

**Goli M. Rezai-Rashti**  
**Curriculum Vitae**

**Professor**

Critical Policy, Equity and Leadership Studies  
Faculty of Education  
The University of Western Ontario (UWO)  
1137 Western Ontario  
London, ON, Canada N6G 1G7  
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Email: grezaira@uwo.ca

**EDUCATION**

1986	PhD, Educational Theory (Sociology)	University of Toronto
1977	MA, Educational Theory (Sociology)	University of Toronto
1974	BA Honours, Sociology	National University of Iran

**Certification**

1981 Ontario Teaching Certificate (OCT), Primary and Junior

**FACULTY APPOINTMENTS**

2012-Present	Professor, Education, UWO
2017 (July 1-January 1)	Acting Chair, Critical Policy, Equity and Leadership Studies, Education, UWO
2011-2012	Associate Dean, Graduate Program, Education, UWO
2005-2012	Associate Professor, Education, UWO
2000-2005	Assistant Professor, Education, UWO
1997-1999	Seconded Faculty, Education, York University
1994-1999	Lecturer, Sociology & Women Studies, University of Toronto
1992-1997	Lecturer, Founders College, York University
1991-1994	Lecturer, Education, OISE/University of Toronto

**OTHER PROFESSIONAL POSITIONS**

1989-1997	Program Advisor, Curriculum, Toronto District School Board (TDSB)
1988-1989	Lead Instructor, Adult Basic Education, TDSB
1986-1988	Coordinator, Education, COSTI Education Centre
1981-1982	Teaching Assistant, Atkinson College, York University
1981-1986	Teacher, Toronto Board of Education
1978-1979	Researcher, Adult Education, UNESCO-UNDP-Iran
1977-1978	Teaching Assistant, Education, OISE/UofT
1976-1978	Graduate Assistant, Education, OISE/UofT
1973-1975	Research Assistant, Adult Education, UNESCO-UNDP-Iran

### **DISTINCTIONS**

2023-2024	Excellence in Graduate Teaching, Faculty of Education, UWO
2019-2020	Excellence in Graduate Teaching, Faculty of Education, UWO
2019-2020	Nominated for Lisa Faden Best Supervision Award, Faculty of Education, UWO
2018-2019	Excellence in Graduate Teaching, Faculty of Education, UWO
2017-2018	Excellence in Graduate Teaching, Faculty of Education, UWO
2016-2017	Excellence in Graduate Teaching, Faculty of Education, UWO
2015-2016	Excellence in Graduate Teaching, Faculty of Education, UWO
2011-2013	Faculty Scholar Award for Excellent Record in Teaching and Research, UWO, (\$14000)
2010-2011	University Students' Council (USC) Award of Excellence in Undergraduate Teaching, UWO
2009-10	Nominated for the Faculty of Education Award of Excellence in Undergraduate Teaching, UWO
2009-10	USC Award of Excellence in Teaching, UWO
2008-09	Nominated for the Faculty of Education Award of Excellence in Undergraduate Teaching, UWO
2008-09	USC Award of Excellence in Teaching, UWO
2007-08	USC Award of Excellence in Teaching, UWO
2000-01	USC Award of Excellence in Teaching, Education (Pre-service), UWO
1978-1980	Ministry of Science and Higher Education Fellowship, Iran
1976-1980	UNESCO Fellowship for Graduate Studies, Iran

### **FELLOWSHIPS & GRANTS**

2021-2022	<b>Principal Investigator, Faculty Research Internal Award) (\$7000)</b> The experiences of racialized international students in higher education during the COVID-19 Pandemic in Ontario
2018-2023	<b>Co-Investigator (SSHRC Insight Grant) (\$253,000)</b> <i>Inacting Equity Policy in Ontario</i>
2014-2020	<b>Principal Investigator (SSHRC Insight Grant) (\$180,440)</b> <i>Accountability and the impact of standardized testing on equity education and the achievement of minority students in Canadian and Australian schools</i>
2013	<b>Principal Investigator (International UWO Award) (\$6,604)</b> <i>Women and Higher Education in the Islamic Republic of Iran</i>
2013-2015	<b>Principal Investigator (Bridge) (\$17,748)</b> <i>Globalization, Accountability and the Achievement of Immigrant and Minority</i>

2010-2013 *Students in Toronto*  
**Co-Investigator (SSHRC) (\$95,436)**  
*Beyond the crisis of failing boys: Investigating which boys and which girls are underachieving*

2006-2009 **Co-investigator (SSHRC) (\$114,019)**  
*Investigating the influence of male teachers as role models in elementary schools*

2006-2009 **Principal Investigator (SSHRC) (\$85,694)**  
*Women and higher education in post-revolutionary Iran 1979-2005*

2004-2005 **Principal Investigator (International UWO Award) (\$6,900)**  
*Globalization and Educational Restructuring in Ontario*

2004-2005 **Principal Investigator (R&D Funding) (\$2,500)**

2003-2004 **Principal Investigator (R&D Funding) (\$2,500)**

2003-2004 **Principal Investigator (SSHRC) (\$2,261)**

2001-2004 **Principal Investigator (SSHRC) (\$65,000)**  
*Globalization, educational restructuring, and curriculum reform in Ontario: An institutional ethnography*

2002-2003 **Principal Investigator (SSHRC UWO Travel) (\$1,000)**

2000-2003 **Co-Investigator (SSHRC) (\$233, 213)**  
*The woman teacher in Twentieth-Century Ontario*

2000-2001 **Principal Investigator (SSHRC UWO) (\$7,997)**  
*Globalization and Educational Restructuring in Ontario*

2000-2001 **Principal Investigator (R&D Funding) (\$2,000)**

1999 **Elementary Teacher Federation (\$10,000)**

1988-1999 **Co-Investigator (Canadian Race Relations Foundation) (\$28,000)**

1999 **York University (\$2,500)**

1987 **Secretary of State for Multiculturalism (\$10,000)**

### Visiting Scholar

Winter 2015 Al-Zahra University, Tehran, Iran  
 Summer 2005 Rutgers University, Centre for Middle Eastern Studies, USA  
 Summer 2001 Mount St. Vincent University, Halifax, Canada.

## TEACHING

### Graduate Courses

EDU9715 PhD Seminar: Critical Policy, Equity & Leadership Studies in Education.  
 EDU9752 Advanced Topics in Equity and Social Justice Education (w/ Wayne Martino)  
 WS580A Postcolonial Theories and Critical Approaches in Women Studies  
 EDU9629 Introduction to Equity and Social Justice  
 EDU9700 Theories of Education  
 EDU9617 Globalization & Educational Restructuring: The Dialectic of Global & Local

EDU5684	Urban Education
EDU567	Race, Culture and Schooling
EDU1984	Racism, Sexism and Colonialism: Pedagogical Implications
EDU1972	Education, Sociology of Women and Gender Relations Summer 1993
EDU1903	The Sociology of Minority Groups Multiculturalism and Policy Making in Education

### **Professional Graduate Courses (EdD Online)**

EDU 9781-650	Dissertation in Practice: Introduction to Research (EdD)
EDU 9706-650	Introduction to Equity, Human Rights, and Social Justice (EdD)
EDU 9706-650,651, 652	Introduction to Equity, Human Rights, and Social Justice (EdD)

### **Professional Graduate Courses (MPED Online)**

EDU 9445-650	Race, Ethnicity and Education (MPED)
EDU 9440-650	Introduction to Equity and Social Justice Education (MPED)
EDU 9447-650	Capstone Project: Infusing Equity into Practice (MPED)

### **Pre-service Teacher Education**

EDU 5474	Teaching in Urban Schools (Year 1)
EDU5424	Teaching for Equity and Social Justice
EDU91	Multicultural Education
EDU64	Critical and Transformative Pedagogies
EDU24	Elementary Social Studies
EDU66	Cross-Cultural Education
EDU3310	Socialization and Human Development
EDUP/J3030	Language Arts

### **Undergraduate Courses**

WS580S	Postcolonial Theories and Critical Approaches in Women Studies
WSTB11Y	Race, Class and Gender
SOC225Y	Sociology of Education
FC1600	Women in Muslim Societies
WST334F	Women in Islamic Societies
SOC330	Sociology of Race and Ethnic Relations
WSTB01S	Feminist Approaches in the Humanities Multiculturalism in Canada: Educational and Social Implications Sociology of Education

### **Independent Reading and Research Graduate Courses**

Al-Nasser Kaddura. The Experiences of second generation Muslim immigrants in Canada. (2024)

Gabriela Rodrigues Oliveira Bortol. The Persistence of colonialism in Brazilian education. (2024)

Shan Yue. Comparative Study of Policy Discourse on International Student Recruitment in China and Canada. (2024).

Hillary Pugh Gender equity in early childhood education (2023)

Vivian Leung Race and antiracism in Education (2022)

Fengchenzi Zhao Feminist methodologies (2021)

Fengchenzi Zhao Gender and higher education (2020)

Polin Sankar-Persad Internationalization, globalization and capitalism: Contexts of international schooling (2018)

Kathleen Sandy-Thompson, Critical policy and equity in education research (2018)

Gabriel Haythornthwaite, Race and austerity in education and social theory (2016)

Melanie Mazier, Globalization, neoliberal rationality and the remaking of subjects in higher education (2016)

Shirin Abdmolaei, Theories of antiracism and intersectionality in education (2016)

Courtney Brewer Cultural capital and refugee students in Canadian Schools (2014)

Phillipa Myers Feminist theories in education (2014)

Jessica Tigar (with Martino) Postcolonial feminism (2014)

Monisha Aurora Introduction to postcolonial studies. (2013)

Wendy Baker Internationalizing education. (2013)

Seema Shahjahan Education and globalization (2013)

Farzaneh Khosrojerdi Antiracism and feminism in education (2010)

Magdalena Stpien Dynamics of power and control in education (2010)

George McAuley Race and antiracism in education (2010)

Vi Vo Educational restructuring and students' achievement (2010)

Erica Pridoehl Gender, race, sexuality and social class in education (2010)

Edelyn Musara Promoting culturally relevant pedagogy in the classroom (2010)

Katarzyna Kalat Globalization and Equity Education (2009)

