary and K-12 (part-time):* Analyzed education datasets at district, state, and national levels, co-authoring 5+ publications that influenced evidence-based K-12 policy; Secured \$20,000+ in grants to fund educational research and program development within the College of Education; Co-designed and co-lead a year-long professional development series for 100+ educators, improving teacher confidence in culturally competent teaching strategies by 45%; Partnered with an alternative high school to revise Career Technical Education (CTE) curricula, aligning school-wide student interests with local industry needs.
- 2016 – 2018** **The Universities at Shady Grove (Rockville, MD):** *Student Success Coordinator:* Led recruitment, advising, and case management for multicultural, first-generation transfer students in the Achieving Collegiate Excellence and Success (ACES) Program; Implementing retention best practices that resulted in a 96% degree completion rate and 84% job placement/graduate school enrollment; Partnered with university services, community organizations, and Maryland state universities to provide academic and career workshops, monitor student progress, and promote bachelor's programs; Conducted workshops for families and community stakeholders to enhance awareness of the affordable college pathways options available at USG; Developed and executed program evaluations, leveraging assessment data to refine initiatives and report outcomes to stakeholders through detailed reports and infographics; Revamped the summer bridge program for high school seniors by incorporating career exploration and professional development, while training 50+ staff facilitators to enhance program delivery.
- 2014– 2016** **University of Maryland, College Park:** *Graduate Coordinator for Black Student Involvement and Community Advocacy (part-time):* Connected students with campus resources to support their academic and extracurricular success, providing one-on-one advising and launching a bi-weekly informational e-newsletter; Organized culturally responsive campus-wide initiatives that fostered student leadership, professional development, and community engagement, including leading the campus-wide planning committee for Black History Month programming; Designed and facilitated a leadership workshop series tailored for emerging student leaders, equipping them with practical skills for academic and career growth.
- 2012 – 2016** **Crittenton Services of Greater Washington (Silver Spring, MD & Washington, D.C.):** *Youth Development Coordinator:* Designed and implemented college and career readiness curricula for high school girls of color, integrating trauma-informed pedagogy to foster resilience and academic success; Facilitated in-school youth development programs, focusing on self-advocacy, reproductive health, goal setting, and career exploration; Organized work-based learning experiences, including interview prep, college tours, job site visits, and job shadowing to expand career exposure; Led staff training sessions to ensure culturally responsive and inclusive program delivery across multiple sites; Conducted research on challenges impacting teen girls and young mothers of color, resulting in youth-led initiatives and successful policy advocacy efforts; Managed budgets and logistics for enrichment activities, coordinating events that increased access to higher education and workforce pathways; Built strong school and community relationships, connected students to academic and social resources, and conducted field research to expand youth services in high-needs communities.

PUBLICATIONS

Book Chapters

- Richardson, S. & **Dolet, T.** (2022). Social workers and the critical framework for increasing equity in school discipline. In J.A. Williams III and C.W. Lewis (Eds.), *Reimagining school discipline for the 21st century student*. Information Age Publishing. <https://www.infoagepub.com/products/Reimagining-School-Discipline-for-the-21st-Century-Student>
- Anderson, B. & **Dolet, T.** (2022). Margins no more: Centering the needs of minoritized students in gifted education. In J.L. Roberts, T.F. Inman & J.H. Robins (Eds.), *Introduction to gifted education* (2nd ed.). Routledge. <https://www.routledge.com/Introduction-to-Gifted-Education/Roberts-Inman-Robins/p/book/9781032247663>

Articles

- Dolet, T. C.** (2025). Reclaiming Black girlHOOD: An examination of hood feminism and its impact on gender-responsive thirdspace programming in D.C (Order No. 31994805). Available from Dissertations & Theses @ University of North Carolina Charlotte; ProQuest Dissertations & Theses Global. (3196056137). <https://www.proquest.com/dissertations-theses/reclaiming-black-girlhood-examination-hood/docview/3196056137/se-2>
- Dolet, T.,** & Anderson, B. (2023). See me in STEM: Exploring out-of-school STEM education for gifted Black girls. *Teaching for High Potential*, 1–18.
- Anderson., B., **Dolet, T.** (2022). Seek and you shall find: Building STEM education and career pathways for gifted Black girls. *Texas Association for the Gifted & Talented*. <https://tempo.txgifted.org/seek-and-you-shall-find-building-stem-education-and-career-pathways-for-gifted-black-girls%ef%bf%bc/>
- Dolet, T.** & Salas, S. (2021). “So she might know her beauty”: Creating safe spaces for Black girls in the middle grades. *Middle School Journal*, 52(4), 4-12. <https://doi.org/10.1080/00940771.2021.1948293>
- Benson, T.A., Salas, S., **Dolet, T.** & Jones, B. (2021). “Nobody’s mule”: Black womanist caring-agency, urban charters, and the choice to (not) teach. *Equity & Excellence in Education*, 54(3), 317-327. <https://doi.org/10.1080/10665684.2021.2007176>

