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EDUCATION

Ph.D., Educational Administration, concentration in Special Education,
The Pennsylvania State University, University Park, PA

Graduate Fellowship, The American Indian Leadership Program

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 Pennsylvania State University, University Park, PA

Recipient, Graduate Fellowship, The American Indian Special Education Teacher Training Program

Graduate coursework, Counselor Education, Campbell University, Buies Creek, NC
B.A., History, Minors in Anthropology and Political Science,
Appalachian State University, Boone, NC

ACADEMIC APPOINTMENTS

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

January 2023 – August 2023: **Professor, School of Education**
Colorado State University, Fort Collins, CO

July 2018 – January 2023: **Professor & Director, School of Education**
Colorado State University, Fort Collins, CO

*Member, Race and Intersectional Studies for Education Equity (RISE) Center

The School of Education is comprised of eight (8) programs areas offered in residence, via online/distance education, and in hybrid formats. Program areas include: (1) Adult Education and Training (M.Ed.); (2) Center for Educator Preparation (PK-12 educator/principal preparation; licensure; M.Ed.); (3) Counseling and Career Development (M.A.); (4) Family and Consumer Sciences (BS); (5) Educational Equity

and Transformation (Ph.D.); (6) Higher Education Leadership (PhD); (7) Organizational Learning, Performance, and Change (M.Ed., Ph.D.); and (8) Student Affairs in Higher Education (M.S.)

Fall 2016 – Summer 2018: **Professor, Department of Educational Leadership,**
University of North Carolina Wilmington, Wilmington, NC

July 2015 – Fall 2016: **Professor & Chair, Department of Educational Leadership,**
University of North Carolina Wilmington, Wilmington, NC

Spring 2016 – Fall 2016: Coordinator, Doctoral Program in Educational Leadership
(concentrations in Educational Leadership, Curriculum & Instruction, and Higher Education)

During my tenure, the Department of Educational Leadership was comprised of four
(4) graduate program areas: (1) Higher Education (M.Ed.); (2) School
Administration (licensure, M.S.A.); (3) Curriculum and Instruction (M.Ed.); and
(4) Educational Leadership (Ed.D.); and an undergraduate minor in Leadership
Studies.

Summer 2015 – present: **Adjunct Professor of Education, College of Education,**
North Carolina State University, Raleigh, NC

August 2012 – June 2015: **Associate Professor of Education,**
Leadership, Policy, and Adult and Higher Education Department,
North Carolina State University, Raleigh, NC

Fall 2014 – Spring 2015: **Coordinator, Educational Leadership Program**
Fall 2013 – Summer 2014: **Co-coordinator, Educational Leadership Program**

July 2009 – June 2012: **Associate Professor of Education, Department of**
Education Policy Studies, The Pennsylvania State University, University Park, PA

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”),** funded by the U.S. Department of Education, Office of
Indian Education to prepare a cohort of eight (8) American Indian/Alaska Native
students for roles as school administrators.

Spring 2012: **Fulbright Senior Scholar,** Victoria University of
Wellington, Wellington, New Zealand - Designed a community-based
participatory research project to examine the experiences of Māori
students with disabilities/special educational needs.

July 2006 – July 2009: **Assistant Professor of Education, Department of Education Policy Studies**, The Pennsylvania State University, University Park, PA

Summer 2008 – Summer 2010: **Co-director** (with John W. Tippeconnic, III), Personnel **Preparation** Grant (“Principals for Student Success”), funded by the U.S. Department of Education, Office of Indian Education to prepare a cohort of eight (8) American Indian/Alaska Native students for roles as school administrators.

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
Assisted in the planning of a regional conference to address the graduation/dropout crisis in the Pacific Northwest; and conducted research on the factors that place American Indian and Alaska Native children at risk for being identified as students with disabilities in the early grades.

August 2003 – July 2006: **Assistant Professor of Education, Department of Education Policy Studies and Department of Educational and School Psychology and Special Education**, The Pennsylvania State University, University Park, PA

OTHER APPOINTMENTS

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

Primary responsibilities included: Developing and coordinating the collection, analysis, and dissemination of a comprehensive system of Tribal College and University related data for use by internal staff, affiliated organizations, including the American Indian College Fund, the *Tribal College Journal of American Indian Higher Education*, and the White House Initiative on Tribal Colleges and Universities, Congress, Federal agencies, and other external individuals and organizations; analyzing higher education policy at the local/tribal, state, and national levels; assisting in the writing of grants and other applications for funding to sustain and expand data collection and analysis within the Consortium and its member institutions; serving as the Consortium’s representative to the Alliance for Equity in Higher Education, a working group representing tribal colleges, Hispanic Serving Institutions and Historically Black Colleges and Universities; and other duties as assigned.

January 2001 – April 2001: **Special Assistant to the Director, The American Indian Leadership Program**, The Pennsylvania State University, University Park, PA

Primary duties included developing a budget for the 30th anniversary of the American Indian Leadership Program, working with committee members to plan and organize the conference presentations and symposium, and working with public relations officers to advertise the conference and related events. Additional responsibilities included developing and presenting a proposal to the university's Commission on Racial and Ethnic Diversity to address the recruitment and retention of American Indian and Alaska Native graduate students on the University Park campus and collaborating with the Director of the leadership program to write a personnel preparation grant which was submitted to and funded by the U.S. Department of Education.