Ali Khorsandi Taskoh	Education and Internationalization (2009)
Vi Vo	Social class and schooling (2009)
Elida Sanchez Cruz	Women and education in Latin American countries (2008)
Linda Weber	Critical multiculturalism (2005)
Rania Cameil	Women in Muslim societies: Race, class and gender (2005)
Claire Brathwaite	Globalization and education in developing societies (2005)
Farhad Derakhshandeh	Citizenship education and the new Ontario curriculum (2004)
Tracy Intini	Race and curriculum (2003)
Jennifer Buchan	Critical pedagogy and English curriculum (2003)
Candice Fung	Race, gender, and schooling (2002)
Adam Davidson-Harden	Curriculum projects and initiatives in popular and labour education addressing issues of the global economy (2001)

<b>Graduate Supervision</b>	<b>Completed</b>	<b>In Progress</b>
Doctoral Thesis (supervision)	19	2
Master's Thesis (supervision)	28	0
Directed Research Project (supervision)	8	2

### **Ph.D. Supervision**

Vivian Leung, (Supervision with Erica Neeganangwedgin), *Navigating Globalization and Internationalization: A case study of East Asian international students in Canadian Higher Education.* Faculty of Education, UWO. (in Progress)

Feng Chenzi Zhao. *Exploring the lived and affective experiences of Chinese faculty members in Canadian higher education: An intersectional feminist study.* Faculty of Education, UWO. (in Progress)

Gabriel Haythornthwaite, *The politics of Nisga's education self-government,* Faculty of Education, UWO

Kathleen Sandy-Thompson, *Guidance Counselors' Enactment of Educational Equity policies: A Cross-case Analysis of Ontario and Trinidad and Tobago,* Faculty of Education, UWO (Completed 2022)

Yasmeen Hakooz, (Supervision with Shelley Taylor). Proposal in Progress. Started Fall 2018, Faculty of Education, UWO (Completed 2022)

Sarah Halabi, *The experiences of Muslim girls with Islamophobia in high schools in Canada,* Faculty of Education, UWO (Completed 2021)

Melanie Lawrence, *The experiences of faculty members and administrators in the era of neoliberal accountability in higher education in Canada*. Faculty of Education, UWO (Completed 2021)

Shirin Abdmolaei, *Racialized women's experiences with sexual violence: An intersectional analysis*. Faculty of Education, UWO (Completed 2020)

Vi Vo, *Interrupting the "model minority" narrative: Voices of Vietnamese- Canadian youth*, Faculty of Education, UWO (Completed 2019)

Courtney Brewer, *The use of social and cultural capital as refugee parents transition their children to Ontario schools*, Faculty of Education, UWO (Completed 2019)

Phillipa Myers, *The persistence of Latin American female students in higher education in Canada: an intersectional analysis*, Faculty of Education, UWO (Completed 2019)

Bailing Zhang, *The quest for world-class universities in China: Examining faculty members' subjectivities under the logics of neoliberal globalization* (Co-supervision with Wayne Martino), Faculty of Education, UWO (Completed 2018)

Jessica Ticar, *Investigating the transnational identities of Filipina/o/.x youth in Toronto urban high schools: a critical ethnographic study of the impact of Canada's live in/caregiver program*. (Co-supervision with Wayne Martino), Faculty of Education, UWO (Completed 2017)

Allison Segeren, *How Schools do Equity: A policy enactment study of Ontario's Equity Strategy*. Faculty of Education, UWO (Completed 2016)

Anna Lise Trudell, *Girls(') speak: Criticality as agency*, Co-supervision with W. Martino), Department of Women Studies and Feminist Research, UWO (Completed 2016)

Farzaneh Khosrojerdi, *The experiences of female Muslim students in Canadian Universities* Faculty of Education, UWO (Completed 2015)

Allyson Larkin, *Internationalizing Canadian higher education through north-south partnership: A critical case study of policy enactment and programming practices in Tanzania* Faculty of Education, UWO (Completed 2013)

Lisa Faden, *Critical pedagogy and civic education post September 11* (Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2012)

Linda Weber, *Student responses to internationalization: Chinese and Canadian students' experiences*, Faculty of Education, UWO (Completed 2011)

Memee Harvard, *The high price of success: The study of academic persistence among aboriginal women in several Canadian universities*, Faculty of Education, UWO (Completed 2011)

Alfred Masinire, *Postcolonial perspectives on boys, masculinities and schooling in Zimbabwe*

(Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2011)

Adam Davidson-Harden, *Shifts in two in-service teacher education programs, 1995-2003: Exploring global policy discourses and local possibilities*  
Faculty of Education, UWO (Completed 2005)

### **Ph.D. Thesis Membership**

Nyasha Nyereyemhuka, *Embracing the race: How Black women principals construct their professional identities in Ontario Schools*. Faculty of Education, UWO (Completed 2024)

Kate Paterson, *Learning to teach for equity, diversity, and social justice: A mixed methods case study of initial teacher education in Ontario*, Faculty of Education, UWO. (Completed 2023)

Rafaela Lopez, *The experiences of students in alternative education programs in Ontario*. Faculty of Education, UWO. (completed 2022)

Maral Karimi, *A critical exploration of the cycles of dissent in contemporary Iranian resistance movement*, OISE/UT (Completed 2022)

Christine Manser, *Psychological misconceptions and curriculum: A Canadian perspective*, Faculty of Education, UWO (Completed 2020)

Le Chen, *Internationalizing the English for academic purposes curriculum: The enactment of language policy of the international university in an EAP program*  
Faculty of Education, UWO (Completed 2018)

Jenny Ingrey, *The Heterotopic: Examining gender spatiality and subjectification in youth experiences of public school washroom*  
Faculty of Education, UWO (Completed 2013)

Dawn Fyn, *Our stories: Inuit teachers create counter narratives and disrupt the status quo*  
Faculty of Education, UWO (Completed 2014)

Claudine Bonner, *This tract of land: Norh Boxtton, Ontario 1873-1914*  
Faculty of Education, UWO (Completed 2010)

Jeff Rosen, *A cultural studies approach to pre-service teachers' impression of the images of teachers and teaching in films*  
Faculty of Education, UWO (Completed 2006)

Jane Lee Sinden, *The normalization of emotion and the disregard of health problems in elite amateur sport: A case study of retired female rowers*  
Faculty of Education, UWO (Completed 2007)

Rosamund Stooke, *Healthy, wealthy and ready for school: Supporting young children's education and*



*development in the era of the national children's agenda*  
Faculty of Education, UWO (Completed 2004)

### **MA Thesis Supervision**

Brianna Nicolas, *Beyond sports: Black students athletes experiences with race and anti-racist practices*, Faculty of Education, UWO. (Completed 2023)

Amy Williams, *Investigating the perspectives of early years professionals' antiracist practices*, Faculty of Education, UWO (Completed 2022)

Vivian Leung, (Supervision with Erica Neeganangwedgin). *Combating racial microaggression in higher education*. Started 2019. Faculty of Education, UWO. (Completed 2021)

Hassina Alizai, *Investigating the impact of Islamophobia on Muslim students attending higher education* Faculty of Education, UWO (Completed 2017)

Monisha Aurora, *Investigating the experiences of South Asian girls in Canadian high schools* (Co-supervision with Melody Viczko) Faculty of Education, UWO (Completed 2015)

Wendy Baker, *Aligning the International with the Local: An Exploratory Study of the International Baccalaureate Diploma Programme in Ontario Public Schools* Faculty of Education, UWO (Completed 2014)

Melanie Lawrence-Mazier, *Beyond the Neoliberal Imaginary: Higher education, neoliberalism, and critical Pedagogy*, Faculty of Education, UWO (Completed 2014)

Shannan Crowder, *International service learning: Transformational learning through experience* Faculty of Education, UWO (Completed 2014)

Katee Van Campen, *Failing boys and 'successful' girls: Investigating teachers' understanding of gender equity in pro-feminist times* (Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2014)

Kelley Porteous Jones, *Teachers' perception of student diversity and pedagogical choices* (Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2013)

Melani-Anne Atkins, *Black students' perspectives on academic success* (Co-Supervision with Wayne Martino) Faculty of Education, UWO (Completed 2012)

Aruba Mahmu, *Moving Beyond the "Mosqueteria:" A critical analysis of the media's coverage of the religious accommodation of Muslim Students in Ontario Schools* Faculty of Education, UWO (Completed 2012)

Francillia Paul, *Exploring the experiences of Black Caribbean students t a Canadian university* (Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2012)

Anne Elliott, *Gender relations and gender hierarchies in elementary school: Investigating the dynamics of peer group relationships*

(Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2011)

Edelyn Musara, *Investigating the view of pre-service teachers on the significance of teaching for Diversity*, Faculty of Education, UWO (Completed 2011)

Taranjit Saini, *Exploring pre-service teachers' preparation for teaching in urban schools*. Faculty of Education, UWO (Completed 2011)

Julie Holner, *Rural boys and masculinities in South Western Ontario*  
(Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2011)

Daniel Reid, *A philosophical critique of Brophy's motivation to Learn*  
(Co-supervision with Fred Ellet) Faculty of Education, UWO (Completed 2011)

Kasia Kalat, *Standardized testing and experiences of teachers raising students' academic achievement*  
Faculty of Education, UWO (Completed 2011)

David Mara, *Disability, masculinities and teaching: A narrative study*  
(Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2010)

Vi Vo, *Neoliberal education reform: Challenges and possibilities of equity work in Ontario*  
Faculty of Education, UWO (Completed 2010)

Deneine Wallace, *Immigrant women teachers in Southwestern Ontario*  
Faculty of Education, UWO (Completed 2009)

Marina Gallant, *Teachers' understandings and knowledge of bullying: Implications for policy and Practice*  
(Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2009)

Jim Slee, *Campers' Experiences at a social justice summer Camp: Critical pedagogy in practice*  
(Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2009)

Kim Tornabuono, *Gendered authority: Female teachers' perspectives*  
(Co-supervision with Wayne Martino) Faculty of Education, UWO (Completed 2009)

Rania Gameil, *Perceptions of experiences and practices of female Islamic school teachers*  
Faculty of Education, UWO (Completed 2007)

Patricia Dalton, *Globalization and grassroots resistance: Activism for public education in Ontario*  
Faculty of Education, UWO (Completed 2005)

### **M.Ed. Thesis Membership**

Stefano Vacca, *Digital literacies and competencies: Examining teacher candidates' achievement, engagement, attitudes, and personalized learning in technology enhanced environments*, Faculty of Education, UWO (Completed 2020)

Eliana Rosenblum, *Schooling experiences of high school refugee girl students in Ontario: Examining silent exclusion and sense of belonging*, Faculty of Education, UWO (Completed 2020)

Fengchenzi Zhao, *How do Chinese female international students experience gender in applying for academic positions in Chinese institutions?* Faculty of Education, UWO (Completed 2020)

