



Alfredo J. Artiles

Lee L. Jacks Professor of Education

Graduate School of Education

 Curriculum Vitae available Online

CONTACT INFORMATION

• Administrative Support

Candace Hoppe Gowin - Administrative Assistant

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Bio

BIO

Dr. Artiles is Lee L. Jacks Professor of Education. His programmatic work engages the questions “how do educational equity remedies create new injustices and what are effective ways to reduce these paradoxes?” His scholarship examines the dual nature of disability as an object of protection and a tool of stratification. More specifically, he aims to understand how responses to disability intersections with race, social class and language advance or hinder educational opportunities for disparate groups of students. For instance, he is studying the cultural-historical contexts of racial disparities in special education and whether a disability diagnosis is associated with differential consequences for minoritized groups (e.g., segregation, quality and type of services). He and his colleagues have led national and regional technical assistance initiatives at the state and school district levels to address these equity paradoxes. Current research projects include:

- * Examining the role of sociocultural influences (e.g., histories of racial inequities in communities and schools) in educators’ interpretations and responses to chronic school district citations for racial disparities in special education.
- * Mapping the changing meanings of “disability” and “inclusive education” and the ways in which disability-race intersections appear and disappear across identification policies, practices and settings at the district and school levels.
- * Piloting a participatory model with youth of color with/without disabilities grounded in the arts and humanities to (re)structure school discipline policies and practices.
- * Documenting teachers’ struggles with the second language-learning disability dilemma during instructional processes prior to referring dual language learners to special education.
- * Analyzing equity consequences of inclusive education implementation in Global South nations.

Dr. Artiles is Honorary Professor at the University of Birmingham (United Kingdom) and received an honorary doctorate from the University of Göteborgs (Sweden). He served on the Obama White House Advisory Commission on Educational Excellence for Hispanics. Dr. Artiles received mentoring awards from The Spencer Foundation, the American Educational Research Association (AERA) and Arizona State University. Artiles is an elected member of the National Academy of Education and Fellow of AERA, the Learning Policy Institute and the National Education Policy Center. He was a resident fellow at the Center for Advanced Study in the Behavioral Sciences. The 2011 article based on his Wallace Lecture, “Toward an interdisciplinary understanding of educational equity and difference: The case of the racialization of ability” received AERA’s Palmer O. Johnson Award. His paper “Objects of protection, enduring nodes of difference: Disability intersections with “other” differences, 1916 – 2016” (with S. Dorn & A. Bal) won the 2017 AERA Review of Research Award.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Faculty Director, Stanford Center for Opportunity Policy in Education (SCOPE), (2020- present)
- Director of Research, Center for Comparative Studies in Race & Ethnicity, (2021-2022)
- Affiliated Faculty, Learning Differences and the Future of Special Education Initiative, (2020- present)
- Affiliated Faculty, Center for Comparative Studies in Race & Ethnicity, (2020- present)
- Faculty Affiliate, Stanford King Center on Global Development, (2020- present)
- Affiliated Faculty, Center for the Art and Science of Teaching, Mary Lou Fulton Teachers College, Arizona State University, (2017-2018)
- Dean, Graduate College, Arizona State University, (2016-2020)
- Series Editor, Disability, Culture, and Equity (Teachers College Press), (2015- present)
- Associate Dean of Academic Affairs, Mary Lou Fulton Teachers College, Arizona State University, (2013-2016)
- Visiting Professor, University of Birmingham, United Kingdom, (2013-2016)
- Ryan C. Harris Professor of Special Education, Mary Lou Fulton Teachers College, Arizona State University, (2012-2020)
- Visiting Professor, Universidad Rafael Landívar, Guatemala, (2012-2012)
- Visiting Professor, University of Göteborgs, Sweden, (2011-2011)
- Affiliated Professor, School of Social Transformation, College of Liberal Arts & Sciences, Arizona State University, (2010-2020)
- Visiting Professor, Universidad del Valle de Guatemala,, (2010-2011)
- Visiting Professor, Guest Scientists Programme of the Faculty of Humanities, Leibniz University, Hannover, Germany, (2009-2010)
- Affiliated Professor, School of Transborder Studies, College of Liberal Arts and Sciences, Arizona State University, (2008-2020)
- Professor of Education, Mary Lou Fulton Teachers College, Arizona State University, (2004-2020)
- Southwest Borderlands Initiative Professor, Arizona State University, (2004-2020)