Summer 1998: **Intern, The North Carolina Department of Public Instruction, Office of the Special Assistant to the State Superintendent**, Raleigh, NC

Duties included assisting the North Carolina Advisory Council on Indian Education in developing an annual report on the status of Indian education; conducting a survey of states with Title IX, Indian Education Programs, to identify effective practices for decreasing dropout rates and improving the academic achievement of American Indian students; additional duties as assigned.

August 1996 – June 1997: **High School Special Education Teacher**, Chapel Hill-Carrboro City Schools, Chapel Hill, NC

Provided direct instruction in study skills and English to students in grades 9-12; assisted in the development and implementation of Individualized Education Programs; served on the district's Exceptional Children's Advisory Committee.

August 1995 – May 1996: **Clinician, Office for Disability Services**, The Pennsylvania State University, University Park, PA

Assisted college students with learning disabilities and/or head injuries in improving academic skills (primary focus on writing assignments).

August 1992 – July 1994: **Academic Skills Coordinator, Student Support Services/Student Services**, Sampson Community College, Clinton, NC

Coordinated tutorial services for a federally funded program serving students from underrepresented groups (e.g., first generation college, students with disabilities); supervised tutors and sign language interpreters; presented workshops on tutoring, test-taking, and time management; coordinated services for students with disabilities.

August 1991 – June 1992: **Youth Program Development Specialist Assistant, Title IX, Indian Education Program**, Cumberland County Schools, Fayetteville, NC

Provided academic assistance to American Indian students in grades 7-12; supervised and developed culturally relevant programs and activities; and served as a liaison between students, parents, and educators.

COURSES TAUGHT

University of North Carolina Wilmington

Graduate Level

EDL 570/571 Principal Internship
EDL 596 Culminating Project I (Higher Education)
EDL 597 Culminating Project II (Higher Education)
EDL 603 Doctoral Seminar
EDL 691 Directed Independent Study
EDL 698 Dissertation Research
EDL 699 Dissertation Research

North Carolina State University

Graduate Level

ED 730 Introduction to Qualitative Research Methods
ELP 551 Contexts and Challenges of School Improvement
ELP 891 Problems of Research Design in Education
ELP 795C Human Relations: Communication, Culture and Change

The Pennsylvania State University

Graduate Level

EDLDR 597 Leadership and Diversity
EDLDR 597 Educational Leadership Doctoral Pro-seminar
EDLDR 597 Leadership for Inclusive Education
EDLDR 597 American Indian Education Seminar

Undergraduate Level

EDUC 100S First-Year Seminar
SPLED 425 Orientation to Human Variation and Special Education Services

GRADUATE STUDENT ADVISING/MENTORING

Colorado State University

At Colorado State University, I currently serve on doctoral committees (and advise) in the Higher Education Leadership and Educational Equity and Transformation doctoral programs.

Addis Ababa University, Ethiopia

Since 2016, I have volunteered as the dissertation proposal co-advisor for students in the College of Education and Behavioral Studies at Addis Ababa University in Ethiopia.

University of North Carolina Wilmington

While serving as the coordinator of the doctoral program in Educational Leadership and Administration at the University of North Carolina Wilmington, I advised approximately 120 students (Spring 2016-Fall 2017). I have also served on master's student committees (culminating projects) in the Higher Education program, participated in portfolio defenses for students in the Master of School Administration program, supervised one (1) culminating project in Higher Education, and chaired a number of dissertation committees across the Department of Educational Leadership.

North Carolina State University

While on faculty at North Carolina State University, I chaired three (3) doctoral committees, co-chaired five (5) doctoral committees, and served on 11 doctoral committees. I also chaired one (1) master's paper in Interdisciplinary Studies. In addition to committee work, I was responsible for advising students in the Master of School Administration program and the Ed.D. and Ph.D. programs in Educational Administration and Supervision and Educational Research and Policy Analysis/Educational Evaluation and Policy Analysis. I continue to serve on doctoral committees as an adjunct faculty member at NC State.

The Pennsylvania State University

While on faculty at The Pennsylvania State University (Penn State), I served on approximately 20 doctoral committees in the fields of Educational Administration/Leadership and Special Education, eight (8) of which I chaired or co-chaired. I also served as the advisor or co-advisor for approximately 18 master's papers required for the Master of Education degree in the Educational Leadership program. I was also responsible for advising master's and doctoral students enrolled in the Educational Leadership program and the American Indian Leadership Program.

PUBLICATIONS

BOOKS AND EDITED VOLUMES

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*.

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).

Bass, L., & Faircloth, S. C. with Vargas, J. G., Wahnee, R., & Waukau, W. (2013). *Building bridges from high poverty communities, to schools, to productive citizenship: A holistic approach to addressing poverty through exceptional educational leadership*. NY: Peter Lang.

Guest Editor with Tippeconnic, III, J. W. (2013). Special issue. Leadership in American Indian education. *American Journal of Education*.