Rezvan Shahsavari Googhari, *How do teachers challenge neoliberalism through a critical pedagogy within and outside of the classroom?* Faculty of Education, UWO (Completed 2017)

Lori-Ann Brown, *Newcomer youths' experience of school*  
Faculty of Education, UWO (Completed 2014)

Alicia Lapointe, *Straight allies: Combating homophobia and interrogating heteronormativity 'straight On'*, Faculty of Education, UWO (Completed 2012)

Katie Lizmore, *Adolescents' perception of gender differences in dating violence*  
Faculty of Education, UWO (Completed 2010)

Jenny Ingrey, *Gender variance and youth: Examining the space in between*  
Faculty of Education, UWO (Completed 2009)

Jill Collins, *How faculties of education prepare teachers for diversity*  
Faculty of Education, UWO (Completed 2005)

Rae Clemens, *Gone summer: Seasons in the lives of women immigrating to Canada to become dietitians*  
Faculty of Education, UWO (Completed 2003)

Paul Simmons, *Gender issues and equity within Canadian high school sports*  
Dean's Representative, Faculty of Education, York University (Completed 2000)

Marion Stephens, *Reframing educational leadership: Bringing the female experience into focus*.  
Faculty of Education, York University (Completed 1999)

### **M.Ed. & MA Directed Research Projects Supervision**

Shan, Yue. *A Comparative Study of Policy Discourses on International Student Recruitment in China and Canada*. Faculty of Education, UWO. (in progress)

Al-Nasser, Kadura Abed. *The educational experiences of an Arab second generation immigrants: An autoethnography*. Faculty of Education, UWO. (in Progress)

Gabriela Rodrigues Oliveira Bortol. Persistence of colonial discourse: *The myth of racial democracy in Brazilian elementary textbooks*. Faculty of Education, UWO. (Completed 2024)

Hillary Pugh, *Gender equity in early childhood education: A literature review*, Faculty of Education, UWO. (Completed 2023)

Kyle Goetti, *Colonialism and its effects on current Canadian health care*  
Faculty of Education, UWO (Completed 2011)

George McAuley, *Anti-racism education: Reflection to practice*  
Faculty of Education, UWO (Completed 2010)

D J. McPherson, *Global citizenship and the international baccalaureate: An action research project*  
Faculty of Education, UWO (Completed 2009)

Tasneem Saloojee, *Anti-racist education: Theory and practice*  
Faculty of Education, UWO

Jennifer Buchan, *Critical pedagogy and secondary English curriculum: Creating possibilities within Ontario's standardized curriculum*  
Faculty of Education, UWO (Completed 2003)

Jagruti Gandhi, *Grade ten literacy test: The effects on teachers*  
Faculty of Education, UWO (Completed 2003)

### **Reader (Master Research Project)**

Jiayi Xu, *Fujoshi culture in China: An Autoethnography*, Faculty of Education, UWO (Completed 2021)

Shuang Zhang, *Teaching and learning: Girls and science engagement in high school*, Faculty of Education, UWO (Completed 2019)

Emanuella Bringi, *Indigenous African-centered education: In support of the academic success of Black students*, Faculty of Education, UWO (Completed 2018)

Melissa Froio, *The impact of gender on teaching: A narrative project*. Faculty of Education, UWO (Completed 2008)

Candice Fung, *Intersecting constructs: Researcher and subject consider Black female subjectivity*  
Faculty of Education, UWO (Completed 2003)

Ting Ping Li, *Children's maintenance of mother tongue abroad: The case of 2 Chinese and 2 Japanese schools in Canada*

Faculty of Education, UWO (Completed 2002)

Zahra Noormohamed, *Ontario's EQAO testing: A perspective of 3 teachers*  
Faculty of Education, York University (Completed 2000)

Zamira Ladha, *Critical cartography: Mapping the view of literature on critical pedagogy*  
Faculty of Education, York University (Completed 2000)

### **External Examiner (Ph.D. Thesis)**

Bahar Tajrobehkar, *From Aleph to Z: Iranian female immigrants' immigration, education and physical education experiences*, University of Toronto (Completed 2020)

Amin Zaini, *Persian speakers' reading critically in Australian context: An analysis of linguistic features, readers' identities and subjectivities*, Deakin University, Australia (Completed 2019)

Tanaz Zargarian, *Iranian women's quest for self-liberation through the internet and social media: An emancipatory pedagogy*, York University (Completed 2019)

Sharmin Dadani, *The politics of standardized testing in Ontario: Critically assessing the impact on learners, teachers and administrators*, OISE/University of Toronto (Completed 2019)

Gloria Lin, *Decolonizing the social imaginaries of British Columbia's international education phenomenon*, University of British Columbia (Completed 2019)

Maria Delucio, *Identities-At-Intersections: The Case of Racialized Female Migrant Teachers in Canada*, OISE/University of Toronto (Completed 2018)

Abdurrahman Ahmad Wahab, *Education in Kurdistan Region at the intersection of nationalism and democracy*, OISE/University of Toronto (Completed 2017)

Robin Liu Hopson, *"People like me": Racialized teachers and the call for community*  
OISE/University of Toronto (Completed 2013)

Maryam Nabavi, *"(Un) Learning citizenship in Canada: Iranian immigrant youth's silences, contradictions, and expressions"*  
Faculty of Education, The University of British Columbia (Completed 2011)

Osma Masood, *At risk: The racialized student marked for educational failure*  
OISE/University of Toronto (Completed 2007)

Jasmin Zine, *Staying on the 'straight path': A critical ethnography on Islamic schooling in Ontario*  
OISE/ University of Toronto (Completed 2004)

### **Internal Examiner (Ph.D. thesis)**

Kayvan Shakouri, *View of multiculturalism in Canada: A metaphor study*, Faculty of Education, UWO. (Completed 2024)

Tarik Faid, *The role of scouting in educating global citizens*, Faculty of Education, UWO. (Completed 2021)

Vanessa Sperduti, *Service learning and its impact on one American host community: A case study*, Faculty of Education, UWO. (Completed 2021)

Kenan Omercajic, *Investigating all-gender bathrooms in Ontario schools: A multi-sited case study*, Faculty of Education, UWO (Completed 2021)

Hiba Barek, *Exploring the experiences of high school Syrian refugee students with interrupted formal education and their teachers in ELD classrooms*, Faculty of Education, UWO (Completed 2020)

Abhilasha Duggal, *Enacting equity policy: A case study of teachers', vice principals', and principals' perspectives in three high-poverty elementary schools in Ontario, Canada*. Faculty of Education, UWO (Completed 2019)

Ayman Massouti, *Inclusion and policy enactment in teacher education: A focus on pre-service teacher preparation for the inclusive classroom*. Faculty of Education, UWO (Completed 2019)

Carol Ann Lane, *Multiliteracies, Meaning making: How four boys' video gaming experiences influence their cultural knowledge-Two ethnographic cases*. Faculty of Education, UWO. (Completed 2018)

Rashed Al-Haque, *The Relationship between Citizenship and Immigration Polices and the Internationalization of Higher Education in Canada*. Faculty of Education, UWO. (Completed 2017)

Karen Gregory, *Individual education plan (IEP) Development for children with developmental disabilities in Ontario public schools: A narrative case study inquiry*  
Faculty of Education, UWO (Completed 2015)

Xiuhua Ke, *"A crosslinguistic/cultural perspective of learning Chinese as a foreign language in Canadian Universities*, Faculty of Education, UWO (Completed 2014)

Anne Watson, *"Men to rescue": The influence of male English teachers on boys' literacy achievement*. Faculty of Education, UWO (Completed 2012)

Kelly Crowley, *Cambodian national education policy: Global wants and/or local needs*  
Faculty of Education, UWO (Completed 2010)

Lucy Karanja, *An investigation into the educational experiences and support for urban Sudanese Refugee children in Kenya: An ethnographic case stud*", Faculty of Education, UWO (Completed 2010)

Mohsen Mahmoudi, *Adult Iranian university students' perceptions of social interactions in Canada*

Faculty of Education, UWO (Completed 2008)

### **Internal Examiner (EdD)**

Kathryn Markham-Petro, *Growing citizens: Students' social emotional learning via school gardens*, Faculty of Education, UWO (Completed 2019)

Mohammad Habib Ullah, *Influence of Leadership approaches on intrinsic motivation of career professionals in Ontario non-profit employment agencies: An exploratory case study*, Faculty of Education, UWO (Completed 2017)

### **External Examiner (M.Ed. MA Thesis)**

Christnia De Silva, *Junior teachers and students' perspectives of culturally responsive pedagogy through texts, technology, and collaboration*, Brock University (2022)

Maral Divangahi, *Gender representation in the Islamic Republic of Iran's grade one textbook*, Department of Interdisciplinary Studies, York University (2020)

Mathew Visser, *Multicultural education in Ontario's teacher education program* Faculty of Education, Brock University (2012)

### **Internal Examiner (M.Ed. MA Thesis)**

Melaie Cloutier, *An autoethnography on teacher professionalism: Identity-restriction and normalization*. Faculty of Education, UWO (Completed 2021)

Kayla Lambie, *Project-based learning (PBL) in science, technology, engineering and mathematics STEM: Perspectives of students with special education needs*. Faculty of Education, UWO (Completed 2020)

Summer Thorpe, *Aboriginal postsecondary education in Canada and the Standing Committee on Aboriginal Affairs and Northern Development: A critical policy analysis* Faculty of Education, UWO (Completed 2013)

Jamie Warren, *First Nation's youth experiences with wellness: A four directions approach* Faculty of Education, UWO (Completed 2013).

Shelley Cooke, *Self-efficacy beliefs of novice elementary FSL teachers* Faculty of Education, UWO (Completed 2013)

Wendy Wash, *Living in this body: Hearing the voices of women with disabilities* Faculty of Education, UWO (Completed 2011)

Kayoumars Aeini, *A comparative/international investigation into the organization and Delivery of English language teaching to adults in Turkey and Canada* Faculty of Education, UWO (Completed 2011)

Nisha Mehta, *Exploring Sri Lankan youth culture: Promoting an understanding of coping strategies and their implications for counselling practice*  
Faculty of Education, UWO (Completed 2009)

Anne Stebbins, *Breaking the silence: Queer female teachers speak out*  
Faculty of Education, UWO (Completed)

Lisa-Lin Efstatheu, *Researching living contradictions in teaching for a more global perspective in home economics education*  
Faculty of Education, UWO (Completed 2003)

## SCHOLARSHIP

### Summary

Books (Co-authored, edited): **5**

Monograph: **1**

Chapters in Books (Refereed): **24**

Papers in Refereed Journals: **32**

Non-refereed Professional Journals: **3**

Special Issues of Journal (Guest Editor(s)): **6**

Papers in refereed Conferences: **55**

Research Reports: **2**

Abstracts and/or Papers Read: **2**

Presentations at Professional Meetings/Workshops, and Other: **78**

### Books

Rezai-Rashti, G., & Mehran, G., Abdmolaei (Eds.). (2019). *Women, Islam and education in Iran*. New York: Routledge.