HONORS AND AWARDS

- Senior Research Fellow, Learning Policy Institute (2021 - present)
- Elected Member, National Academy of Education (2019 - present)
- Honorary Doctorate, University of Göteborgs, Sweden (2019)
- Spencer Mentor Award, The Spencer Foundation (2019)
- Presidential Citation, American Educational Research Association (2017)
- Review of Research Award, American Educational Research Association (2017)
- Honorary Professor, School of Education (College of Social Sciences), University of Birmingham, United Kingdom (2016-2023)
- Faculty Google Award for Diversity and Inclusion, Arizona State University (2014)
- Graduate Education Outstanding Doctoral Mentor, Arizona State University Graduate College (2014)
- Mentoring Award, American Educational Research Association, Division G (2014)
- Palmer O. Johnson Award for best article published in an AERA journal, American Educational Research Association (2012)
- Commissioner, White House Commission on Educational Excellence for Hispanics (2011 – 2017)
- Fellow, American Educational Research Association (2010 - present)
- Vice President, American Educational Research Association, Division G (2009 - 2011)
- Distinguished Alumni Award, University of Virginia's Curry School of Education Foundation (2009)

- Residential Fellow, Center for Advanced Study in the Behavioral Sciences at Stanford University (2008-2008)
- Fellow, National Education Policy Center (2007 - present)
- Teacher Education and Special Education Annual Publication Award, Council for Exceptional Children's Teacher Education Division (2002)
- Early Career Award, American Educational Research Association's Committee on Scholars of Color in Education (2001)
- Post-doctoral Fellow, National Academy of Education/Spencer Foundation (1998 - 2000)
- Fulbright-LASPAU Scholar, University of Virginia (1988 - 1992)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Member - "Distinguished Contributions to Research in Education" Award Committee, American Educational Research Association (2021 - present)
- Member - Committee on the Future of Education Research at the Institute of Education Sciences, National Academies of Sciences, Engineering, and Medicine (2021 - present)
- Chair, Lifetime Achievement Award committee. AERA Division G (2021 - 2021)
- Chair, Henry Trueba Award Committee, American Educational Research Association Social Contexts of Education Division (2021 - 2021)
- Member, Lifetime Achievement Award Committee, American Educational Research Association's Cultural Historical Special Interest Group (2021 - 2021)
- Member, Selection Committee for the NAEEd/Spencer Postdoctoral Fellowship Program (2020 - present)
- Member, Nominating committee for Vice President, AERA Division K (2020 - present)
- Member - Consensus Study "Exploring the Opportunity Gap for Young Children from Birth to Eight", National Academies of Sciences, Engineering, and Medicine (2020 - present)
- Chair, President-Elect and Board Nominating Committee. National Academy of Education. (2020 - 2020)
- Member, Doris Entwisle Early Career Award Committee. American Sociological Association, Sociology of Education Section (2019 - 2019)
- Member, AERA Fellows Selection Committee (2017 - 2019)
- Review Panel Member, Lyle Spencer Research Award program. Spencer Foundation (2017 - 2019)
- Member, Consensus Study "Fostering the Development & Educational Success of Dual Language Learners", The National Academies of Sciences, Engineering and Medicine (2015 - 2016)
- Chair, Henry Trueba Award for Research Leading to the Transformation of the Social Contexts of Education. AERA Division G (2014 - 2015)
- Commissioner, White House Commission on Educational Excellence for Hispanics (2011 - 2017)
- Member at-Large, AERA Council (2011 - 2013)
- Member, AERA Executive Council (2010 - 2013)
- Member, Equity and Excellence Working Group. National Academy of Education White Paper Initiative. (2008 - 2009)
- Working Group Member, Teaching Diverse Students Initiative. Southern Poverty Law Center. (2006 - 2008)
- Juror, Eloísa de Lorenzo Award - Excellence in special education research in the American continent. Organization of American States and the University of Kansas (1995 - 1995)

PROFESSIONAL EDUCATION

- Ph.D., University of Virginia , Education/Special education. (1992)

Research & Scholarship

RESEARCH INTERESTS

- Educational Policy
- Equity in Education
- Immigrants and Immigration
- Poverty and Inequality
- Special Education

Teaching

COURSES

2021-22

- (Re)Framing Difference: Interdisciplinary Perspectives on Disability, Race and Culture: EDUC 442, FEMGEN 442, PEDS 242 (Aut)
- Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices: AFRICAAM 106, CSRE 103B, EDUC 103B, EDUC 337 (Win)
- Re-Examining Special Education through Multiple Lenses: EDUC 440 (Spr)

2020-21

- Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices: EDUC 337 (Win)
- Re-Examining Special Education through Multiple Lenses: EDUC 440 (Spr)

STANFORD ADVISEES

Doctoral (Program)

