

Susan C. Faircloth, Ph.D.
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EDUCATION

Ph.D., Educational Administration, concentration in Special Education, American Indian Leadership Program, The Pennsylvania State University (Penn State)

Dissertation: A Survey of the Special Education Knowledge and Skills of Principals in Schools with High Concentrations of American Indian and Alaska Native Students

M.Ed., Special Education, The American Indian Special Education Teacher Training Program, Penn State

B.A., History, Minors in Anthropology and Political Science, Appalachian State University

PROFESSIONAL EXPERIENCE

August 2023 – Present: **Independent Consultant, Two Feathers Consulting, LLC**, Fort Collins, CO

July 2018 – August 2023: **Professor, School of Education**, Colorado State University

July 2018 – January 2023: **Director, School of Education**, Colorado State University

July 2015 – Summer 2018: **Professor, Department of Educational Leadership**, University of North Carolina Wilmington (UNCW)

Summer 2015 – Fall 2016: **Professor & Chair, Department of Educational Leadership**

Spring 2016 – Fall 2016: **Coordinator, Doctoral Program in Educational Leadership**

August 2012 – June 2015: **Associate Professor, Leadership, Policy, and Adult and Higher Education Department**, NC State

Fall 2014 – Spring 2015: **Coordinator, Educational Leadership Program**

Fall 2013 – Summer 2014: **Co-coordinator, Educational Leadership Program**

July 2009 – June 2012: **Associate Professor, Department of Education Policy Studies**, Penn State

Summer 2010 – June 2012: **Director, American Indian Leadership Program and The Center for the Study of Leadership in American Indian Education**

Summer 2010 – June 2012: **Director, personnel preparation grant (“Principals for Student Success”)**, U.S. Department of Education, Office of Indian Education

Spring 2012: **Fulbright Senior Scholar**, Victoria University of Wellington, Wellington, New Zealand

July 2006 – July 2009: **Assistant Professor, Department of Education Policy Studies**, Penn State

Summer 2008 – Summer 2010: **Co-director** (with John W. Tippeconnic, III), **Personnel Preparation Grant** (“Principals for Student Success”), U.S. Department of Education, Office of Indian Education

Spring 2007 – Summer 2010: **Co-director** (with John W. Tippeconnic, III), **American Indian Leadership Program**

September 2007 – June 2008: **Ford Foundation, Postdoctoral Scholar**, Civil Rights Project/Proyecto Derechos Civiles, University of California Los Angeles

August 2003 – July 2006: **Assistant Professor, Department of Education Policy Studies and Department of Educational and School Psychology and Special Education**, Penn State

November 2001 – August 2003: **Director, Policy Analysis and Research**, American Indian Higher Education Consortium (AIHEC)

SAMPLE PUBLICATIONS

BOOKS AND EDITED VOLUMES

- (1) Guest Editor with Mackey, H. J., & Cummins, J. (2020). Special Issue. Honoring culturally sustaining and affirming educational/school leadership practices for Indigenous children and youth. *Journal of School Leadership*.
- (2) Guest Editor with Brayboy, B. M. J., Lee, T. S., Maaka, M. J., & Richardson, T. A. (2015, Spring). *Journal of American Indian Education*, 54(1).
- (3) Guest Editor with Tippeconnic, III, J. W. (2013). Special issue. Leadership in American Indian education. *American Journal of Education*.
- (4) Guest Editor. (2003). Special Issue. Tribal colleges and universities: A tradition of innovation. Special issue. *Journal of American Indian Education*.