Lingard, B., Martino, W., Rezai-Rashti, G., & Sellar, S. (2016). *Globalizing educational accountabilities*. New York: Routledge.

Lingard, B, Martino, W & Rezai-Rashti, G. (Eds.).(2016). *Testing regimes, accountabilities and education policy*. New York, London: Routledge.

Martino, W., & Rezai-Rashti, G. (2012). *Gender, race and the politics of role modelling: The influence of male teachers*. New York: Routledge.

Amin, N., Beer F., McPherson, K., Medovarski, A., Miles, A., & Rezai-Rashti, G. (Eds.) (1999). *Canadian woman studies: An introductory reader*. Toronto, ON: Inanna Publications and Education Inc.

### Monograph

Rezai-Rashti, G. (1992). *Persian heritage language curriculum in Canada: A curriculum guide* (with Sima Paribakht) The National Heritage Language Resource Unit, OISE. (In Persian)



### **Series Editor**

Martino, W., Renold, E., Rezai-Rashti, G., Ringrose, J., & Rodriguez, N. (2014-2024). **Routledge Series Editors on *Gender and Sexuality in Education***.

### **Special Issues of Journal (Guest Editor)**

Martino, W., Rezai-Rashti, G., & Lingard, B. (Guest editors). (2013). Gendering in gender Research: Methodological considerations. *International Journal of Qualitative Studies in Education*, 26, 3-4.

Lingard, B., Martino, W., & Rezai-Rashti, G. (Guest editors) (2013). Testing regimes, accountabilities .and education policy. *Journal of Education Policy*, 16(4).

Martino, W., & Rezai-Rashti, G. (Guest editors) (2011). ‘The politics of boys’ education: including the voices of girls, minority boys and teachers’. *International Journal of Inclusive Education* (special issue), 16(4).

Rezai-Rashti, G. (Guest editor) (2004). Educational restructuring on the era of Globalization. *Canadian and International Education*, 33(1).

Amin, N., Donaldson, L., Kechnie, M., Larkin, J., Charnow Lior, K., Rezai-Rashti, G., Staton, P., & Sugarman, R. (Guest editorial board). (1998). Women and education. *Canadian Woman Studies*, 17(4).

Brunt, A., Crosby, A., Giles, W., Korac, M., Juteau, D., Rezai-Rashti, G., & Treviranus, B. (Guest editorial board). (2000). Women in conflict zones. *Canadian Woman Studies*, 19(4).

### **Chapters in Books**

Rezai-Rashti, G & Abdmolaei, S. (2023). Global testing regimes: Accountability, standardization, racial inequality and the audit culture. In F, Rizvi & J, Beach (Eds), *International Encyclopedia of Education: Globalization and Shifting Politics of Education*. Fourth Edition, Elsevier.

Lawrence, M. & Rezai-Rashti, G. (2022). Pursuing Neoliberal Performativity? Performance-Based Funding and Accountability in Higher Education in Ontario, Canada. In J. Zajda & J. Jacob (Eds.), *Discourses of globalisation and higher education reforms*. Dordrecht: Springer ISBN 978-3-030-83136-3

Abdmolaei, S & Rezai-Rashti, G. (2020). Women in Canadian higher education: The paradox of gender parity and equity. In C, Fontanini, K.M, Joshi & S, Paivandi, S (Eds), *International Perspectives on Gender and Higher Education: Student Access and Success* (pp. 273-290), Emerald Group Publishing Limited.

Rezai-Rashti, G & Fereidouni, S. (2019). The voices of female students in Iranian universities: The unintended consequences of university education. In Rezai-Rashti, G, Mehran, G & Abdmolaei, S *Women, Islam and education in Iran*, (pp.35-50). New York: Routledge.

Rezai-Rashti, G. (2019). Introduction: Women, Islam and education. In Rezai-Rashti, G, Mehran, G & Abdmolaei, S, *Women, Islam and education in Iran*, (pp. 1-14). New York: Routledge.

Rezai-Rashti, G., Segeren, A & Martino, W. (2015). Race and racial justice in Ontario education: Neoliberalism and strategies of racial invisibility. In S. Majhanovich & R. Malet (Eds.), *Education for democracy in diversity*, (pp. 141-158). Sense Publishers.

Martino, W., & Rezai-Rashti, G. (2014). Gender polemics, achievement and the policy-research gap: The misalignment and alignment of stakeholder positionalities within a global education policy field and a context of neoliberal governance, In. B. Boufy-Bastick (Ed.), *The international handbook of cultures of educational policy: Comparative international issues in policy-outcome relationships (Volume Two)*, (pp. 3-37). Strasbourg, France: Analytrics.

Rezai-Rashti, G. (2013). Iran: Women and higher education- Negotiating tradition and modernity. In Ahmed, M (Ed). *Education in West Central Asia* (pp.103-122). London: Bloomsbury Academic.

Martino, W., & Rezai-Rashti, G. (2012). Failing boys and the question of what counts as evidence: Investigating masculinities, equity and neoliberal reform agendas in Ontario. In C. Greig & W. Martino (Eds.), *Canadian men and masculinities: Historical and contemporary perspectives* (pp. 159-175). Toronto: Canadian Scholars' Press.

Rezai-Rashti, G. (2011). Exploring women's experience of higher education and the changing nature of gender relations in Iran. In R. Bahramitash & E. Hooglund (Eds.), *Gender in contemporary Iran: Pushing the boundaries* (pp. 45-61). New York: Routledge.

Rezai-Rashti, G. (2011). Memories of difference, dominance and the struggle for social justice: Black women teachers in twentieth century Ontario. In L. F. Townsend & G. Weiner (Eds.), *Deconstructing and reconstructing lives: Auth/biography in educational settings* (pp. 150-158). London: The Althouse Press.

Martino, W., & Rezai-Rashti, G. (2009). Relationships between boys, teachers and education. In J. Budde & I. Mammes (Eds.), *Empirical Research on Boys - Between School, Male Habitus and Peer Culture* (pp. 191-204). VS Verlag, Germany.

Rezai-Rashti, G., & James, S. (2009). Women and higher education in Iran. In J. Zajda & K. Freeman (Eds.), *Race, Ethnicity and Gender in Education* (pp. 45-58). Dordrecht, The Netherlands: Springer.

Martino, W., & Rezai-Rashti, G. (2009). The politics of veiling, gender and Muslim Subject: On the limits and possibilities of antiracist education in the aftermath of September 11. In J. Dillabough, J. McLeod & M. Mills (Eds.), *Troubling gender in education* (pp. 111-125). London & NY: Routledge.

Rezai-Rashti, G. (2009). The assault of neo-liberalism on education reform, restructuring and teaching in Ontario secondary schools. In C. Levine-Rasky (Ed). *Canadian perspectives on the sociology of education* (pp. 307-321). Toronto: Oxford University Press.

Rezai-Rashti, G., & Solomon, P. (2008). Racial identity, equity and the possibility of antiracism pedagogy in teacher education. In L. Davies, S. Majhanovich & J. Zajda, (Eds.), *Comparative and Global pedagogies: Equity, access and democracy in education* (pp. 167-187). Kluwer Academic Publishing.

Rezai-Rashti, G. (2005). Women of color and teaching: Exploring contradictory experiences of immigrant women teachers. In R. Coulter & H. Harper (Eds.), *History is hers: Women educators in twentieth century Ontario*. (pp. 97-110). Alberta: Detselig Enterprises LTD.

Rezai-Rashti, G. (2005). The persistence of colonial discourse: Race, gender, and Muslim students in Canadian schools. In V. Zawilski & C. Levine-Rasky (Eds.), *Inequality in Canada: A reader on the intersection of gender, race, and class* (pp. 178-187). Oxford University Press.

Rezai-Rashti, G. (2005). Unessential women: A discussion of race, class and gender and their implications in education. In N. Mandell (Ed.), *Feminist issues: race, class and sexuality* (4<sup>th</sup> Ed.) (pp. 83-99). Toronto: Pearson Education Canada.

Rezai-Rashti, G. (2002). Initiating equity programs in changing times: Ontario education and issues of social justice and equity. In A. Griffith & C. Reynolds (Eds.), *Equity, Globalization and Education* (pp. 283-300). Calgary: Detselig.

Rezai-Rashti, G. (2001). Third wave feminism: Antiracists, transnationalists, and young feminists speak out (with A. Miles & L. Rundle). In N. Mandell (Ed.), *Feminist issues: Race, class, and sexuality* (pp. 1-22). Toronto, ON: Pearson Education Canada.

Rezai-Rashti, G. (1999). Racism and sexism: the dilemma of working with minority female students in Canadian high schools. In N. Amin et al. (Eds.), *Canadian woman studies: An introductory reader* (pp. 232-242). Toronto, Ontario: Inanna Publications and Education Inc.

Rezai-Rashti, G. (1995). Multicultural education, anti-racist education and critical pedagogy: Reflections on everyday practice. In R. Ng, P. Staton & J. Scane (Eds.), *Anti-racism, feminism and critical approaches to education* (pp. 3-19). Westport: Greenwood Publishers Inc.

Rezai-Rashti, G. (1995). Connecting racism and sexism: The dilemma of working with minority female students. In R. Ng, P. Staton, & J. Scane (Eds.), *Anti-racism, feminism and critical approaches to education* (pp. 87-97). Westport: Greenwood Publishers Inc.

Rezai-Rashti, G. (1989). Women and education in Iran. In G. Kelley (Ed.), *International handbook on women's education* (pp. 455-471). New York: Greenwood Press.

### **Papers in Refereed Journals**

Rezai-Rashti, G., Segeren, A & Abdmolaei, S. (2024). Equity, standardization, and educators' perspectives on the enactment of large-scale standardized testing: A case study of urban schools in Ontario, Canada. *World Studies in Education*, 24(1), 41-67.