Daniela Gamboa Zapatel, Kristen Jackson, Shameeka Wilson

Publications

PUBLICATIONS

- **Unpacking the Logic of Compliance in Special Education: Contextual Influences on Discipline Racial Disparities in Suburban Schools** *Sociology of Education*
Voulgarides, C. K., Aylward, A., Tefera, A., Artiles, A. J., Alvarado, S. L., Noguera, P.
2021: 1-19
- **Fourteenth Annual Brown Lecture in Education Research: Reenvisioning Equity Research: Disability Identification Disparities as a Case in Point** *EDUCATIONAL RESEARCHER*
Artiles, A. J.
2019; 48 (6): 325–35
- **Objects of Protection, Enduring Nodes of Difference: Disability Intersections With "Other" Differences, 1916 to 2016** *REVIEW OF RESEARCH IN EDUCATION, VOL 40: EDUCATION RESEARCH: A CENTURY OF DISCOVERY*
Artiles, A. J., Dorn, S., Bal, A., Alexander, P. A., Levine, F. J., Tate, W. F.
2016; 40: 777–820
- **Untangling the Racialization of Disabilities An Intersectionality Critique Across Disability Models** *DU BOIS REVIEW-SOCIAL SCIENCE RESEARCH ON RACE*
Artiles, A. J.
2013; 10 (2): 329–47
- **Toward an Interdisciplinary Understanding of Educational Equity and Difference: The Case of the Racialization of Ability** *EDUCATIONAL RESEARCHER*
Artiles, A. J.
2011; 40 (9): 431–45
- **Inclusive Education: Examining Equity on Five Continents**
edited by Artiles, A. J., Kozleski, E. B., Waitoller, F. R.
Harvard Education Press.2011
- **Wrestling with the paradoxes of equity: A cultural-historical re-framing of technical assistance interventions** *Multiple Voices*
Gonzalez, T., Artiles, A. J.
2020; 20 (1): 5-15
- **Inclusive education in the 21st century: Disruptive interventions** *Educational Forum*
Artiles, A. J.

2020; 84 (Special issue editor): 289-390

- **Understanding Practice and Intersectionality in Teacher Education in the Age of Diversity and Inequality** *TEACHERS COLLEGE RECORD*
Artiles, A. J.
2019; 121 (6)
- **Supporting Children with Disabilities in Low- and Middle- Income Countries: Promoting Inclusive Practice within Community-Based Childcare Centres in Malawi through a Bioecological Systems Perspective** *INTERNATIONAL JOURNAL OF EARLY CHILDHOOD*
McLinden, M., Lynch, P., Soni, A., Artiles, A., Kholowa, F., Kamchedzera, E., Mbukwa, J., Mankhwazi, M.
2018; 50 (2): 159–74
- **World Yearbook of Education 2017 Assessment Inequalities Introduction** *WORLD YEARBOOK OF EDUCATION 2017: ASSESSMENT INEQUALITIES*
Allan, J., Artiles, A. J., Allan, J., Artiles, A. J.
2017: 1–11
- **In search of voice: theory and methods in K-12 student voice research in the US, 1990-2010** *EDUCATIONAL REVIEW*
Gonzalez, T. E., Hernandez-Saca, D. I., Artiles, A. J.
2017; 69 (4): 451–73
- **DEVELOPING A CRITICAL SPACE PERSPECTIVE IN THE EXAMINATION OF THE RACIALIZATION OF DISABILITIES** *DETERRITORIALIZING/RETERRITORIALIZING: CRITICAL GEOGRAPHY OF EDUCATIONAL REFORM*
Tefera, A. A., Aguilar, C., Artiles, A. J., Voulgarides, C., Velez, V., Ares, N., Buendia, E., Helfenbein, R.
2017; 8: 191–207
- **Untangling the Racialization of Disabilities An Intersectionality Critique across Disability Models** *WORLD YEARBOOK OF EDUCATION 2017: ASSESSMENT INEQUALITIES*
Artiles, A. J., Allan, J., Artiles, A. J.
2017: 177–97
- **Dual Language Learners and English Learners with Disabilities** *PROMOTING THE EDUCATIONAL SUCCESS OF CHILDREN AND YOUTH LEARNING ENGLISH: PROMISING FUTURES*
Takanishi, R., Artiles, A., August, D. L., Botana, X., Conger, D., Duran, R. P., Espinosa, L. M., Garcia, E. E., Genesee, F., Hakuta, K., Hernandez, A., Houtchens, B., MacSwan, et al
2017: 351–400
- **Building the Workforce to Educate English Learners** *PROMOTING THE EDUCATIONAL SUCCESS OF CHILDREN AND YOUTH LEARNING ENGLISH: PROMISING FUTURES*
Takanishi, R., Artiles, A., August, D. L., Botana, X., Conger, D., Duran, R. P., Espinosa, L. M., Garcia, E. E., Genesee, F., Hakuta, K., Hernandez, A., Houtchens, B., MacSwan, et al
2017: 431–69
- **Teacher learning as curating: Becoming inclusive educators in school/university partnerships** *TEACHING AND TEACHER EDUCATION*
Waitoller, F. R., Artiles, A. J.
2016; 59: 360–71
- **Risks and Consequences of Oversimplifying Educational Inequities: A Response to Morgan et al. (2015)** *EDUCATIONAL RESEARCHER*
Skiba, R. J., Artiles, A. J., Kozleski, E. B., Losen, D. J., Harry, E. G.
2016; 45 (3): 221–25
- **Addressing Special Education Inequity Through Systemic Change: Contributions of Ecologically Based Organizational Consultation** *JOURNAL OF EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION*
Sullivan, A. L., Artiles, A. J., Hernandez-Saca, D. I.
2015; 25 (2-3): 129–47
- **Beyond responsiveness to identity badges: future research on culture in disability and implications for Response to Intervention** *EDUCATIONAL REVIEW*
Artiles, A. J.
2015; 67 (1): 1–22
- **The Intersections of Language Differences and Learning Disabilities Narratives in Action** *ROUTLEDGE HANDBOOK OF EDUCATIONAL LINGUISTICS*
Gonzalez, T., Tefera, A., Artiles, A., Bigelow, M., EnnsKananen, J.
2015: 145–57