Co-Guest Editor with Bon, S. C., & Chapple, J. W. (2005, Summer). Special Issue. *American Secondary Education*.

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

Leigh-Osroosh, K. T., & Faircloth, S. C. (2025). Storying our experiences in the academy as a means of resistance and survivance. *International Journal of Qualitative Studies in Education*, 1-22. <https://doi.org/10.1080/09518398.2502061>

Faircloth, S. C. (2023). On becoming a full professor: Reflecting on my journey from Indian Town Road to the academy. In C. S. Turner & C. Stanley (Eds.), *Pathways to full professorship for scholars of color* (pp. 100-110). Sterling, VA: Stylus Publishing, LLC.

Faircloth, S. C. (2023). Searching for hope and purpose in the midst of suffering. Foreword. In Polizzi, J., & Frick, W., *Suffering in schools: Shining a light on the dark places of education*. New York, NY: Routledge.

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.

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*. New Brunswick, NJ: Rutgers University Press.

Faircloth, S. C. (2021, October 7). Indigenous Peoples Day: Why it's replacing Columbus Day in many places. *The Conversation*. Available online: <https://theconversation.com/indigenous-peoples-day-why-its-replacing-columbus-day-in-many-places-167849>

Faircloth, S. C. (2021, June 11). Tribal colleges empower Native students with an affordable, culturally relevant education – but need more funding. *The Conversation*. Available online: <https://theconversation.com/tribal-colleges-empower-native-students-with-an-affordable-culturally-relevant-education-but-need-more-funding-160578>

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> New York, NY: Oxford University Press.

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

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>

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>

Hynds, A., Faircloth, S. C. Green, C., & Jacob, H. (2018). Challenges of student voice within a context of threatened identities. In R. Bourke & J. Loveridge (Eds.), *Radical collegiality through student voice: Educational experience, policy and practice* (pp. 87-102). Singapore: Springer.

Faircloth, S. C. (2018). Honoring difference: The new norm in Educational research? (Preface). In E. T. Murakami & H. J. Mackey (Eds.), *Beyond marginality: Understanding the intersection of race, ethnicity, gender, and difference in educational leadership research* (ix-xiii). Charlotte, NC: Information Age Publishing.

Faircloth, S. C. (2018). Chapter 4: Supporting democratic and ethical schools. In L. R. Bass, W. Frick, & M. D. Young (Eds.), *Developing ethical principles for school leadership. PSEL standard two* (pp. 51-70). New York, NY: Routledge.

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*. Sterling, VA: Stylus Publishing, LLC.

Faircloth, S. C. (2018). Leadership in the era of the Trump presidency: Implications for the education of American Indian children and youth. *Journal of Educational Administration & History*, 12-22.

Faircloth, S. C. (2018). A life lived well: American Indian educator, scholar and leader, Dr. John W. Tippeconnic, III. In J. S. Brooks & A. H. Normore (Eds.), *Leading against the grain: Lessons for creating just and equitable schools* (pp. 72-79). NY: Teachers College Press.

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.

Faircloth, S. C. (2017). Indigenous education in the United States. *Oxford Bibliographies Online*. Available online at www.oxfordbibliographies.com

Faircloth, S. C. (2017, Summer). With and about: Inviting contemporary American Indian peoples into the classroom. *Teaching Tolerance*, 56. Montgomery, AL: Southern Poverty Law Center.

- 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.don
- 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). NY: Routledge.
- 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.
- 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.
- 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.
- 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). San Francisco, CA: Jossey-Bass.
- Faircloth, S. C., Hynds, A., Jacob, H., Green, C., & Thompson, P. (2015). Ko wai Au? Who am I? Examining the multiple identities of Māori youth. *International Journal of Qualitative Studies in Education*, 1-22.
- Hynds, A., Averill, R., Penetito, W., Meyer, L., Hindle, R., & Faircloth, S. (2015). Examining the impediments to Indigenous strategy and approaches in mainstream secondary schools. *International Journal of Leadership in Education*, 1-23.
- 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.
- Head-Dylla, C., & Faircloth, S. (2014, December). A feather in her cap. *Journal of Cases in Educational Leadership*, 17, 111-126. doi: 10.1177/155545891454967
- 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). Clemson, SC: National Dropout Prevention Center for Students with Disabilities.

Averill, R., Hindle, R., Hynds, A., Meyer, L., Penetito, W., Taiwhati, M., Hodis, F., & Faircloth, S. C. (2014). "It means everything doesn't it?" Interpretations of Māori students achieving and enjoying educational success "as Māori". *set: Research Information for Teachers*, 2.

**Published by the New Zealand Council for Educational Research*

Faircloth, S. C. (2013). Culturally responsive pedagogies. *Oxford Bibliographies Online*.

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.

Frick, W. C., Faircloth, S. C., & Little, K. S. (2013). Responding to the collective and individual "best interests of students": Revisiting the tension between administrative practice and ethical imperatives in special education leadership. *Educational Administration Quarterly*, 49(2), 207- 242.

Reinhardt, M. J., Evenstad, J. P., & Faircloth, S. (2012). She has great spirit: Insight into relationships between American Indian dads and daughters. *International Journal of Qualitative Studies in Education*, 25(7), 913-931.