Rezai-Rashti, G., Arumuhathas, S., Zhao, C.E & Leung, V. (2024). Investigating the experiences of racialized international students during COVID-19 in Ontario, Canada. *Journal of Higher Education Policy and Leadership Studies*. 5(1), 8-24.

- Rezai-Rashti, G & Lingard, B. (2023). Test-based accountability, standardized testing and racialized students' perspectives in urban schools in Canada and Australia, *Discourse: Studies in the Cultural Politics of Education*. <https://doi.org/10.1080/01596306.2020.1843112>
- Rezai-Rashti, G & Segeren, A. (2023). The game of accountability: The perspectives of urban school leaders in Ontario and British Columbia, Canada, *International Journal of Leadership in Education: Theory and Practice*. <https://doi.org/10.1080/13603124.2020.1808711> .
- Rezai-Rashti, G, Zhang, B, Abdmolaei, S, Segeren, A. (2021). A critical policy analysis of the Ontario Equity and Inclusive Strategy: The dynamics of non-performativity. *Journal of Higher Education Policy and Leadership Studies*, 2(4), 7-25.
- Zhao, C. F & Rezai-Rashti, G. (2021). Knock on the door: The experiences of internationally educated women seeking academic positions in China. *World Studies in Education*, 22(1) 23-44.
- Rezai-Rashti, G, Segeren, A & Martino. W. (2017). The new articulation of equity education in neoliberal times: The changing conception of social justice in Ontario. *Globalisation, Societies and Education*. 15(2), 160-174.
- Rezai-Rashti, G. (2015). The politics of gender segregation and women's access to higher education in the Islamic Republic of Iran: the interplay of repression and resistance. *Gender and Education*, 27(5), 469-486.
- Rezai-Rashti, G. (2013). Conducting field research on gender relations in a gender repressive state: A case study of gender research in Iran. *International Journal of Qualitative Studies in Education*, 26(4), 489-502.
- Lingard, B., Martino, W., & Rezai-Rashti, G. (2013). Testing regimes, accountabilities and education policy: Commensurate global and national developments. *Journal of Education Policy*, 28(5), 539-556.
- Martino, W., & Rezai-Rashti, G (2013). 'Gap talk' and the global rescaling of educational accountability in Canada. *Journal of Education Policy*, 28(5), 589-611.
- Martino, W, Rezai-Rashti, G., & Lingard, B. (2013). Introduction: Gendering in gender research in education: Methodological considerations. *International Journal of Qualitative Studies in Education*. 26(3-4), 391-399.
- Martino, W., & Rezai-Rashti, G. (2012). Rethinking the influence of male teachers, Investigating gendered and raced authority in an elementary school in Toronto. *Review of Education, Pedagogy and Cultural Studies*, 34 (5), 258-281.
- Martino, W., & Rezai-Rashti, G. (2012). Neo-liberal accountability and boys' underachievement: Steering education policy by numbers in the Ontario context. *International Journal of Inclusive Education* 16 (4), 423-440.
- Rezai-Rashti, G., & Moghadam, V. (2011). Women and higher education in Iran: What implications for employment and the 'Marriage Market'? *International Review of Education*, 57(3-4), 419-441.

Rezai-Rashti, G. (2011). Iranian women's increasing access to higher education but limited participation in the job market. *Middle East Critique*, 20(1), 83-98.

Martino, W., & Rezai-Rashti, G. (2012). Neoliberal accountability and the politics of boys' underachievement: Steering policy by numbers in the Ontario context. *International Journal of Inclusive Education*.

Martino, W., & Rezai-Rashti, G. (2012). Introduction. *International Journal of Inclusive Education. Special Issue: The politics of boys' education: Including the voices of girls, minority boys and teachers*, 16(4).

Rezai-Rashti, G., & Martino, W. (2010). Black male teachers as role models: Resisting the homogenizing impulse of gender and racial affiliation. *American Educational Research Journal*, 47(1), 37-64.

Martino, W., & Rezai-Rashti, G. (2010). Male teacher shortage: Black teachers' perspectives. *Gender and Education*, 22(3), 247-262.

McCarthy, C., Rezai-Rashti, G., & Teasley, C. (2009). Race, culture, diversity in the era of globalization. *Journal of Curriculum Studies*, 39(1), 76-96.

Martino, W., & Rezai-Rashti, G. (2008). The politics of veiling, gender and Muslim Subject: On the limits and possibilities of antiracist education in the aftermath of September 11. *Discourse: Studies in the Cultural Politics of Education*, 29(3), 417-431.

Rezai-Rashti, G., & McCarthy, C. (2008). Race, text, and the politics of official knowledge: A critical investigation of a social science textbook in Ontario. *Discourse: Studies in the Cultural Politics of Education*, 29(4), 527-540.

Rezai-Rashti, G. (2007). Transcending the limitations: Women and the post-revolutionary Iranian cinema. *Critique: Critical Middle Eastern Studies*, 16(2), 191-206.

Rezai-Rashti, G. (2004). Introduction. *Canadian and International Education*, 33(1), 1-5.

Rezai-Rashti, G., & Solomon, P. (2004). Teacher candidates' racial identity formation and the possibilities of antiracism in teacher education. *Education and Society*, 22(3), 65-89.

Rezai-Rashti, G., & James, S. (2004). Women and education in post-revolutionary Iran: Unsettling Policies and unanticipated outcomes. *World Studies in Education*, 5(1), 69-83.

Rezai-Rashti, G. (2004). Memories of difference, dominance and the struggle for social justice: Black women teachers in twentieth century Ontario. *Journal of Oral History Forum*, 24, 107-119.

Rezai-Rashti, G. (2003). Educational policy reform and its impact on equity work in Ontario: Global challenges and local possibilities. *Educational Policy Analysis Archives*, 11(51), 1-17.

Rezai-Rashti, G. (2003). Equity education and educational restructuring in Ontario: Global and local policy and practice. *World Studies in Education*, 4(1), 29-44.

Rezai-Rashti, G. (2003). Educational restructuring and teachers' work in Ontario: Regulation, intensification and limits of professional autonomy. *International Journal of Learning*, 10, 1267-1280.

Rezai-Rashti, G. (with Suzanne Majhanovich). (2002). Marginalized women? Minority women teachers constructing their identity. *Education and Society*, 20(2&3), 61-72.

Rezai-Rashti, G. (2001). Beyond the margins: Pushing the boundaries of multicultural and multilingual education in Toronto. *Canadian and International Education*, 30(1), 105-123.

Rezai-Rashti, G. (1999). Persistence of colonial discourse: Race, gender and Muslim students in Canadian schools. *Journal of Curriculum Theorizing*, 15(4), 47-60.

Rezai-Rashti, G. (1998). Travails of using an anti-racism and feminism approach when teaching a course on women and Islam. *Canadian woman studies*, 17(4), 80-83.

Rezai-Rashti, G. (1994). Racism and sexism: The dilemma of working with minority female students in Canadian high schools. *Canadian Woman Studies*, 14(2), 76-82.

#### **Review Articles**

Rezai-Rashti, G. (1997). Revisiting the sociology of school knowledge. *Educational Researcher*, 26(5), 32-34.

#### **Non-Refereed Journals**

Solomon, P., & Rezai-Rashti, G. (2001). Teacher candidates' racial identity development and its impact on learning to teach. *Research Reviews from the Canadian Race Relations Foundation*, 1(1), 52-59.

Rezai-Rashti, G. (1997). Gender equity and minority students: Connections of race, class and gender. *ORBIT, OISE/UT*, Special Issue, 28(1), 24-25.

Rezai-Rashti, G. (1994). Racism and Islamic Identity. *ORBIT, Special Issue on Anti-racism Education: Working Across Differences*, 25(2), 37-38.

#### **Book Reviews**

Rezai-Rashti, G. (1995). Nine parts of desire. *Canadian Woman Studies*, 15(2&3), 177-179.

Rezai-Rashti, G. (1985). Issues in planning and implementing national literacy programs. *Convergence*, 19(2).

Rezai-Rashti, G. (1984). The women's rights movement in Iran: Mutiny, appeasement and repression from 1900 to Khomeini. *Resources for Feminist Research*, 13.

Rezai-Rashti, G. (1978). Source book of literacy. *Convergence*, 11(3-4).

## Reports

Rezai-Rashti, G. (with Patrick Solomon). (2000). *Teacher candidates' identity development and its impact on learning to teach*. Faculty of Education, York University.

Rezai-Rashti, G. (1999). *Towards an inclusive curriculum: A summer institute on equity in the classroom. Working paper series, 6(2)*. Centre for Feminist Research, York University.

## Abstracts

Rezai-Rashti, G. (2004). *Race, culture, and multiculturalism in the new Ontario curriculum: A critical study of the social sciences curriculum*. Common Ground Publishing Pty Ltd. 306

Rezai-Rashti, G. (2004). *The reorganization of teachers' work in Ontario (1995-2003): Global policy discourses and local realities*. Facultad de Education. Pontificia Universidad Catolica de Chile. 298.

## Curriculum Materials

Rezai-Rashti, G. (1998). *The Ontario Curriculum, Grades 11 and 12: Social Sciences*. Ministry of Education and Training, Ontario.

## Unpublished Thesis

Rezai-Rashti, G. (1986). *Dependent development and limits of educational reform in Iran. 1962-1979*. University of Toronto.

## M.A. Thesis

Rezai-Rashti, G. (1977). *Illiteracy problems in Iran: With special attention to the problems of women*. University of Toronto.

## SCHOLARLY AND PROFESSIONAL ACTIVITIES

Editorial Board	Gender and Education (UK) (2017-Present)
Editorial Board	Journal of Higher Education Policy and Leadership Studies (2020-Present)
Advisory Board	Discourse: Studies in Cultural Politics of Education (Australia) (2013-Present)
Editorial Board	MIER Journal of Educational studies, Trend and Practice (2019-Present)
Editorial Board	Canadian Woman Studies Journal (1997-2004)
Program Chair	Comparative and International Education Society of Canada (2001-04)
Guest Editor	Canadian Woman Studies Journal
Guest Editor	International Journal of Inclusive Education.
Guest Editor	Canadian and International Education Society
Guest Editor	International Journal of Qualitative Studies in Education
Guest Editor	Journal of Education Policy
Reviewer	Routledge
Reviewer	Canadian Journal of Sociology and Anthropology
Reviewer	Canadian Journal of Education
Reviewer	OISE Press

Reviewer	Journal of Interchange
Reviewer	Prentice Hall Allyn & Bacon Canada
Reviewer	SSHRC (Standard Grants)
Reviewer	SSHRC (Insight Grants)
Reviewer	Journal of Curriculum Studies
Reviewer	Canadian Journal of Educational Administration & Policy
Reviewer	Anthropology & Education Quarterly
Reviewer	The American Journal of Islamic Social Sciences
Reviewer	Journal of Pre-service Education
Reviewer	Discourse: Studies in Cultural Politics of Education
Reviewer	Excellence and Equity in Education
Reviewer	Feminist Economics

### **Papers in *Refereed* Conferences**

Rezai-Rashti, G. (2024). Antiracist activism in the era of post-truth and erosion of equity and social justice education: Between hope and despair. *Canadian Society for the Study of Education (CSSE)*, Montreal, Quebec.