JOURNAL ARTICLES AND BOOK CHAPTERS

- (1) Faircloth, S. C. (Forthcoming, 2022). On becoming a full professor: Reflecting on my journey from Indian Town Road to the academy. In C. S. V. Turner & C. Stanley (Eds.), *Rising to full professor: Pathways to full professorship for scholars of color*. Stylus Publishing, LLC.
- (2) DeGennaro, D., Locklear, T., & Faircloth, S. (2022, Summer). Unlocking silent histories of the Lumbee community: Supporting educational sovereignty through video ethnographies. *Journal of American Indian Education*, 61(2), 11-33.
- (3) Faircloth, S. C. (2022). M(othering) and the academy. In R. S. Z. Minthorn, C. Nelson, & H. J. Shotton (Eds.), *Indigenous motherhood in the academy*. Rutgers University Press.
- (4) Faircloth, S. C. (2021, October 7). Indigenous Peoples Day: Why it's replacing Columbus Day in many places. *The Conversation*. <https://theconversation.com/indigenous-peoples-day-why-its-replacing-columbus-day-in-many-places-167849>
- (5) Faircloth, S. C. (2021, June 11). Tribal colleges empower Native students with an affordable, culturally relevant education—but need more funding. *The Conversation*. <https://theconversation.com/tribal-colleges-empower-native-students-with-an-affordable-culturally-relevant-education-but-need-more-funding-160578>
- (6) Faircloth, S. C. (2020, June). Indigenous education and leadership challenges. In R. Papa & F. English (Eds.), *Oxford research encyclopedia of education*. <https://doi.org/10.1093/acrefore/9780190264093.013.648> Oxford University Press.
- (7) Faircloth, S. C. (2020-21, Winter). The education of American Indian students: A brief history. *American Educator*. https://www.aft.org/ae/winter2020-2021/faircloth_sb1
- (8) Faircloth, S. C. (2020-21, Winter). Ensuring American Indian students receive an equitable, just and appropriate education: A matter of personal and professional concern. *American Educator*. <https://www.aft.org/ae/winter2020-2021/faircloth>
- (9) Faircloth, S. C., Hynds, A., & Webber, M. (2019). Exploring methodological and ethical opportunities and challenges when researching with Indigenous youth on issues of identity and culture. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2019.1697467>
- (10) Faircloth, S. C., & Minthorn, R. (2018, March). Chapter 7: The evolution of Native education leadership programs: Learning from the past, leading for the future. In S. J. Waterman, S. C. Lowe, & H. J. Shotton (Eds.), *Beyond access: Indigenizing programs for Native American student success*. Stylus Publishing, LLC.
- (11) Faircloth, S. C. (2017, November). Reflections on the concept of authentic leadership: From an Indigenous scholar/leader perspective. In R. Gardiner & J. Storberg-Walker (Eds.), Special Issue of *Advances in Developing Human Resources*, 19(4), 407.
- (12) Faircloth, S. C. (2017). Indigenous education in the United States. *Oxford Bibliographies Online*. www.oxfordbibliographies.com
- (13) Faircloth, S. C. (2017, Summer). With and about: Inviting contemporary American Indian peoples into the classroom. *Teaching Tolerance*, 56. Southern Poverty Law Center.
- (14) Hindle, R., Hynds, A., Averill, R., Myers, L., & Faircloth, S. (2016). An ontological perspective on the development of home-school partnership relationships with Indigenous communities. *The Australian Journal of*

Indigenous Education, 1-12.