Policy and Research Briefs

- Dolet, T.** (2019). Upholding civil rights suspension protections in public schools. *The Urban Education Collaborative Research Clearing House*.
- Dolet, T.** (2020). Exploring the impact of childhood trauma on disproportionate school discipline rates for black girls. *The Urban Education Collaborative Research Clearing House*.
- Dolet, T.** (2020). Interrupting the school-to-confinement pipeline for black girls. *The Urban Education Collaborative Research Clearing House*

Editor Journal Issues

- Anderson, J., **Dolet, T.,** & Lewis, E. (2020). *Urban Education Research and Policy Annuals*, 7(1).

Work in Progress

- Dolet, T. (2025).** The 3D Liberatory Thirdspace Framework: Reimagining extracurricular spaces for Black girls.

PRESENTATIONS

International Conferences

- Dolet, T.** (2016, February). “Get out!”: Examining disproportionate school discipline and suspension for black girls. Buesquedas Investigativas (Investigative Searches) Conference. Hosted by the Cuban Educators’ Association. Havana, Cuba.

National Conferences

- Dolet, T.,** Anderson, M. & Peters, C. (2024, July). Breaking barriers, building bridges: High school racial climates’ impact on HBCU exposure. UNCF UNITE Summit for Black Higher Education. Atlanta, GA.
- Anderson, B. & **Dolet, T.** (2021, June). Priming STEM pathways and career pipeline for gifted Black girls. Texas Association for the Gifted and Talented. Austin, TX (virtual).

- Dolet, T.** (2020, February). Ending the normalization of in-school sexual harassment and gender-based violence against Black girls. NAAS Gender & Feminist Studies 28th Annual National Conference. Hosted by the National Association of African American Studies and Affiliates. Dallas, TX
- Dolet, T.** (2019, June). Making dollars make sense: Decreasing financial barriers for first-generation college students. 2019 NASPA Conferences on Student Success in Higher Education. Hosted by NASPA. Orlando, FL.
- Dolet, T.** (2017, October). “Get out!”: Examining disproportionate school discipline and suspension for black girls. Pursuing Extraordinary Outcomes in Public Education Conference. Hosted by the Urban Education Collaborative at the University of North Carolina at Charlotte. Charlotte, NC.
- Bailey, L., **Dolet, T.**, Dougherty, S., Jones, P., Moore-Solorzano, J., Panameno, J., Roy, N. & Sanders, N. (2017, October). Pushed out! Held back! Put down!: The obstacles and solution to wellness and academic success for teen girls of color. In Solidarity We Rise Conference. Hosted by the National Crittenton Foundation. Washington, D.C.

State/Regional Conferences

- Dolet, T.** (2025, August). Beyond the bell: Building justice-focused thirdspaces in schools. D.C. Area Educators for Justice’s Social Justice Curriculum Fair. Washington, D.C.
- Salas, S. & **Dolet, T.** (2021, March). “Nobody’s mule”: Black women’s lives and the choice to (not) teach. Cato College of Education’s Faculty and Graduate Student Research Symposium at the University of North Carolina at Charlotte. Charlotte, NC (virtual).
- Dolet, T.** & Butler, B. R. (2020, April). Discipline disproportionalities & LGBTQ students: A perfect storm of discipline approach. Cato College of Education’s Faculty and Graduate Student Research Symposium at the University of North Carolina at Charlotte. Charlotte, NC.
- Dolet, T.** & Jones-Connor, K. (2019, October). From the classroom to confinement: A closer look at the school-to-prison pipeline for Black girls in Atlanta. Women and Girls in Georgia Conference. Hosted by the Institute for Women's Studies at the University of Georgia. Athens, GA.
- Dolet, T.**, Herrera, M., Povitsky, M., Riehel, J. & Wells, S. (2017, May). Pathways to success: How the Universities at Shady Grove is impacting the educational futures of Maryland students. University System of Maryland Transfer Professional Day 2017. Germantown, MD.

Invited Presentations

- Anderson, B. & **T. Dolet.** (2021, June). Priming STEM pathways and career pipeline for gifted Black girls. Texas Association for the Gifted and Talented. Austin, TX (virtual).
- Dolet, T.** (2021, Jan.) Get free!: Racial justice and equity in education and beyond. Presentation hosted by the Feinstein Institute for Public Service, Providence College. Providence, RI (virtual).
- Dolet, T.** (2018, March). Suspended: An educational dream deferred. Presentation hosted by Florida Association of Women Lawyers and Black Law Student Association- Tampa Bay Chapter. Tampa, FL.
- Dolet, T.** (2016, April). “Get out!”: Examining disproportionate school discipline and suspension for black girls. Presentation hosted by The University of Maryland, College Park’s Multicultural Inclusion and Community Advocacy Center. College Park, MD.
- Dolet, T.** (2015, July). Ending the normalization of sexual harassment and gender-based violence. Crittenton Services of Greater Washington In-Service and Cross-Training. Silver Spring, MD.
- Dolet, T.** (2015, July). Developing self-empowerment in youth using the comprehensive support model. Crittenton Services of Greater Washington In-Service and Cross-Training. Silver Spring, MD.

