

UC Davis School of Education and the Graduate Group in Education present

# Emerging Scholars Panel

Pushing Boundaries around the Intersectionality of Disability, Race, and Language

Thursday, October 16, 2025

4:00 p.m. Panel

6:00 p.m. Reception

UC Davis Alumni Center

Space is limited and RSVP is required

A special panel showcasing critical, diverse disciplinary perspectives in education from exceptional pre-tenure scholars across the nation.



## BRITTANY FRIESON

Assistant Professor of Bilingual/Bicultural Education  
University of Texas at Austin

Dr. Frieson's research expertise lies within critical perspectives of bilingual education, Black languages and literacies, and justice-oriented pedagogical practices in literacy and bilingual education, and centers on justice for multilingual Black children participating in elementary, Spanish/English, dual-language bilingual education (DLBE) programs. She was an NCTE Cultivating New Voices among Scholars of Color Fellow. Dr. Frieson is a former elementary and middle grades language and literacy education teacher.



## JO R. KING

Assistant Professor  
Wheelock College of Education and Human Development, Boston University

Dr. King uses quantitative research methods to study K-12 education policy in the U.S., with an emphasis on how exclusionary school discipline policies may impact equitable outcomes for marginalized groups. They are particularly interested in how schools address student behavior, whether through suspension, police interventions, or special education classification. Dr. King is a research affiliate at the Wheelock Education Policy Center and the Research Alliance for New York City Schools.



## EBONY PEROUSE-HARVEY

Lecturer on Special Education  
Harvard University Graduate School of Education

Dr. Perouse-Harvey earned her Ph.D. in Teaching and Teacher Education at the University of Michigan, and holds a master's degree in special education: learning disabilities and a Juris Doctor. Her teaching practice and main research interests focus on professional development that supports school practitioners in recognizing the impact of the intersectionalities of race, class, gender, and (dis)ability in their classrooms and special education practices during the referral, support, and transition phases of the special education process.

Please RSVP by using QR code or visit  
[education.ucdavis.edu/emerging-scholars](https://education.ucdavis.edu/emerging-scholars)