- (15) Faircloth, S. C., & Hynds, A. S. (2016). Indigenous education and self-determination in a global context: The case of New Zealand and the United States. In M. Shucksmith & D. L. Brown (Eds.), *Routledge International handbook of rural studies* (pp. 556-568). Routledge.
- (16) Brayboy, B. M. J., Faircloth, S. C., Lee, T. S., Maaka, M. J., & Richardson, T. A. (2015, Spring). Editors' introduction: Sovereignty and education: An overview of the unique nature of Indigenous education. *Journal of American Indian Education*, 54(1), 1-9.
- (17) Faircloth, S. C. (2015, Spring). The early childhood education of American Indian and Alaska Native children: State of the research. *Journal of American Indian Education*, 54(1), 99-126.
- (18) Faircloth, S. C., & Tippeconnic, III, J. W. (2015, Spring). Leadership development for schools serving American Indian students: Implications for research, policy and practice. *Journal of American Indian Education*, 54(1), 127-153.
- (19) Faircloth, S. C., Alcantar, C. M., & Stage, F. K. (2015). Chapter 1: Use of large-scale data sets to study educational pathways of American Indian and Alaska Native students. In R. Wells & F. K. Stage, (Eds.), *New scholarship in critical quantitative research: Part 2. New populations, approaches, and challenges* (pp. 5-24). Jossey-Bass.
- (20) Hynds, A., Faircloth, S. C., Green, C., & Jacob, H. (2014). Researching identity with Indigenous D/deaf youth. *New Zealand Journal of Educational Studies*, 49(2), 176 – 190.
- (21) Faircloth, S. C. (2014). Factors impacting the graduation and dropout rates of American Indian males with disabilities. In M. Grady & L. W. Bost (Eds.), *Decreasing dropout rates for minority male youth with disabilities from culturally and ethnically diverse backgrounds* (pp. 1-27). National Dropout Prevention Center for Students with Disabilities.
- (22) Faircloth, S. C., & Tippeconnic, J. W., III. (2013). Leadership in Indigenous education: Challenges and opportunities for change. *American Journal of Education*, 119(4), 481- 486.
- (23) Faircloth, S. C., & Thompson, N. L. (2012). Family literacy: Meeting the needs of American Indian and Alaska Native families. In B. H. Wasik (Ed.), *Handbook of family literacy* (2nd ed.) (pp. 255- 269). Routledge.
- (24) Faircloth, S. C. (2011). American Indian and Alaska Native students with disabilities: Implications for practice and research. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaskan Native children and mental health, Vol. 1: Development, context, prevention, and treatment* (pp. 63-88). Praeger Press.
- (25) Faircloth, S. C. (2011). Fostering inclusive educational environments for American Indian parents and families in urban schools and communities. In C. Hands & L. Hubbard (Eds.), *Including families and communities in urban education* (pp. 119-138). Information Age.
- (26) Tippeconnic, III, J., & Faircloth, S. (2011). Native American tribal colleges and universities: Utilizing Indigenous Knowledges and ways of knowing to prepare Native peoples to meet the demands of an increasingly globalized community. In B. Lindsay & W. J. Blanchett (Eds.), *Universities and global diversity: Preparing educators for tomorrow* (pp. 127-141). Routledge.
- (27) Faircloth, S. C., & Tippeconnic, III, J. W. (2010). Tribally controlled colleges and universities: Global influence and local design. In K. A. Schafft & A. Y. Jackson (Eds.), *Rural education for the twenty-first century: Identity, place, and community in a globalizing world* (pp. 175- 190). Penn State University Press (Rural Studies Series).
- (28) Faircloth, S. C., & Tippeconnic, III, J. W. (2010, February). The dropout/graduation crisis among American Indian and Alaska Native students: Failure to respond places the future of Native peoples at risk. UCLA Civil Rights Project.
- (29) Faircloth, S. C. (2009). Re-visioning the future of education for Native youth in rural schools and communities. *Journal of Research in Rural Education*, 24(9), 1-4.
- (30) Faircloth, S. C., & Tippeconnic, III, J. W. (2009). Leadership in Indian education: Perspectives of American Indian and Alaska Native educators. In J. Collard, A. Normore, & B. Merchant (Eds.), *Leadership & intercultural dynamics* (pp. 69-82). Information Age Publishing.
- (31) Tippeconnic, III, J. W., & Faircloth, S. C. (2008). Socioeconomic and cultural characteristics of high-achieving and low-income American Indian and Alaska Native college students: The first two years of the Gates Millennium Scholars Program. In W. T. Trent & E. P. St. John (Eds.), *Readings on equal education: Resources, assets, and strengths among successful diverse students: Understanding the contributions of the Gates Millennium*

Scholars Program (Volume 23) (pp. 107-141). AMS Press.