Faircloth, S. C. (2012). Seeking more than balance: Navigating the perceived work- life divide in academia. In J. Marshall et al. (Eds.), *Juggling flaming chainsaws: Faculty in educational leadership try to balance work and life* (pp. 207-214). Charlotte, NC: Information Age Publishing, Inc.

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). NY: Routledge.

Bass, L. R., & Faircloth, S. C. (2011), Chapter 10: Female faculty of color: Successful strategies in academia. In G. Jean-Marie & B. Lloyd-Jones (Eds.), *Women of color in higher education: Changing directions and new perspectives (Diversity in Higher Education, Volume 10)* (pp. 219 – 239). UK: Emerald Group Publishing.

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). Santa Barbara, CA: Praeger Press.

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). Charlotte, NC: Information Age.

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). New York and London: Routledge.

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). University Park, PA: Penn State University Press (Rural Studies Series).

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. Los Angeles, CA: UCLA Civil Rights Project/Proyecto Derechos Civiles.

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.

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). Charlotte, NC: Information Age Publishing.

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). NY: AMS Press.

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.

Zaretsky, L., Moreau, L., & Faircloth, S. C. (2008, August). Voices from the field: School leadership and special education in Canada. *Alberta Journal of Educational Research*, 54(2), 161-77.

Tibbetts, K., Faircloth, S., & Benham, M. K. P. (2008, June). Indigenizing accountability and assessment: A story shared. In M.K.P. Benham (Ed.), *Indigenous educational models for contemporary practice: In our mother's voice, volume II* (pp. 123-134). Mahwah, NJ: Lawrence Erlbaum Associates.

Faircloth, S. (2008, June). Making assessment personal: The relevance of local knowledge and holding oneself accountable. In M. K. P. Benham (Ed.), *Indigenous educational models for contemporary practice: In our mother's voice, volume II* (pp. 135-138). Mahwah, NJ: Lawrence Erlbaum Associates.

Tibbetts, K., & Faircloth, S. (2008, June). Indigenizing accountability and assessment: Looking forward. In M. K. P. Benham (Ed.), *Indigenous educational models for contemporary practice: In our mother's voice, volume II* (pp. 153-154). Mahwah, NJ: Lawrence Erlbaum Associates.

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).

Faircloth, S. C., Ritter, S. T., & Wilson, F. R. (2007, September). Administrative challenge or ethical dilemma? Responding justly when a student with a disability engages in a violent or disruptive act. *Journal of Cases in Educational Leadership*, 10(3-4), 21-31.

**Ritter and Wilson were both doctoral students in the Educational Leadership program at Penn State*

Frick, W. C., & Faircloth, S. C. (2007, March). Acting in the collective and individual "best interest of students": When ethical imperatives clash with administrative demands. *Journal of Special Education Leadership*, 20(1), 21-32.

Bon, S. C., Faircloth, S. C., & LeTendre, G. K. (2006, Winter). The school violence dilemma: Protecting the rights of students with disabilities while maintaining teachers' sense of safety in schools. *Journal of Disability Policy Studies*, 17(3), 148- 57.

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.

**The original version of this paper was published in conference proceedings. Permission was obtained from the editors of the conference proceedings to publish an edited version of this paper in Rural Special Education Quarterly.*

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.

Schafft, K. A., Faircloth, S. C., & Thompson, N. L. (2006). Assessing the state of the knowledge: American Indian and Alaska Native rural early childhood education. 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. 1-11). Mississippi State, MS: Mississippi State University Early Childhood Institute.

***This body of work represents the results of the first education-related conference held at the William J. Clinton Presidential Library.*

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, MS: Mississippi State University Early Childhood Institute.

Bon, S. C., Faircloth, S. C., & Chapple, J. W. (2005, Summer). 30 Years of providing services for children with disabilities: Implications for secondary education (Special Issue Introduction). *American Secondary Education*, 33(3), 3-5.

Gutierrez, K. J., Faircloth, S. C., Pfeiffer, T., Al-Harthi, A. S., & Lin, K. P. (2005). Religion versus culture. In J. P. Shapiro & J. A. Stefkovich (Eds.), *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (2nd edition). Mahwah, NJ: Lawrence Erlbaum Associates.

**Reprinted in 3rd edition (2011) (pp. 95 – 113)*

**Reprinted in 4th edition (2016) (pp. 102-118) (Reprinted as Gutierrez, K. J., Faircloth, S. C., Pfeiffer, T., Buonanno, T.A., Al-Harthi, A. S., Lin, K. P.)*

**Reprinted in 5th edition (2021) (Reprinted as Gutierrez, K. J., Faircloth, S. C., Pfeiffer, T., Buonanno, A. F., Al-Harthi, A. S. A., Lin, K. P., & Ehrensall, P. A. A.)*

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.

Faircloth, S. (2004). Understanding the impact of U.S. federal education policies on the education of children and youth with disabilities. *International Studies in Educational Administration*, 32(2), 32-46.