Contracted Workshops and Professional Development (designed and facilitated)

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| Aug. 2025 | Facilitator Training: Running Programs “The Crittenton Way” for youth development program staff at Crittenton Services of Greater Washington (Silver Spring, MD) |
| July 2025 | Thirdspace Theory in the Youth Development Space for youth development program staff at Crittenton Services of Greater Washington (Silver Spring, MD) |

July 2025	Supporting the Whole Girl: Intersectionality in Practice for youth development program staff at Crittenton Services of Greater Washington (Silver Spring, MD)
Oct. 2019 – Feb. 2020	Race & Education Professional Development Series for educators at Newell Elementary School, co-facilitator (Charlotte, NC)

GRANTS (funded)

Dixon-Payne, D., **Dolet, T.**, Lewis, E., Teasdel (2019). Funding for High T.E.A. Programming for Young Ladies at Turning Point Academy, (\$2,875), Women + Girls Research Alliance (W+GRA) Seed Funding Grant, UNCC. Role: Project Co-Director

SCHOLARSHIPS & FELLOWSHIPS

April 2019	Graduate Student Life Fellowship, UNCC
Sept. 2015	The Connie Linding Scholarship, The National Crittenton Foundation

AWARDS

April 2019	Bridging Opportunity, Love, and Determination (BOLD) Agent of Change 2019 National Recipient, The National Crittenton Foundation
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SERVICE

Youth and Undergraduate Workshops and Programming: Designed, Organized & Facilitated

June – Aug. 2020 **Our Voices Summer Digital Workshop Series** with Crittenton Services of Greater Washington for teen girls, grades 8 -12 (Washington, DC- *virtual*)

October 2019 **Securing Funding for Graduate School** for McNair Scholars at Johnson C. Smith University (Charlotte, NC)

March & April 2019 **Turing Dreams into Realities: Exploring College & Career Pathways** for the young women at Florence Crittenton Services (Charlotte, NC)

May 2019 **High T.E.A. (Teaching, Empowering & Affirming)** for high school girls at Turning Point Academy (alternative disciplinary redirection school- Charlotte, NC)

April 2018 **Leadership Weekend Retreat** with Crittenton Services of Greater Washington for teen girls, grades 8-12 (Silver Spring, MD)

November 2017 **Syndesis: Greek Terps Leadership Retreat**
Focused on diversity training; Hosted by the Department of Fraternity and Sorority Life, UMD, College Park for undergraduate students in Greek organizations (College Park, MD)

March – April 2016 **Black Men's Leadership Series** with Multicultural Involvement and Community Advocacy, UMD for undergraduate students (College Park, MD)

February 2016 **B(l)ack Talk** with Multicultural Involvement and Community Advocacy, UMD for Undergraduate students (College Park, MD)

April 2015 **Inaugural Advancing Black Leadership and Education Conference** hosted by the Black Graduate Student Union, University of Maryland, College Park for Undergraduate students (College Park, MD)

Campus & Department Leadership

Oct. 2020 – May 2021 **Graduate Liaison**, Black Women & Girls' Research Initiative, UNCC

Aug. 2020 – May 2021 **Committee Member**, Cato College of Education Graduate Curriculum Committee, UNCC

April 2019 – Aug. 2021 **Graduate Student Co-Editor**, Urban Education Research and Policy Annuals, UNCC

Oct. 2019 – May 2020 **Fellow**, Doctoral Fellows, The Urban Education Collaborative, UNCC

Sept. 2019 – May 2020 **Member**, Urban Educators for Change, UNCC

April 2019 – May 2020 **Graduate Life Fellow**, Center for Graduate Life, UNCC

Oct. 2014 – May 2016 **Black Graduate Student Union**, President, UMD

Additional Research Volunteer Projects

Aug. 2025 – present **Justice for Black Girls, Research and Evaluation Team Volunteer**
Support organization's research and program evaluation initiatives to further their mission of supporting and uplifting Black girls

June 2025 – present **Techsgiving, Workforce Development and Program Evaluation Advisor**
Support tech equity organization with their program development and evaluation efforts

April 2021 **Black Girls' Film Camp**
Research team member and youth mentor for program participants

Dec. 2020 **STEM-OPS Alliance Collective Mapping Project**
Collaborative community mapping initiative to discuss factors that impact STEM education for incarcerated people and returning citizens