- **Equity Challenges in the Accountability Age Demographic Representation and Distribution in the Teacher Workforce** *HANDBOOK OF RESEARCH ON SPECIAL EDUCATION TEACHER PREPARATION*
Kozleski, E. B., Artiles, A. J., McCray, E. D., Lacy, L., Sindelar, P. T., McCray, E. D., Brownell, M. T., LignugarisKraft, B.
2014; 113–26
- **A Decade of Professional Development Research for Inclusive Education: A Critical Review and Notes for a Research Program** *REVIEW OF EDUCATIONAL RESEARCH*
Waitoller, F. R., Artiles, A. J.
2013; 83 (3): 319–56
- **PLACEMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS IN PROGRAMS FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS: CONTEMPORARY TRENDS AND RESEARCH NEEDS** *BEHAVIORAL DISORDERS: IDENTIFICATION, ASSESSMENT, AND INSTRUCTION OF STUDENTS WITH EBD*
Artiles, A. J., Bal, A., Trent, S. C., Thorius, K., Bakken, J. P., Obiakor, F. E., Rotatori, A. F.
2012; 22: 107–27
- **Theorizing Racial Inequity in Special Education: Applying Structural Inequity Theory to Disproportionality** *URBAN EDUCATION*
Sullivan, A. L., Artiles, A. J.
2011; 46 (6): 1526–52
- **Beyond Culture as Group Traits: Future Learning Disabilities Ontology, Epistemology, and Inquiry on Research Knowledge Use** *LEARNING DISABILITY QUARTERLY*
Artiles, A. J., Thorius, K., Bal, A., Neal, R., Waitoller, F. R., Hernandez-Saca, D.
2011; 34 (3): 167–79
- **Grappling with the Intersection of Language and Ability Differences Equity Issues for Chicano/Latino Students in Special Education** *CHICANO SCHOOL FAILURE AND SUCCESS: PAST, PRESENT, AND FUTURE 3RD EDITION*
Artiles, A. J., Waitoller, F. R., Neal, R., Valencia, R. R.
2011: 213–34
- **Grappling with the Intersection of Language and Ability Differences Equity Issues for Chicano/Latino Students in Special Education** *CHICANO SCHOOL FAILURE AND SUCCESS: PAST, PRESENT, AND FUTURE, 3RD EDITION*
Artiles, A. J., Waitoller, F. R., Neal, R., Valencia, R. R.
2011: 213–34
- **What counts as response and intervention in RTI? A sociocultural analysis** *PSICOTHEMA*
Artiles, A. J., Kozleski, E. B.
2010; 22 (4): 949–54
- **The Miner's Canary A Review of Overrepresentation Research and Explanations** *JOURNAL OF SPECIAL EDUCATION*
Waitoller, F. R., Artiles, A. J., Cheney, D. A.
2010; 44 (1): 29–49
- **Justifying and Explaining Disproportionality, 1968-2008: A Critique of Underlying Views of Culture** *EXCEPTIONAL CHILDREN*
Artiles, A. J., Kozleski, E. B., Trent, S. C., Osher, D., Ortiz, A.
2010; 76 (3): 279–99
- **Back to the Future: A Critique of Response to Intervention's Social Justice Views** *THEORY INTO PRACTICE*
Artiles, A. J., Bal, A., Thorius, K.
2010; 49 (4): 250–57
- **Risk, Equity, and Schooling: Transforming the Discourse Introduction** *REVIEW OF RESEARCH IN EDUCATION, VOL 33, 2009*
Gadsden, V. L., Davis, J., Artiles, A. J., Gadsden, V. L., Davis, J. E., Artiles, A. J.
2009; 33: VII-XI
- **The Next Generation of Disproportionality Research Toward a Comparative Model in the Study of Equity in Ability Differences** *JOURNAL OF SPECIAL EDUCATION*
Artiles, A. J., Bal, A.
2008; 42 (1): 4–14
- **Beyond research on cultural minorities: Challenges and implications of research as situated cultural practice** *EXCEPTIONAL CHILDREN*