**The original version of this paper was published in Values and Ethics in Educational Administration, 2(3), 1-8.*

Faircloth, S. C. (2004). Turbulent policy demands and ethical dilemmas: The impact of federal education policies on special education programs and services. *Values and Ethics in Educational Administration*, 2(3), 1-8.

Gipp, G. E., & Faircloth, S. C. (2003). Tribal colleges and universities: A tradition of innovation. *Journal of American Indian Education*, 42(1), 2-5.

Tippeconnic, III, J. W., & Faircloth, S. (2002, December). Using culturally and linguistically appropriate assessments to ensure that American Indian and Alaska Native Students receive the special education programs and services they need. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Digest No. EDO RC- 02-8).

Reis (Bon), S., & Faircloth, S. (2001). Educators speak out on school violence policies and their sense of security in the classroom. *National FORUM of Educational Administration and Supervision Journal*, 19(1), 93-105.*

**This manuscript was reprinted in the National FORUM of Applied Educational Research Journal (see below) upon request of the editor*

Reis (Bon), S., & Faircloth, S. (2001). Violence policies: Educators speak out about their sense of security in the classroom. *National FORUM of Applied Educational Research Journal*, 15(1), 37- 49.

Faircloth, S., & Tippeconnic, III, J. W. (2000, December). *Issues in the education of American Indian and Alaska Native students with disabilities*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Digest No. EDO-RC-00-3)

REPORTS

Rampey, B. D., Faircloth, S. C., Wharton, R. P., & Deaton, J. (2021). *National Indian education study 2019 (NCES 2021-018)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Available online: <https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2021018.pdf>

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*. Available online: https://oese.ed.gov/files/2021/05/NIES_setting_the_context_508.pdf

**Faircloth chairs the Technical Review Panel*

Rampey, B. D., Faircloth, S. C., Wharton, R. P., & Deaton, J. (2019). *National Indian education study 2015: A closer look* (NCES 2019-048). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Available online: <https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2019048.pdf>

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*. Available online: <https://www2.ed.gov/about/offices/list/oese/oas/nies-setting-the-context.pdf>

**Faircloth chairs the Technical Review Panel*

Hynds, A., Meyer, L. H., Penetito, W., Averill, R., Hindle, R., Taiwhati, M., & Hodis, F., with Faircloth, S. (2014). Evaluation of He Kākano professional development for leaders in secondary schools. Final Report. Milestone Report 12. Wellington, New Zealand: New Zealand Ministry of Education.

Villegas, M., & Faircloth, S. C. (2011). Evaluation Report. Alaska Native Teacher Training Project, University of Alaska Fairbanks.

Villegas, M., & Faircloth, S. C. (2010). Evaluation Report. Alaska Native Teacher Training Project. University of Alaska Fairbanks.

Faircloth, S. C. (2008). Promising practices in early childhood education and care for American Indian and Alaska Native students. Office of Indian Education, U.S. Department of Education.

Guillory, R. M., Brayboy, B., & Faircloth, S. (2007). Report on the Educational Needs of American Indian/Alaska Native students. Office of Indian Education, U.S. Department of Education.

BLOG POSTS

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*. Available online: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/04/response_something_must_change_to_address_challenges_facing_native_american_youth.html

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. Available online: <https://equityinlearning.act.org/equity-in-action/were-still-here-why-arent-you-teaching-to-or-about-us/>

Faircloth, S. C. (2018, November 19). We need American Indian and Alaska Native educators. ACT Center for Equity in Learning. Available online: <https://equityinlearning.act.org/equity-in-action/we-need-american-indian-and-alaska-native-educators/>

PRESENTATIONS

Bussell, D., Faircloth, S., & Marquardt, B., (2024, October 10). National Indian Education Study (NIES): Data Results and Tools for Tribal Education Sovereignty. National Indian Education Association, Palm Springs, CA.

Hinton, M. D., Woo, M., Soto, V., & Faircloth, S. C. (2023, April 23). Invited Leadership Panel. Faculty Women of Color in the Academy National Conference. Arlington, VA.

Deaton, J., Moore, C. C., Faircloth, S., & Lopez, J. D. (2022, December 13). National Indian Study. AERA NAEP Studies SIG Webinar.

Barakat, M., Faircloth, S. C., Irby, D. J., Potter, I., & Reames, E. H. with Byrne-Jiménez, M. (2022, November 18). Invited Session. UCEA International Exchanges: Learning from/about past and future study tours. Annual Convention of the University Council for Educational Administration. Seattle, WA.

Faircloth, S. C., Lochmiller, C., Rodríguez, M., & Lopez, G. (2022, November 18). Invited Session. *So you're a department chair? Role-alike session for current & aspiring chairs*. Annual Convention of the University Council for Educational Administration. Seattle, WA.

Baxley, G., Faircloth, S. C., Irby, D. J. & Taeyeon, K. with Byrne-Jiménez, M., & Yoon, I. H. (2022, November 17). Invited Session. *Leadership love letters: An invitation to participate in restorative research*. Annual Convention of the University Council for Educational Administration. Seattle, WA.

Faircloth, S. (2022, November 16). Keynote. Let our voices guide your actions: Lessons learned from working with and for Indigenous peoples and communities. "The mighty triangle: The strength of the research-policy-practice triangle for addressing local, national, and global challenges." New Zealand Association for Research in Education (NZARE). Virtual.