Rezai-Rashti, G. (2024). Anti-racism, activism, and social justice education education in Ontario, Canada. *Comparative and International Society (CIES)*, Miami, USA.

Rezai-Rashti, G & Abdmolaei. (2023). A Critical Policy Analysis of the Equity and Inclusive Education Strategy: A Case Study of Ontario, Canada. *American Society for the Study of Education (AERA)*, Chicago, USA.

Rezai-Rashti, G. (2023). The non-performativity of equity policy: A case study of equity policy in Ontario, Canada, *New Direction in Humanities Conference*. Paris, France.

Rezai-Rashti, G & Segeren, A. (2021). The game of accountability: The perspectives of urban school leaders on standardized testing in Ontario, Canada. *American Educational Studies Association (AESA)*, Portland, US.

Portelli, J, Rezai-Rashti, Oladi Ghandikolaei, & Ebrahim, A. (2021).

Portelli, J, Rezai-Rashti, Oladi Ghandikolaei, & Ebrahim, A. (2020) What happens when neoliberalism meets equity and social justice: A critical analysis of the Ontario equity policy. *Canadian Society for the Study of Education* (CSSE Annual Meeting), London, (Accepted- Conference Cancelled)

Rezai-Rashti, G. (2020). The game of accountability: Perspectives of school leaders in Ontario and British Columbia, *Comparative and International Education Society (CIES)*, Miami, FL. (Accepted- Conference Cancelled)

Rezai-Rashti, G, Portelli, J. (2020). Neoliberalizing social justice: A critical analysis of the Ontario equity strategy, *Comparative and international Education Society (CIES)*, Miami, Florida (Accepted- Conference Cancelled)



Lawrence, M & Rezai-Rashti, G. (2020). Quantity Assurance? The power and possibilities of higher education: A Canadian case study, *American Educational Research association* (AERA Annual Meeting) San Francisco, CA <http://tinyurl.com/tytx4rs> (Conference Canceled)

Portelli, J, Rezai-Rashti, G, Grant, N & Zhang, B. (2020). Accountability for what and for whom? A critical analysis of the Ontario Equity Strategy Policy, *American Educational Studies Association* (AESA Annual Conference), Baltimore, USA.

Rezai-Rashti, G. (2019). Accountability, standardized testing and the perspectives of minority students in Canada and Australia, *Nordic Comparative and International Education Society* (NOCIE), Stockholm, Sweden.

Rezai-Rashti, G. (2019). Leading schools in neoliberal times: Two provincial cases in Canada. *World Education Research Association* (WERA). Tokyo, Japan.

Rezai-Rashti, G. (2019). Gaming the system: Urban school leaders talking about standardized testing in Ontario and British Columbia, *World Congress on Humanities and Social Sciences*, Paris, France.

Rezai-Rashti, G, Oladi Ghandikolaei & Karimi, M. (2019). *The Enactment of the Equity Policy in Ontario: From Policy to Practice*, *Canadian Society for the Study of Education* (CSSE Annual Meeting), Vancouver, Canada.

Zhang, B & Rezai-Rashti, G. (2019). Coping with internationalization: The institutional strategies and faculty members' perspectives, shaping sustainable futures for internationalization of higher education (SSFIHE), University of Toronto, Canada.

Rezai-Rashti, G. (2018). Accountability, standardized testing and the voices of urban school teachers in Toronto and Vancouver, *Comparative and International Education Society*, Mexico City, Mexico.

Rezai-Rashti, G. (2017). Accountability, standardized testing, and the perspectives of immigrant and minority students in Canada and Australia, *International Conference on New Directions in the Humanities*, London, UK.

Rezai-Rashti, G., Medel, S. (2016). A de-colonial approach to standardized testing and equity policy research. *Decolonizing Conference: Race, Anti-Racism and Indigeneity*. Toronto: University of Toronto/OISE

Rezai-Rashti, G. (2016). Women, Islam and education: Educating women in the Islamic Republic of Iran. *Comparative and International Education Society* (CIES). Vancouver, Canada.

Rezai-Rashti, G. (2015). *Women's access to education in the Islamic Republic of Iran*. Gender and Education, London, UK.

Rezai-Rashti, G. (2015). *The politics of gender misrecognition, feminist backlash and deracination in the era of neoliberal accountability*. Gender and Education, London, UK.

Segeren, A., Rezai-Rashti, G. (2014). *A policy historiography of equity education in Ontario, Canada*. American Education Research association (AERA), Philadelphia, USA.

Martino, W., & Rezai-Rashti, G. (2014). *The invisibility of race: The mediatization of OECD's PISA and the neoliberal imaginary*. Comparative and International Education Society (CIES), Toronto, Canada.

Martino, W., & Rezai-Rashti, G. (2013). Educational disadvantage and minority underachievement in Toronto. AERA, San Francisco, USA.

Rezai-Rashti, G. (2013). *Gender achievement gap and global rescaling of educational accountabilities*. World Congress of Comparative Education (WCCE), Buenos Aires, Argentina.

Rezai-Rashti, G. (2012). *What is count s evidence in neoliberal times of accountability? The global education policy field of failing boys and achievement gap*. CIES, San Juan, Puerto Rico.

Martino, W., & Rezai-Rashti, G. (2012). *Gender, race and the politics of role modelling: The influence of male teachers in urban schools*. AERA, Vancouver, Canada.

Rezai-Rashti, G. (2011). *Women and higher education in Iran*. Paper presented at the CIES, Montreal, Canada.

Rezai-Rashti, G., & Martino, W. (2011). *Neoliberal accountability and the politics of boys' underachievement: Steering policy by numbers in the Ontario context*. Paper presented at the CIES, Montreal, Canada.

Rezai-Rashti, G. (with Val Moghadam). (2010). *Women, higher education, employment and the marriage market in Iran*. Paper presented at Gender Economic Research and Policy Analysis (GERPA), Chicago, USA.

Rezai-Rashti, G. (2010). *Women, higher education and employment in Iran*. Paper presented at the World Congress of Comparative and International Education, Istanbul, Turkey.

Martino, W., & Rezai-Rashti, G. (2009). *Male teacher shortage: Female and minority teacher perspectives*. Paper presented at the Gender and Education Conference, University of London, Institute of Education, London, UK, March 25-27.

Martino, W., & Rezai-Rashti, G. (2009) *The influence of male teachers as role models: A case study*. Paper presented at the AERA conference, San Diego, April, 13-17.

Martino, W., Rezai-Rashti, G., & Vaandering, D. (2009) *Male elementary school teachers as role models: Research findings*. CSSSE, Carleton University, Ottawa, May 23-26.

Martino, W., & Rezai-Rashti, G. (2009). *Gender and underachievement: A question of which boys and which girls?* Paper presented at the Ontario Research Symposium, Toronto, February 4-6.

Rezai-Rashti, G. (2008). *Women, higher education and employment opportunities in Iran*. Paper presented at the Middle Eastern Studies Association (MESA) Conference, Washington DC, USA.

Rezai-Rashti, G. (2008). *Women, work and higher education in Iran*. Paper presented at Feminist Economists, Torino, Italy.

Martino, W., & Rezai-Rashti, G. (2008). *The significance of male teachers as role models: Minority teachers' perspectives*. Paper presented at the British Educational Research Association (BERA) Conference, Edinburgh, Scotland.

Martino, W., & Rezai-Rashti, G. (2008). *Teachers as role models: Masculinities, femininities and ethnicities in elementary schools*. Paper presented at the 6th International Conference on Humanities. Istanbul, Turkey.

Rezai-Rashti, G. (2007). *Women and education in post-revolutionary Iran*. Paper presented at the Middle Eastern Studies Association (MESA) Conference, Montreal, Canada.

Martino, W., Rezai-Rashti, G. & Vaandering, D. (2009) *Male Elementary School Teachers as Role Models: Research Findings*. CSSE, Carleton University, Ottawa, May 23-26.

Rezai-Rashti, G. (2007). *Women, Islam and higher education in Iran*. Paper presented at the International Conference on New Directions in Humanities, Paris, France.

Rezai-Rashti, G. (2007). *Women and higher education in post-revolutionary Iran*. Paper presented at the CIES, Baltimore, USA.

Rezai-Rashti, G. (2006). *Women and education in post-revolutionary Iran*. Paper presented at the International Congress for School Effectiveness and Improvement (ICSEI). Fort Lauderdale, Florida.

Rezai-Rashti, G. (2006). *Educational restructuring and teachers' work in Ontario*. Paper presented at the Congress of Humanities and Social Sciences. York University, Canada.

Rezai-Rashti, G. (2006). *Women's educational achievement in post-revolutionary Iran*. Paper presented at the Association of Cultural Studies. Istanbul, Turkey.

Rezai-Rashti, G., & Taylor, S. (2005). *Danish and Canadian textbook representation of 9/11: "Just the fact, ma'am" or seeking deeper understanding?* Paper presented at the American Educational Research Association (AERA). Montreal, Canada.

Rezai-Rashti, G. (2005). *Women and education in post-revolutionary Iran*. Paper presented at the Comparative and International Education Society (CIES). Palo Alto, California.

Rezai-Rashti, G. (2005). *Race and social sciences curriculum*. Paper presented at the International Congress for School Effectiveness and Improvement (ICSEI). Barcelona, Spain.

Rezai-Rashti, G. (2004). *Race, culture, equity and the Ontario curriculum*. Paper presented at the Australian Association for Research in Education (AARE). Melbourne, Australia.

Rezai-Rashti, G. (2004). *Women and higher education in post-revolutionary Iran*. Paper presented at the Australian and New Zealand Comparative and International Education Society (ANZCIES). Melbourne, Australia.