- (32) Hibel, J., Faircloth, S. C., & Farkas, G. (2008). Unpacking the placement of American Indian and Alaska Native students in special education programs and services in the early grades: School readiness as a predictive variable. *Harvard Educational Review*, 78(3), 498- 528.
- (33) Faircloth, S. C., & Pfeffer, R. (2008, March). Collaborating with tribal communities and families to improve the social, emotional, and linguistic competence of young Indigenous children. Newsletter of the American Speech Language Hearing Association (ASHA) Special Interest Division 14: *Perspectives on communication disorders and sciences in culturally and linguistically diverse populations*, 15(1).
- (34) Faircloth, S. C. (2006, Winter). Early childhood education among American Indian/Alaskan Native children with disabilities: Implications for research and practice. *Rural Special Education Quarterly*, 25(1), 25-31.
- (35) Tippeconnic, III, J. W., & Faircloth, S. C. (2006, Summer). School reform, student success for educators working with Native K-12 students. *Tribal College Journal of American Indian Higher Education*, 17(4), 1-6.
- (36) Faircloth, S. C. (2006). Young American Indian/Alaskan Native children with disabilities: Implications for policy, research, and practice. In E. F. Shores (Ed.), *Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning, July 28-29, 2005, Little Rock, AR*. (Rural Early Childhood Report No. 2), (pp. 114-131) Mississippi State University Early Childhood Institute.
- (37) Faircloth, S. C., & Tippeconnic, III, J. W. (2004, Winter). Utilizing research methods that respect and empower Indigenous knowledge. *Tribal College Journal of American Indian Higher Education*, 16(2), 24-27.

REPORTS

- (1) Rampey, B. D., Faircloth, S. C., Wharton, R. P., & Deaton, J. (2021). *National Indian education study 2019 (NCES 2021-018)*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.
- (2) Technical Review Panel for the National Indian Education Study. (2021). National Indian education study 2019: Setting the context. Statement to accompany the release of *National Indian education study 2019: A closer look*.
- (3) Rampey, B. D., Faircloth, S. C., Wharton, R. P., & Deaton, J. (2019). *National Indian education study 2015: A closer look* (NCES 2019-048). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.
- (4) Technical Review Panel for the National Indian Education Study. (2019). National Indian education study 2015: Setting the context. Statement to accompany the release of *National Indian education study 2015: A closer look*.

BLOG POSTS

- (1) Faircloth, S. C. (2019, April 22). Response to: “Something must change” to address challenges facing Native American youths. Classroom Q&A with Larry Ferlazzo. *Education Week Teacher*.
http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/04/response_something_must_change_to_address_challenges_facing_native_american_youth.html
- (2) Faircloth, S. C. (2018, November 30). We’re still here- Why aren’t you teaching to or about us? ACT Center for Equity in Learning. <https://equityinlearning.act.org/equity-in-action/were-still-here-why-arent-you-teaching-to-or-about-us/>
- (3) Faircloth, S. C. (2018, November 19). We need American Indian and Alaska Native educators. ACT Center for Equity in Learning. <https://equityinlearning.act.org/equity-in-action/we-need-american-indian-and-alaska-native-educators/>

SAMPLE PRESENTATIONS

- (1) Faircloth, S. (2022, March 28). Invited Talk. You can't lead me if you don't know me: Culturally relevant leadership practices for working with American Indian students and communities. Racial Justice Speakers Series. Sponsored by the Student of Color Collective. School of Education. University of North Carolina Greensboro.
- (2) Faircloth, S. (2022, March 9). Keynote. Re-righting history: Centering Indigenous cultures and stories to create a more relevant and appropriate education for children and youth. Lehigh University School Study Council.