Faircloth, S. (2022, November 2). Invited Talk. *Culturally responsive leadership: "You can't lead (teach) me if you don't know me."* School of Education. Curtin University. Perth, Australia.

Faircloth, S. (2022, October 29). Keynote. *Teaching as an act of survivance: Reflections from an Indigenous (M)other-Scholar*. World Teachers' Day. Curtin University. Perth, Australia.

Faircloth, S. (2020, October 20). Guest Speaker. The role of service. Doctoral Seminar. University of Oklahoma. Norman, OK.

Deaton, J., Faircloth, S., Marquardt, B., Logan, R., & Moore, C. (2022, October 7). National Indian Education Study (NIES): Data results and tools for AI/AN education sovereignty. Presentation. National Indian Education Association. Oklahoma City, OK.

Faircloth, S. (2022, September 16). Invited Panel. Preparing for promotion: Building a dossier. 13th Annual Conference for Assistant Professors. "Persistence and Resilience: Envisioning what Institutions can do for Faculty." Susan Bulkeley Butler Center for leadership Excellence. Purdue University. West Lafayette, IN.

Faircloth, S. (2022, April 1). Virtual Hearing – Increasing Native children academic achievement. Testimony. Alyce Spotted Bea and Walter Soboleff Commission on Native Children. <https://commissiononnativechildren.org/virtual-hearing-increasing-native-childrens-academic-achievement/>

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. Greensboro, NC. (Virtual).

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 Valley School Study Council. Lehigh University. Bethlehem, PA. (Virtual).

Faircloth, S. (2022, February 8). Invited Talk. You can't teach me if you don't know me. Diversity Conference. Fort Collins High School. Fort Collins, CO.

Faircloth, S. C. (2022, January 24). Keynote. Rediscovering purpose and joy in the midst of challenge. My Brother's Keeper Alliance. "Fighting for our Future: Healing our Community to Heal our Youth." Annual Conference. Las Vegas, NV. (Virtual)

Faircloth, S. C. (2021, November 20). Guest Speaker for Social Inquiry Group of the Youth Civic Engagement Research (YCER) Project. University of Pennsylvania. (Virtual)

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. (Virtual)

Faircloth, S., & Bitsie, S. (2021, November 8). Invited Panel. Moving beyond feathers and fluff: Teaching about and with American Indians. Poudre School District. Fort Collins, CO.

Faircloth, S. with H. Mackey, C. A. O'Brien, T. N. Watson, & I. Yoon. (2021, November 12). Café Series Conversation. Special Session. Annual Convention of the University Council for Educational Administration. Columbus, OH.

Faircloth, S. (2021, November 11). Jackson Scholars research symposium presentation (Session 7) – Social justice identities: Leadership perspectives for preparation, preschool, and bilingual education. Annual Convention of the University Council for Educational Administration. Columbus, OH.

**Facilitator*

Faircloth, S., & Mackey, H. (2021, November 12). Indigenous Scholars and Scholarship SIG Meeting. Annual Convention of the University Council for Educational Administration. Columbus, OH.

**Facilitator*

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." 2020-21 National Speaker Series. Center for Educational Leadership. Trinity University. San Antonio, TX.

Faircloth, S. C. with Biddle, C., Hillman, N., Tieken, M. C., Williams, S. M., & Stokes, L. (2021, April). Examining and rethinking the complexities and challenges of rural education. Invited Speaker Session. Annual Meeting of the American Educational Research Association. (Virtual)

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.

Faircloth, S. C. (2021, February 12). Guest Speaker. Seminar on Ethics and Social Justice. Fordham University.

Faircloth, S. C. with Scheurich, J. S., Sun, J. C., Mauldin, C., Nguyen, M. H., Lustick, H., Ramlackhan, K., Gil, E., Goings, R., Cobb, F., & Rodela, K. (2020, April). Division A Vice-Presidential Session: Navigating academic “freedom” in the era of institutional silencing, neoliberalism, and conservative white nationalist political climate. Invited Speaker Session. Annual Meeting of the American Educational Research Association. San Francisco, CA.

**Moderator (Conference canceled due to COVID-19)*

Faircloth, S. C. with Sinclair, T. E., & Rowe, D. A. (2020, November). Invited Panel. Leaders in Transition doctoral program. University of Arkansas/University of Oklahoma.

Faircloth, S. C. (2020, November). Leadership. Guest Lecture. EDUC 714, Education Policy Analysis. Colorado State University. Fort Collins, CO.

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. Pembroke, NC.

Burt, J. M., Faircloth, S. C., Martinez, M. A., & McClellan, P., with Alston, A. (2019, November). Bringing the gifts of our ancestors: Leadership lessons and women of color in educational leadership. Critical Conversations and Networking Session. Annual Convention of the University Council for Educational Administration. New Orleans, LA.

Faircloth, S. C., Holder, S., Thornton, M., Heilig, J. V., & Woulfin, S. (2019, November). Social media & you: Developing a professional online presence. Annual Convention of the University Council for Educational Administration. New Orleans, LA.