Rezai-Rashti, G. (2004). *Race, text, and the politics of official knowledge: Race and social sciences textbooks in Ontario*. Paper presented at the Second International Conference on New Directions in the Humanities. Prato, Italy.

Rezai-Rashti, G. (2004). *The reorganization of teachers' work in Ontario (1995-2003): Global policy discourses and local realities*. Paper presented at the World Association of Educational Research. Santiago, Chile.

Rezai-Rashti, G. (2004). *Race, culture and equity in the new Ontario curriculum: A critical study of the social sciences curriculum*. Paper presented at the Comparative and International Education Society (CIES). Salt Lake City, Utah.

Rezai-Rashti, G. (2004). *Memories of difference, dominance and the struggle for social justice: Black women teachers in twentieth century Ontario*. Paper presented at the Comparative and International Education Society (CIES). Salt Lake City, Utah.

Rezai-Rashti, G. (2003). *Discourse of globalization and the restructuring of teachers' work in Ontario, Canada*. Paper presented at the International Literacy and Research Network Conference on Learning. London, England.

Rezai-Rashti, G., & James, S. (2003). *Women and education in post-revolutionary Iran*. Paper presented at the International Political Science Association Congress. Durban, South Africa.

Rezai-Rashti, G. (2003). *Educational restructuring and social sciences curriculum in Ontario*. Paper presented at the Congress of Humanities and Social Sciences, Halifax, Nova Scotia.

Rezai-Rashti, G. (2003). *Black women teachers in 20<sup>th</sup> century Ontario*. Paper presented at the Congress of Humanities and Social Sciences, Halifax, Nova Scotia.

Rezai-Rashti, G. (2003). *Pedagogical practices of cinema: Iranian women, Islam, and cinema in post-revolutionary Iran*. Paper presented at the Comparative and International Education Society (CIES), New Orleans, USA.

Rezai-Rashti, G. (2003). *Accountability, testing and the surveillance of teachers in Ontario*. Paper presented at the Comparative and International Education Society (CIES), New Orleans, USA.

Rezai-Rashti, G. (2002). *Globalization, texts and the restructuring of education in Ontario*. Paper presented at the Congress for School Improvement (ICSEI), Copenhagen, Denmark.

Rezai-Rashti, G. (2002). *Marginalized women? Construction of identity of minority women teachers*. Paper presented at the Comparative and International Education Society (CIES), Orlando, USA.

Rezai-Rashti, G. (2002). *Intersection of race, class, religion and culture in the lives of women teachers in 20<sup>th</sup> century Ontario*. Paper presented at the Canadian Society for Study of Education (CSSE), Toronto,

Ontario.

Rezai-Rashti, G. (2001). *Globalization, educational restructuring and issues of social justice and equity in Ontario schools*. Paper presented at the 14<sup>th</sup> International Congress for School Improvement (ICSEI). Toronto, Ontario.

Rezai-Rashti, G. (2001). *Globalization, educational reform and issues of equity and social justice in Ontario schools*. Paper presented at the 45<sup>th</sup> annual meeting of Comparative and International Education Society (CIES), Washington D.C.

Rezai-Rashti, G. (2001). *Exploring pre-service teachers' racial identity development*. Paper presented at the American Educational Research Association (AERA), Seattle, Washington.

Rezai-Rashti, G. (2001). *Rethinking school knowledge for equity and social justice: A staff development program for teachers on inclusive curriculum*. Paper presented at the American Educational Research Association (AERA), Seattle, Washington.

Rezai-Rashti, G. (2001). *Educational possibilities of cinema: Iranian cinema and feminism*. Paper presented at the Canadian Society for the Study of Education (CSSE), Quebec City, Quebec.

Rezai-Rashti, G. (2000). *Integrating antiracism pedagogy into teacher education*. Paper presented at the American Educational Research Association (AERA), New Orleans, Louisiana.

Rezai-Rashti, G. (2000). *Institutional barriers to antiracism pedagogy in field-based teacher education*. Paper presented at the Canadian Society for the Study of Education (CSSE), Edmonton, Alberta.

Rezai-Rashti, G. (2000). *Towards an inclusive curriculum: A staff development program for teachers with a focus on issues of social justice*. Paper presented at the Canadian Society for the Study of Education (CSSE), Edmonton, Alberta.

Rezai-Rashti, G. (2000). *Educational restructuring, curriculum reform, and issues of social justice in Ontario schools*. Paper presented at the Canadian Society for the Study of Education (CSSE). Edmonton, Alberta.

Rezai-Rashti, G. (1999). *The contested nature of school knowledge: The process of writing social sciences curriculum for Ontario*. Paper presented at the Canadian Society for the Study of Education (CSSE), Sherbrooke, Quebec.

Rezai-Rashti, G. (1998). *Teacher candidates' identities and their readiness to teach for equity and diversity*. Paper presented at the meeting of the Canadian Society for the Study of Education (CSSE), Ottawa, Ontario.

Rezai-Rashti, G. (1997). *School-university partnership in teacher education for educational equity and diversity*. Paper presented at the meeting of the Canadian Society for the Study of Education (CSSE), St. John, Newfoundland.

### **Presentations at Professional Meetings/Workshops and Others (Invited)**

- Rezai-Rashti, G., Arumuhathas, S., Zhao, C.E & Leung, V. (2024). Investigating the experiences of racialized international students during COVID-19 in Ontario, Canada. Faculty Seminar, Faculty of Education, UWO
- Rezai-Rashti, G. (2021). Employment Equity/EDI Training for Canada Research Chair (CRC Cluster Hire), Faculty of Arts and Humanities, UWO.
- Rezai-Rashti, G. (2021). Employment Equity/EDI Training for Canada Research Chair (CRC), Department of English & Writing, UWO.
- Rezai-Rashti, G. (2021). Focusing on equity, diversity and inclusion in the Graduate Program of Education, Faculty of Education, UWO.
- Rezai-Rashti, G. (2018). *Achievement gap in urban schools: Racialized students talking about provincial testing*. Symposium on Equity: Complexities in Action Forum 2018, The Ontario Ministry of Education.
- Rezai-Rashti, G. (2018). *Preparing a successful SSHRC Insight Grant*, Faculty of Education, UWO.
- Rezai-Rashti, G. (2017). *Global health and the impact of Islamophobia*, Global health and marginalized population, The University of Western Ontario
- Rezai-Rashti, G. (2015). *Theories in Education*. A Seminar for Ed.D students. Faculty of Education, UWO.
- Rezai-Rashti, G. (2014). *Conducting qualitative research*. Al-Zahra University, Tehran, Iran.
- Rezai-Rashti, G. (2014). *Canadian teacher training programs and what can we learn from them?* Farhangian University, Tehran, Iran.
- Martino, W., & Rezai-Rashti, G. (2014). *'Gap talk': Interrogating the gender achievement gap within the context of neoliberal educational accountability*. The Centre for Identities and Social Justice, Goldsmiths, University of London. London, UK.
- Martino, W., & Rezai-Rashti, G. (2014). *Neoliberal accountability and the politics of boys' underachievement*. Institute of Education. London, UK.
- Rezai-Rashti, G. (2012). *Women and education in Iran: Repressive Policies, Unexpected Outcomes*. A conference on Future of Iran: Education Reform. Legatum Institute, London: UK.
- Rezai-Rashti, G. (2012). *Women and Education in Iran*. MENARG (recently established Middle East Group at UWO), UWO.
- Rezai-Rashti, G. (2012). *Women and higher education in Iran: Negotiating modernity and Tradition*. Public lecture, University of British Columbia.

- Martino, W., & Rezai-Rashti, G. (2012). *Gender, race and the politics of role modeling*. PhD Studies Group. Faculty of Education, UWO.
- Rezai-Rashti, G. (2011). Women and higher education in Iran. Invited speaker. Ph.D. Studies Group, Faculty of Education, UWO.
- Rezai-Rashti, G. (2010). *Equity and social justice in Ontario. Power, Politics and Educational Policy in Ontario*. Invited guest speaker, Graduate Course, Faculty of Education, UWO.
- Rezai-Rashti, G. (2010). *Muslim students and issues of diversity in schools*. Equity and Social Justice Conference, Faculty of Education, UWO..
- Martino, W., & Rezai-Rashti, G. (2009). *Gender and underachievement: A question of which boys and which girls?* Ontario Research Symposium, Toronto, February 4-6.
- Rezai-Rashti, G. (2009). *Islam and Muslim students in Canada*. Workshop for pre-service students. Faculty of Education, UWO.
- Rezai-Rashti, G. (2006). *Globalization and education*. Invited speaker. Social Sciences Department, University of Tehran, Iran.
- Rezai-Rashti, G. (2006). *Feminism and education*. Faculty of Education, Alzahra University.
- Rezai-Rashti, G. (2004). *Feminism and research*. Invited speaker for a Masters level research course, Faculty of Education, UWO.
- Rezai-Rashti, G. (2003). *Barriers and challenges faced by members of racial, religious, and the cultural minorities in the work place*. Equity week series for PMA and PMA-eligible employees, UWO.
- Rezai-Rashti, G. (2003). *Teacher activist networking: Local and Global. Social Activism Post 9/11: a conference for students by students to inspire social action*, Faculty of Education, UWO.
- Rezai-Rashti, G. (2002). *Iranian cinema and feminism*. Faculty of Education, UWO.
- Rezai-Rashti, G. (2001). *Educational restructuring and issues of equity and social justice in Ontario*. Anti-racist/Multicultural Education Network of Ontario (AMENO). Toronto, Ontario.
- Rezai-Rashti, G. (2001). *Liberating the agenda: Redefining freedom in the free market*. Anti-racist activist. Oxfam Conference, UWO.
- Rezai-Rashti, G. (2000). *Systemic and Institutional Racism in Education*. Elementary Teachers' Federation of Ontario (ETFO). London, Ontario.
- Rezai-Rashti, G. (2000). *Anti-racist Training for Student Volunteers*. Equity Services, UWO.
- Rezai-Rashti, G. (2000). *Gone Missing - The Search for Equity*. Canadian Teachers' Federation (CTF) Conference, Demographics of the Teaching Profession. Ottawa, Ontario.

Rezai-Rashti, G. (2000). *Violence Prevention in the Context of Equity Education*. (Nine-Hour Session for Pre-service Teachers). Transition to Professional Practice. Faculty of Education, UWO.

Rezai-Rashti, G. (2000). *Anti-racist Training for Student Volunteers*. Equity Services, UWO.

Rezai-Rashti, G. (1999). *Race and Gender: The Persistence of Colonial Discourse*. Co-sponsored by the Centre for Feminist Research and the Faculty of Education, York University, North York, Ontario.