- (3) Faircloth, S. C. (2022, February 7). Invited Panel. Culturally relevant leadership practices to support faculty of color. Susan Bulkeley Butler Center for Leadership Excellence. Purdue University.
- (4) Faircloth, S. C. (2022, January 24). Keynote. Rediscovering purpose and joy in the midst of challenge. My Brother's Keeper Alliance (Las Vegas). "Fighting for our Future: Healing our Community to Heal our Youth."
- (5) Faircloth, S., & Schultz, K. (2021, November 18). Culturally Responsive and Sustaining School Leadership: An Interactive Dialogue. Colorado Educator Preparation Faculty Convening. Diversifying the Educator Workforce.
- (6) Faircloth, S., & Bitsie, S. (2021, November 8). Invited Panel. Moving beyond feathers and fluff: Teaching about and with American Indians. Poudre School District.
- (7) Faircloth, S. (2021, October 11). Invited Lecture. What's justice got to do with it?: The legal and moral imperative of American Indian education. "Returning to normal is not enough: (Re)imagining education and enacting justice in our schools and communities." National 2020-21 National Speaker Series. Center for Educational Leadership. Trinity University (Texas).
- (8) Faircloth, S. C. with Bang, M., & Garcia, J. (2021, February 26). Invited Talk. Scholars Indigenizing the academy. Moderated by B. Brayboy. Center for Indian Education. 60th Year Celebration Webinar Series.
- (9) Faircloth, S. C. (2019, December). Re-righting history: Centering Indigenous cultures and stories to create a more relevant and appropriate education for our children. Keynote. First Americans Educational Leadership (FAEL) Program. University of North Carolina Pembroke.
- (10) Faircloth, S. C. (2019, October). Education as an impediment or imperative of sovereignty? Keynote. Indigenous Peoples' Day. Kansas State University.
- (11) Faircloth, S. (2019, February). Mom, they do know we're (American) Indian, right? Plenary Session. Seventh International Conference on Immersion & Dual Language Education: Transforming Communities through Multilingualism.
- (12) Faircloth, S. (2018, October). Beyond feathers and fluff: Teaching about and with American Indians. Keynote. 18th Annual Diversity Symposium. Colorado State University.
- (13) Faircloth, S. (2017, November). To transform or be transformed? Reflections from American Indian graduates of educational leadership & administration doctoral programs. UCEA.
- (14) Faircloth, S. C., & Lucio, R. (2014, December). Decreasing dropout rates for minority male youth with disabilities from culturally and ethnically diverse backgrounds. Webinar. Sponsored by the National Dropout Prevention Center for Students with Disabilities, Clemson University.
- (15) Faircloth, S. C., Mackey, H., & Francis, L. (2014, November). Mobilizing Indigenous voices: Creating a welcoming and productive space for research and scholarship. Conversation Session. Annual Convention of the University Council for Educational Administration (UCEA). **Session Organizer*
- (16) Faircloth, S. C. (2012, October). Building capacity in Indigenous schools and communities in the U.S.: Honoring the ethical imperatives of respect relevance, reciprocity, and responsibility. 17th Annual Values and Leadership Conference.
- (17) Slivka, K., & Faircloth, S. (2011, November). The ripple effects of assimilationist educational policies and practices for American Indian students: From the boarding school era to the present. Invited Presentation. Interinstitutional Consortium for Indigenous Knowledge, ICIK Seminar Series, Penn State.
- (18) Faircloth, S. with Shotton, H., Waterman, S. J., & Fann, A. J. (2010, April). Learning to go back, living to give back: Preparing American Indian/Alaska Native educational leaders. Symposium. American Educational Research Association (AERA).
- (19) Faircloth, S. with Bowman, C., Dixon, B., Mackey, H., Harstad, J., & Noley, G. (2009, November). Learning to lead: Challenges and opportunities encountered in preparing American Indian and Alaska Native school leaders in mainstream colleges and universities. Conversation Session. UCEA.
- (20) Faircloth, S. C. (2009, April). Integrating Indigenous knowledge systems into educational research. Professional Development Session. AERA. **Co-director, with B. Brayboy, T. Lee, M. Maaka, & T. Richardson.*
- (21) Faircloth, S. C., & Tippeconnic, III, J. W. (2009, April). *Indigenous controlled colleges and universities utilizing Indigenous knowledges and ways of knowing to prepare future educators.* AERA.
- (22) Faircloth, S. (2002, April). Experiences with Institutional Review Boards (IRBs). Invited Presentation. Research in Indian Country: Setting our own agenda. Sponsored by the American Indian Higher Education Consortium; Haskell Indian Nations University; Indian Health Service; Office for Human Research

Protections, U.S. Department of Health and Human Services.