Faircloth, S. C. (2019, October). Reengaging associate professors in research. 2019 CADREI Annual Fall Meeting. Clearwater Beach, FL.

Faircloth, S. C., & Deaton, J. (2019, October). A closer look at NAEP and the National Indian Education Study. National Indian Education Association. Minneapolis, MN.

Faircloth, S. C. (2019, October). Education as an impediment or imperative of sovereignty? Keynote. Indigenous Peoples’ Day. Kansas State University. Manhattan, KS.

Faircloth, S. (Moderator), with Aragon, A., Dockendorff, K., Gonzalez-Voller, J., Muñoz, S., Poon, O., Stewart, D-L, & Vega, C. (2019, October). A generative and constructive dialogue about intersectional racial justice and equity in education. Keynote. 19th Annual Diversity Symposium. Colorado State University. Fort Collins, CO.

Faircloth, S. C., Mackey, H. J., & Warner, L. S. (2019, September). Forty years of educational leadership: The American Indian Leadership Program at Penn State. Invited Panel. The American Society for Ethnohistory. University Park, PA.

Faircloth, S. (2019, April). Reflections on the concept of authentic leadership: From an Indigenous scholar/leader perspective. Invited Talk. University of Denver. Denver, CO.

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. Charlotte, NC.

Faircloth, S. (2018, October). Beyond feathers and fluff: Teaching about and with American Indians. Keynote. 18th Annual Diversity Symposium. Colorado State University. Fort Collins, CO.

Faircloth, S. C. with Stansberry, K., Frick, W. C., Israel, M., & Pazey, B. L. (2018, November). Developing ethical educational leaders: A mini-workshop featuring UCEA's new PSEL textbook. Annual Convention of the University Council for Educational Administration. Houston, TX.

Faircloth, S. C. with Druery, D., Hill-Jackson, V., Irby, B., Irby, D. J., Johnson, D. D., & Mauldin, C. C. (2018, November). We are the change we seek: Igniting and passing the leadership torch. Critical Conversation and Networking Session. Annual Convention of the University Council for Educational Administration. Houston, TX.

Faircloth, S. C. with Burt, H., & Martinez, M. A. (2018, November). Bringing our whole selves: Women of color in the educational leadership professoriate. Critical Conversation and Networking Session. Annual Convention of the University Council for Educational Administration. Houston, TX.

Faircloth, S. (2018, April). Approaches of leaders building equity and inclusion. Annual Meeting of the American Educational Research Association. New York City.

**Discussant*

Faircloth, S. (2018, April). Dreams and possibilities for the future of the educational leadership professoriate: Diversifying and amplifying the voices of the academy. Annual Meeting of the American Educational Research Association, New York City.

**Discussant*

Faircloth, S. C. (2018, March). Equity in education: How do we achieve it? Invited Panel. Connecting Communities of Education Stakeholders (CCES) Conference. Greensboro, NC. Sponsored by the North Carolina Department of Public Instruction.

Alston, J. A., Burt, J., Faircloth, S. C., & Martinez, M. A. (2017, November). Yet she persisted: Women of color in the educational leadership professoriate. Symposium. Annual Convention of the University Council for Educational Administration. Denver, CO.

Faircloth, S., Mackey, H., & Pewewardy, C. (2017), November). (Up)rising as advocates for Indigenous leadership and (up)lifting student voices through transformational Indigenous praxis. Symposium. Annual Convention of the University Council for Educational Administration. Denver, CO.

**Facilitator*

Faircloth, S. (2017, November). To transform or be transformed? Reflections from American Indian graduates of educational leadership & administration doctoral programs. Paper to be presented at the Annual Convention of the University Council for Educational Administration. Denver, CO.

Faircloth, S., Pewewardy, C., Ruff, W., & Windchief, S. (2017, November). Indigenous scholars and scholarship SIG meeting. University Council for Educational Administration. Denver, CO.

**Facilitator*

Burt, J., Faircloth, S., & Martinez, M. A. (2017, November). #YetShePersisted: Women of color in the educational leadership professoriate. Critical conversation and networking session. University Council for Educational Administration. Denver, CO.

Alston, J., Faircloth, S., Lomotey, K., & Ovando, M. N. (2017, November). Jackson Scholars fireside chat: Are you ready to be a professor? Guidance, wisdom, and practical advice for graduate students and emerging scholars. Critical conversation and networking session. University Council for Educational Administration. Denver, CO.

Faircloth, S. C. (2017, April). Early & Mid-career mentoring for equity-focused faculty: Insights from senior scholars on navigating the pathways of academia. Invited Session. Annual Meeting of the American Educational Research Association, San Antonio, TX.

Faircloth, S. C. (2016, December). From risk to resiliency: The role of Native languages and cultures in promoting educational success among American Indian children and youth. Invited Presentation. S²OAR (Student Success through Opportunities and Access to Resources): A Conference on Regional PK-16 Student Success. University of North Carolina Pembroke. Pembroke, NC.

**Session was invited but not presented*

Faircloth, S. C. (2016, November). Dispelling myths and stereotypes: Teaching about Americans in the early grades. Advancing Equity Mini-Conference. University of North Carolina Wilmington. Wilmington, NC.

