

Jordan Mosby

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[LinkedIn](#)

Summary:

Sociology Ph.D. candidate at Brown University with expertise in equity-centered research, qualitative analysis, and program evaluation. Experienced in working with multi-stakeholder research initiatives, coding and analyzing complex datasets, and producing actionable insights for organizations like the Wallace Foundation and the Bill & Melinda Gates Foundation. Dedicated to advancing equity and inclusion through impactful research, collaboration, and mentorship.

WORK EXPERIENCE

Brown University

Researcher, January 2023- Present

- The Comprehensive Assessment of Leadership Learning-Equity Centered Leadership (CALL-ECL) project partners principles from eight school districts across the U.S. with local universities to undergo equity-centered leadership training, funded by a 108M grant from the Wallace Foundation.
- Conducting qualitative data collection through in-person meetings and interviews with district-level staff, and university partners. Coding and analyzing data for research briefs that summarize district accomplishments for grant funders, the Wallace Foundation.
- Leading and co-leading several research papers that analyze the relationship between school districts and their project partners as well as mapping equity definitions onto district practices and actions.

Keecha Harris and Associates (KHA) | Birmingham, Alabama (Remote)

Fellow, February 2023- December 2023

- Coded and analyzed 15+ interviews and 20 surveys of organizational leaders in preemption to produce findings on best practices for racial equity in the preemption field. Responsible for writing final report components in collaboration with colleagues, including methodology and data procedures, data finding and analysis, literature review, recommendations, and research limitations.

Intern, April 2022- January 2023

- Designed and disseminated an assessment tool to evaluate the capabilities of over 15 organizations seeking to serve as a partner in four distinct areas of work within the Bill and Melinda Gates Foundation.
- The final deliverable included a detailed analysis of each finalist, recommendations on potential partners for each of the four areas of work, and a capability-building plan for each potential partner.

Consultant, August - December 2021

- Analyzed data in academic and professional fields to develop a report on diversity, equity, and inclusion (DEI) best practices. This report was aimed at fostering the belonging of Black/ Indigenous/ People of Color (BIPOC) employees in the economic mobility field. Presented findings to the leadership team in economic mobility and opportunity at the Bill and Melinda Gates Foundation.

Brown University

Researcher, February 2022- December 2023

- Investigated how COVID-19 alters K-12 educational resources (revenue, spending, staff) and whether implications differ by state funding progressivity or by race/SES either between or within districts. I conducted, coded, and analyzed over 20 interviews with superintendents throughout the State of Michigan for a research paper currently under review.

California State University, Fullerton

Graduate Student Mentor June 2020- August 2022

- Provided extensive guidance to eight Mellon Mays Undergraduate Fellows through one-on-one advisement. Designed and executed programmatic events to assist students in developing their research projects and preparing conference presentations.
- Delivered informative presentations on preparing for and navigating graduate school and conference presentations.

EDUCATION

Brown University, Providence, RI

Ph.D., Sociology, expected Dec 2025

Dissertation: “Moving South: The Post-Migratory Experiences of the Black Middle-Class”

Committee: Prudence Carter (chair), Emily Rauscher, and Laura Lopez-Sanders

Brown University, Providence, RI

M.A., Sociology, May 2022

Thesis: “Black in School: How Race Impacts the Effects of Concerted Cultivation on Educational Success”

Morehouse College, Atlanta, GA

B.A., Sociology, Summa Cum Laude, Phi Beta Kappa, 2019

INVITED TALKS

- Panelist, “Choosing a Graduate School” Mellon Mays Gap Bootcamp. September 22, 2021
- Presenter, “Surviving Graduate School, California State University, Fullerton. April 28, 2021.

TEACHING EXPERIENCE

- Teaching Assistant, Brown University, *Criminal Courts & the Law in the Era of Mass Incarceration*, Summer 2021
- Teaching Assistant, Brown University, *Power, Knowledge and Justice in Global Social Chang*, Spring 2021

PUBLICATIONS

Molle, Daniella, Emily Handsman, April Peters-Hawkins, Wehmah Jones, John Diamond, Emily Nott, Yeonsoo Choi, Mark White, Carl Greer, **Jordan Mosby**, and Richard Halverson. 2024. “Dynamics in District–University Partnerships Focused on Leadership for Equity.” *Education Sciences* 14(11):1221. doi: [10.3390/educsci14111221](https://doi.org/10.3390/educsci14111221).

PAPERS UNDER REVIEW AND IN PREPARATION

Molle, Daniella; John Diamond; Emily Handsman; Yeonsoo Choi; Wehmah Jones; **Jordan Mosby**; Richard Halverson. “Change Frames: How District Teams Approach the Building of Systems that Support Leadership for Equity,” *under review*

Mosby, Jordan, Emily Handsman, John Diamond, Daniella Molle, Wehmah Jones, and Richard Halverson, ““Alignment” or “Radical Visioning”: How District Partnership Teams Define and Actualize Equity for District Leadership,” *in preparation*

SELECTED AWARDS AND HONORS

Graduate Research Travel Grant, \$1,000, Brown University Graduate School	2022
Graduate Research Grant, \$500, Joseph Feinberg Memorial Fund	2022
Predocotrual Research Development Grant, \$2,500, Social Science Research Council	2022
Graduate Research Fellowship Award, \$2,000, Taubman Center	2022
Graduate Research Fellowship, \$102,000, National Science Foundation	2021
Graduate Student Enhancement Grant, \$2,000 Social Science Research Council	2020 & 2021
Inductee, Phi Beta Kappa	2019
Award Winner, Southeastern Undergraduate Sociology Symposium	2019
Outstanding Poster Presentation in the Social Sciences, Annual Biomedical Research Conference for Minority Students	2018