UNIVERSITY SERVICE

- (1) Native American Task Force (Presidentially Appointed), Colorado State University, 2018- present (*Renamed as Native American Advisory Council in Fall 2019)
- (2) Search Committee, Dean of the College of Health and Human Sciences, Colorado State, 2018 – 19
- (3) Diversity Committee, Watson College of Education, UNCW, 2015- 18
- (4) Council on Multicultural Initiatives & Diversity, College of Education, NC State, 2013- 15
- (5) University Diversity Advisory Committee, NC State, 2013 –15
- (6) Faculty Liaison, Office for Institutional Equity and Diversity, NC State, 2013 – 15
- (7) American Indian Advisory Council, NC State, 2012 – 15
- (8) Diversity & Community Enhancement Committee, College of Education, Penn State, 2003–05; 2009 – 12
- (9) Commission on Racial and Ethnic Diversity (CORED), Penn State, 2003-09

PROFESSIONAL AND COMMUNITY SERVICE

- (1) Minority Fellowship Selection Committee, AERA, 2021-23
- (2) Advisory Board, Center for Antiracist Education (CARE), 2021-2022
- (3) Guardian ad Litem, District 5, North Carolina), 2017 – 18
- (4) North Carolina State Advisory Council on Indian Education, October 2016-July 2018; Vice Chair, September 2017 – July 2018; *Appointed by the University of North Carolina Board of Governors
- (5) Technical Review Panel, National Indian Education Study, U.S. Department of Education, Office of Indian Education, National Center for Education Statistics, 2007-present; Chair -2016 – present
- (6) Exceptional Children’s Advisory Board, Bureau of Indian Education, Bureau of Indian Affairs, U.S. Department of the Interior, 2009 – 19
- (7) External Advisory Board, American Indian Center, UNC Chapel Hill, 2013 – 15
- (8) Advisory Group, Dropout Prevention Initiative, Bureau of Indian Education, U.S. Department of the Interior/National Center for Dropout Prevention for Students with Disabilities, 2011 – 14
- (9) Chair, Indigenous Peoples of the Americas, Special Interest Group, AERA, 2011 – 13
- (10) Facilitator, Southern California Tribal Education Summit. Agua Caliente Band of Cahuilla Indians and the UCLA Tribal Learning Community and Educational Exchange (TLCEE), May 2008

EDITORIAL AND REVIEW SERVICE

- (1) Associate Editor, Educational Administration Quarterly, 2022 - present
- (2) Associate Editor, *AERA Open*, 2022-2024
- (3) Editor, *Oxford Bibliographies Online (Education)*, 2021 – present
- (4) Editorial Board, *Journal of American Indian Education* (Center for Indian Education, Arizona State), 2003 – present

SAMPLE FUNDING

- (1) Red Corn, A., Lees, A., Mackey, H., Faircloth, S., & Craig, A. (2023). Visioning and Nurturing our Professional Ecosystems: Exploring Design and Impact of Indigenous Educator Training Programs for Healthy, Thriving Futures. Vision Grant. Spencer Foundation (\$75,000).
- (2) Faircloth, S. C. (2014). A day of service at the Eastern Carolina Indian School. NC State (\$3,000).
- (3) Faircloth, S. C., Bitting, P., & Hicks, G. (2014– 15). iLead: Indigenous and Latino(a) Educators Addressing Diversity. Graduate School. NC State (\$3,400).
- (4) Faircloth, S. C. (2013 – 14). “This was our school”: Oral histories of former students and teachers of the East(ern) Carolina Indian School. NC State, Faculty Research Development Program (\$5600).
- (5) Tippeconnic, III, J. W., & Faircloth, S. C. (2008 – 12). “Principals for Student Success.” U.S. Department of Education, Office of Indian Education (Approx. \$1 million).
- (6) Faircloth, S. C. (Fall 2006 - Spring 2010). Research Fellowship. American Indian/Alaska Native Head Start Research Center, University of Colorado Denver Health Sciences Center (Approx. \$40,000).
- (7) Faircloth, S. (in collaboration with S. Banks, G. Farkas, K. Schafft, and J. Hibel). (2005 – 06).