Rezai-Rashti, G. (1998). *Muslim Women: Connecting Racism and Sexism. Equity Conference: Equity in the Classroom, Equity in the Curriculum*. York University, North York, Ontario.

Rezai-Rashti, G. (1998). *Keeping Equity Alive: What Contributions can Teacher Education Make?* Educators for Gender Equity (EDGE). Faculty of Education, UWO.

Rezai-Rashti, G. (1998). *Muslim Students and Canadian Schools*. Series (3) of Workshops for Teachers, Administrators and Counselors, Toronto District School Board. Toronto, Ontario.

Rezai-Rashti, G. (1997). *Inclusive Curriculum in Primary/Junior Division*. Equity Conference, Equity in the Classroom, Equity in the Curriculum. York University, North York, Ontario.

Rezai-Rashti, G. (1997). Facilitator. *Arab Youth Conference, Have Your Say*. Conducting Focus Groups of University and High School Students and Their Views about Current Social Issues such as Race, Gender and Education.

Rezai-Rashti, G. (1997). *Anti-racism Education and Teacher Education*. A Conference to Encourage Minority Students into the Teaching Profession, Faculty of Education. York University, North York, Ontario.

Rezai-Rashti, G. (1996). *Minority Female Students and Canadian Schools*. Equity Conference for Pre-service Teacher Education Program. York University, North York, Ontario.

Rezai-Rashti, G. (1996). *Equity and Diversity in Teacher Education*. Equity Conference: Equity in the classroom, Equity in the Curriculum. York University, North York, Ontario.

Rezai-Rashti, G. (1995). *Minority Students and Canadian Schools*. Equity Conference: Equity in the classroom, Equity in the Curriculum. York University, North York, Ontario.

Rezai-Rashti, G. (1995). *Creating Inclusive Curriculum: Meeting the Goal of Equity and Diversity. Conference: New Voices in Etobicoke, Models and Challenges for Educators*. Ontario Secondary School Teacher Federation (OSSTF), District 12.

Rezai-Rashti, G. (1994). *Anti-racism training for residence students and peer counselors*. Scarborough Campus, University of Toronto, Toronto, Ontario.

Rezai-Rashti, G. (1994). *Fostering good race relations in the classroom*. Workshop for educational assistants. Etobicoke Board of Education, Etobicoke, Ontario.



Rezai-Rashti, G. (1994). *Women and Gender in Revolutionary Iran*. Public lecture. York University, North York, Ontario.

Rezai-Rashti, G. (1994). *Issues of Bias in Curriculum*. Workshop for curriculum developers. Etobicoke Board of Education, Etobicoke, Ontario.

Rezai-Rashti, G. (1993). *Integrating anti-racism education into school curriculum*. Conference for pre-service teachers on issues of equity and diversity. Faculty of Education, University of Toronto, Toronto, Ontario.

Rezai-Rashti, G. (1993). *Anti-racism and adult ESL classroom*. Series of workshops for adult ESL teachers. Ministry of Citizenship, Toronto, Ontario.

Rezai-Rashti, G. (1993). *Strategies for creative conflict resolution: With special focus on anti-racism education for adult ESL teachers*. Ministry of Citizenship, Toronto, Ontario.

## UNIVERSITY ADMINISTRATIVE DUTIES

### University

2024	Member, Dean's Decanal Re-appointment Committee, UWO
2020	Member, Dean's Decanal Selection Committee, UWO.
2020-Present	Member, Non-Medical Research Ethics Board, UWO
2020-2021	Western's CRC Equity Representative for Faculty of Art and Humanities.
2021-2022	Western's CRC Equity Representative for the Department of English & Writing
2020-2022	Member, Promotion and Tenure Committee, School of Occupational Therapy, Faculty of Health Sciences
2018-2020	Member, Senate, Representing Faculty of Education, The University of Western Ontario.
2013-2014	Member, Non-Medical Research Ethics Board, UWO
2013-2014	Member, Appointment Committee, Women Studies and Feminist Research, UWO
2011-2012	Member, SGPS (Graduate and Postdoctoral Studies), Attended Monthly Meetings of Associate Dean of Graduate Programs
2011-2012	Member, Super G, UWO
2011-2012	Member, Selection Committee for short listing SSHRC applications, UWO
2007-2009	Member of undergraduate and graduate committee, Department of Women Studies and Feminist Research, UWO
2004-2005	Member of Executive, Women's Caucus, UWO
2004-2005	President's Standing Committee for Employment Equity (PSCEE), Representing Women, UWO
2001-2004	President's Standing Committee for Employment Equity (PSCEE), Representing Visible Minorities, UWO
2001-2004	Chair, PSCEE Sub-committee for Members of Visible Minority Groups, UWO

## Faculty

2023-present	Founder & Co-Corrdinator of EdD Program on Equity, Diversity and Social Justice, Faculty of Education, UWO
2017-2021	Founder and Chair, Equity Committee, Faculty of Education, UWO
2020-2021	Equity Representative, Graduate Scholarship for Students with Disabilities
2021	Member, Selection of Lisa Faden's Best Supervision Award
2021-2022, 2024	Member, Admission Committee, CPELS ARC
2018-2022	Member, Promotion and Tenure Committee, Faculty of Education, UWO
2015-Present	Founder & Co-Cordinator, MPED Professional Program, Equity, Diversity and Social Justice Education, Faculty of Education, UWO
2016-Present	Founder & Co-Cordinator, Urban Education, Faculty of Education, UWO
2016-2018	Member, Executive Committee, Faculty of Education, UWO.
2017- 2018	Acting Chair, Critical Policy, Equity and Leadership Studies, Faculty of Education, UWO (July 1, 2017-January 1, 2018)
2016-2019	Member, Award Committee, Faculty of Education, UWO
2017-present	Member, Promotion and Tenure Committee, Faculty of Education, UWO
2013-2014	Member, Graduate Policy Committee. Faculty of Education, UWO
2013-2014	Member, Award Committee, GPC, Faculty of Education, UWO
2012-2013	Policy development & Member, APE Committee, Faculty of Education. UWO
2012-2013	Admission Committee for MA in Education Studies. Faculty of Education, UWO
2011-2012	Associate Dean of Graduate Programs, Faculty of Education, UWO
2011-2012	Chair, Graduate Policy Committee, Faculty of Education, UWO
2011-2012	Chair, Graduate Faculty Council, Faculty of Education, UWO
2011-2012	Member, Education policy Committee, Faculty of Education, UWO
2011- 2012	Chair, Research Intensive Task Force, Faculty of Education, UWO
2011-2012	Chair, Graduate Admission Committee, Faculty of Education, UWO
2011-2012	Chair, selection and ranking of PhD and Master's students for OGS and SSHRC
2010-2011	Member of Ph.D. Admission Committee, Faculty of Education, UWO
2010-2011	Member of Ranking Ph.D. students for the annual SSHRC Award, UWO
2010-2011	Education Policy Committee, Faculty of Education, UWO
2009-2010	Member of Committee for the Renewal of two Associate Deans of Education, Faculty of Education, UWO
2009-2010	Member of Committee for Restructuring the Ph.D. Program, Faculty of Education, UWO
2007-2009	Member, Appointment Committee. Faculty of Education, UWO
2006-2009	Member, Ontario Graduate Scholarship Committee. Ministry of Education, Ontario. Representing Faculty of Education, UWO
2006-2009	Tenure and Promotion Committee. Faculty of Education, UWO
2007-2009	Graduate Studies Sub-committee. Faculty of Education, UWO
2007-2009	Ph.D. Admission Committee. Faculty of Education, UWO
2007-2008	Pre-Service Renewal Committee. Faculty of Education, UWO
2006-2007	Member of Selection Committee for Positions of Associate Dean of Education (Pre-service and Graduate Programs). Faculty of Education, UWO
2004-2005	Academic Policies Committee. Faculty of Education, UWO

2003-2005	Ph.D. Admission Committee, Faculty of Education, UWO
2001-2005	Graduate Studies Sub-committee, Faculty of Education, UWO
2000-2002	Annual Performance Evaluation Committee, Faculty of Education, UWO
2000-2001	Advisory Committee to Appointments Committee, Faculty of Education, UWO
1998-1999	Hiring Committee, Faculty of Education, York University
1997-1999	Access Initiative Committee, Faculty of Education, York University
1997-1998	Admission Committee, Faculty of Education, York University

### Membership and Advisory Work

2011-present	Advisory Board Member, Journal: <i>Discourse: Studies in the Cultural Politics of Education</i>
2008-2011	Member, Persian Speaking Network (PGN), World Bank. Invited to attend two conferences at Harvard Kennedy School, Harvard University, Boston, USA
2006-2009	Panel Member, Ontario Graduate Scholarship. Ministry of Training, Colleges and Universities, Student Support Branch
2005-2009	Member, Advisory Board, Facing History and Ourselves. An international educational organization dealing with genocide and mass violence
1998-2004	Member, editorial board, Canadian Woman Studies, York University
1998	Member, advisory board, developing a training package for violence prevention for elementary school teachers, Ministry of Education and Training, Ontario.
1998	Member, curriculum writing team for teaching social sciences and humanities in secondary schools in Ontario, Ministry of Education and Training, Ontario.
1997	Member, validation committee for 1997-1998 grade three provincial assessment in reading, writing and mathematics, Educational Quality and Accountability Office, Toronto, Ontario
1996-2000	Member, Holocaust Education Advisory Group, B'nai Brith, League for Present Human Rights, Canada
1996-1999	Member, The Coalition for Inclusive Curriculum, a group of elementary, secondary, college and university teachers who are committed to expanding an understanding of how race, class, sexual orientation, age, ethnicity, language and ability impact on learning and learners. Centre for Feminist Research, York University
1994-1995	Member, conference committee, equity in the classroom, equity in the present curriculum: class, gender, race and sexual orientation. York University
1992-1996	Member, Metro Board advisory group responsible for developing a training manual for the use of cultural interpreters in schools
1993-1997	Member, Opening Door, a conference for grade 7 female students for non-traditional careers for women, Etobicoke Board of Education
1991-1993	Member, School Community Development Staff to design and conduct professional development days for the personnel of the school boards in Metropolitan Toronto
1991-1993	Member, Curriculum Coordinating Council (CCC), Etobicoke Board of Education
1990-1992	Member, Curriculum Sub-committee on Race and Ethno-cultural Equity, Etobicoke Board of Education