- Arzubiaga, A. E., Artiles, A. J., King, K. A., Harris-Murri, N.
2008; 74 (3): 309–27
- **The Antinomies of Global English and National Pedagogies EDITORS' INTRODUCTION** *INTERNATIONAL MULTILINGUAL RESEARCH JOURNAL*
Wiley, T. G., Artiles, A. J.
2007; 1 (2): 57–60
 - **Forging a knowledge base on English Language Learners with special needs: Theoretical, population, and technical issues** *TEACHERS COLLEGE RECORD*
Artiles, A. J., Klingner, J. K.
2006; 108 (11): 2187–94
 - **Inclusion as social justice: Critical notes on discourses, assumptions, and the road ahead** *THEORY INTO PRACTICE*
Artiles, A. J., Harris-Murri, N., Rostenberg, D.
2006; 45 (3): 260–68
 - **English language learners who struggle with reading: Language acquisition or LD?**
Klingner, J. K., Artiles, A. J., Barletta, L. W.
SAGE PUBLICATIONS INC.2006: 108–28
 - **Learning in inclusive education research: Re-mediating theory and methods with a transformative agenda** *REVIEW OF RESEARCH IN EDUCATION* 30, 2006
Artiles, A. J., Kozleski, E. B., Dorn, S., Christensen, C., Green, J., Luke, A.
2006; 30: 65–108
 - **Within-group diversity in minority disproportionate representation: English-language learners in urban school districts** *EXCEPTIONAL CHILDREN*
Artiles, A. J., Rueda, R., Salazar, J. J., Higuera
2005; 71 (3): 283–300
 - **The end of innocence: Historiography and representation in the discursive practice of LD** *JOURNAL OF LEARNING DISABILITIES*
Artiles, A. J.
2004; 37 (6): 550–55

PRESENTATIONS

- 14th Annual Brown Lecture: Re-envisioning equity research: Disability identification disparities as a case in point - American Educational Research Association (October 2017)
- ED Talk: The paradoxes of equity: Disability & race intersections - Centennial meeting of the American Educational Research Association (April 2016)
- Jane Blumenfeld Distinguished Lecture: Interdisciplinary notes on the intersections of ability & language differences: Complicating traditional paradigms - University of New Mexico (October 2015)
- Ridley Lecture: Culture in disability in the global era: Interdisciplinary notes for new research programs - University of Virginia (March 2015)
- Inaugural Lecture: Future research on the intersections of ability, race, and language differences: Re-framing the roles of history and poverty - University of Birmingham, United Kingdom (March 2014)
- Wallace Foundation Distinguished Lecture: Toward an interdisciplinary understanding of educational inequity and difference: The case of the racialization of ability - Annual meeting of the American Educational Research Association (4/2011)
- Keynote: Inclusive education in the global South: A cultural-historical critique - CINTEDES - International Colloquium in Special Education and School Inclusion (June 2019)
- Highlighted Session: Inclusive education in developing countries: A case study from Guatemala - Council for Exceptional Children's Division for International Special Education Services International Conference (July 2018)
- Bowen Fellows Lecture Series: Beyond responsiveness to identity badges: Culture's complexities in the time of global differences - Claremont Graduate University (May 2013)
- Edward L. Meyen Distinguished Lecture: Beyond responsiveness to student traits: A three-culture research approach - University of Kansas (October 2011)
- Benjamin Bloom Lecture: Changing educational systems - Notes on technical assistance as mediating structure - USAID & Universidad de San Carlos (August 2010)