- “Identification and prevention of early childhood factors contributing to the disproportionate representation of American Indian and Alaskan Native students in special education.” Penn State (\$5,000).
- (8) Tippeconnic, III, J. W., & Faircloth, S. C. (August 2004 – August 2007). “American Indian Leadership Program: Master’s in Educational Administration to Prepare School Principals.” U.S. Department of Education, Office of Indian Education (\$1,015,231).
 - (9) Faircloth, S. (Spring 2004 – Fall 2005). “Voices from the Field: The Role of the Principal in the Administration and Supervision of Special Education Programs and Services in Schools with High Concentrations of American Indian/Alaskan Native Students.” Penn State (\$7,800).

CONSULTANCIES

- (1) Technical Working Group, Office of Indian Education, U.S. Department of Education, 2020 – present
- (2) Expert Witness, Stephen C., a minor, by Frank C., guardian ad litem, et al., v. Bureau of Indian Education, et al., 2019
- (3) Technical Work Group (TWG), Study of the U.S. Department of Education’s Title III Native American Indian and Alaska Native Children in School (NAM) Program, American Institutes for Research, 2016 – 18
- (4) Expert Witness, Quinault Indian Nation v. Lake Quinault School District, Mary M. Knight School District, North River School District, Wishkah Valley School District et al., Spring 2015
- (5) International Researcher, He Kākano Professional Development Project (National Initiative on Culturally Proficient School Leadership), New Zealand, 2010 – 13
- (6) External Evaluator (with Malia Villegas), Alaska Native Teacher Training Project, University of Alaska-Fairbanks (UAF), 2009 – 12
- (7) Partnerships for Promising Practices in Indian Education, Office of Indian Education/Kauffman and Associates, 2007 – 12
- (8) Evaluator, Resiliency and Adaptation Program (National Science Foundation), UAF, Spring 2010
- (9) Parent Trainer, National Native American Families Together Parent Training Center, 2005 – 07

HONORS AND AWARDS

- (1) Hidden Figures Award, UCEA, 2018
- (2) William C. Friday Fellowship for Human Relations, 2014 – 16
- (3) Fulbright Senior Scholar to New Zealand, 2012
- (4) Research Fellowship, American Indian/Alaska Native Head Start Research Center, University of Colorado Denver and Health Sciences Center, Fall 2006 – Spring 2010
- (5) Ford Foundation Postdoctoral Fellowship, Civil Rights Project, UCLA, 2007-08
- (6) Distinguished Service to Indian Education, United Tribes of North Carolina, March 2004
- (7) Fellowship, American Indian Leadership Program, Penn State , 1997 -2000
- (8) Fellowship, American Indian Special Education Teacher Training Penn State, 1994 -96

INTERVIEWS AND MEDIA MENTIONS

- (1) History of American Indian Education. Integrated Schools Podcast, February 2022
- (2) Indigenous Peoples Day. Deutsche Welle (DW) TV News, October 11, 2021
- (3) What Indigenous Peoples’ Day means to Native Americans? NPR Morning Edition, October 11, 2021
- (4) Pres. Biden becomes first to mark Indigenous Peoples’ Day. CBSN. October 8, 2021
- (5) First 100 Days: First Native American Interior Secretary faces historic opportunities, challenges. *Source*. March 12, 2021
- (6) Indigenous education, tribal sovereignty & honoring culture. On the Margins Podcast. Produced by CREED (the Center for Racial Equity in Education), May 14, 2020
- (7) Clarren, R. America is failing Native American students. *The Nation*, July 2017
- (8) Native America Calling. American Indian Students with Disabilities and the Dropout Crisis, 2013

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Education Deans for Justice and Equity (EDJE)
National Indian Education Association (NIEA)