Faircloth, S. C. (2016, March). Guest Speaker/Leader. My leadership journey. LeaderShape Institute, Oak Island, NC.

Faircloth, S. C. (2016, February). Beyond feathers and festivals: Teaching about North Carolina's Indigenous Students. First Years of Teaching Support Program. Beginning Teacher Professional Development Day. Watson College of Education, University of North Carolina Wilmington. Wilmington, NC.

Faircloth, S. C. (2015, November). Playing Indian: Myths stereotypes, and misrepresentations of American Indians in schools. First Years of Teaching Support Program. Beginning Teacher Professional Development Day. Watson College of Education, University of North Carolina Wilmington. Wilmington, NC.

Faulkner, A., & Faircloth, S. C. (2015, October). What the data says: An examination of national and state performance data for American Indian students in North Carolina. American Indian Education Summit. Co-sponsored by the North Carolina State Advisory Council on Indian Education and the North Carolina Department of Public Instruction. Raleigh, NC.

Green, C., Helen, J., Hynds, A., & Faircloth, S. (2015, July). *Improving outcomes for D/deaf students through exploring identities /cultures: A NZ study looking at D/deaf Māori youth and their multiple identities and what this means to teachers who work with them.* 22nd International Congress on the Education of the Deaf. Athens, Greece.

**Paper was accepted but not presented*

Faircloth, S. C. (2014, December). Issues to consider when working with American Indian families and communities. Invited Presentation. Staff Development Team. Child Welfare Services, NC Department of Health and Human Services, Raleigh, NC.

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.

Hynds, A., Faircloth, S., Jacob, H., & Green, C. (2014, December). *Understanding the multiple identities of D/deaf Māori youth.* Paper presented at The Joint Australian Association for Research in Education and New Zealand Association for Research in Education Conference. Brisbane, Australia.

**Presented by Hynds*

Faircloth, S. C., Mackey, H., & Francis, L. (2014, November). Mobilizing Indigenous voices: Creating a welcoming and productive space for research and scholarship. Conversation Session at the Annual Convention of the University Council for Educational Administration. Washington, DC.

**Session Organizer*

Faircloth, S. C., & Matuszny, R. (2014, October). Responding to the graduation/dropout crisis among American Indian males with disabilities. Workshop session conducted at the Annual Conference of the National Indian Education Association. Anchorage, AK.

**Presented by Matuszny*

Faircloth, S. C. (2014, June). The power of expectations and dreams: The importance of talking with students about their aspirations. Invited Presentation. Rotary Club of Clinton, NC.

Faircloth, S. C., & Toldson, I. (2014, May). Addressing disproportionate dropout rates among male youth with disabilities from ethnically and culturally diverse backgrounds. Keynote Address. Capacity Building Institute. Sponsored by the National Dropout Prevention Center for Students with Disabilities, the National Secondary Transition Technical Assistance Center, and the National Post-School Outcomes Center. Charlotte, NC.

Faircloth, S. C., Green, C., Hynds, A. S., Jacob H., & Thompson, P. (2014, April). *Ko wai au? (Who am I?): Examining the multiple identities of Deaf and hearing impaired Indigenous Māori youth*. Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.

Hynds, A. S., Meyer, L. H., Averill, R., Hindle, R., Hodis, F. A., Penetito, W. T., & Faircloth, S. C. (2014, April). *The effectiveness of in-school professional learning opportunities for teachers within New Zealand secondary schools: Implications for the development of relational trust between teachers and Indigenous students*. Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.

Brown, B., & Faircloth, S. C. (2014, January). Professional development. Presentation to Associate Professors' Work Group. North Carolina State University. Raleigh, NC.

Faircloth, S. C. (2014, January). Playing Indian: The appropriateness of dressing up and pretending to be American Indian in schools. Sponsored by the Council on Multicultural Initiatives and Diversity (COMID). North Carolina State University. Raleigh, NC.

Faircloth, S. C., Hynds, A., Green, C., & Jacob, H. (2013, July). *Ko wai au?: Who am I? See our voices*. Paper presented at the Australia/New Zealand Conference of Educators of the Deaf. Brisbane, Australia.

Faircloth, S. C. (2012, November). American Indian education. Keynote Address. Annual Meeting of the National Association of Multicultural Education (NAME). Philadelphia, PA.

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*. Paper presented at the 17th Annual Values and Leadership Conference. Brisbane, Australia.

Faircloth, S. C., & Frankenberg, E. (2012, April). *School context, teacher characteristics and Indigenous students: Findings from the 2007-2008 Schools and Staffing Survey*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, British Columbia.

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. Sponsored by the Interinstitutional Consortium for Indigenous Knowledge, ICIK Seminar Series, The Pennsylvania State University, University Park, PA.

Frick, W. C., Faircloth, S. C., & Little, K. S. (2011, November). *Responding to the collective and individual "best interests of students": Revisiting the tension between administrative practice and ethical imperatives in special education leadership*. Paper presented at the Annual Convention of the University Council for Educational Administration. Pittsburgh, PA.

**Presented by Frick & Little*

Bryant, A., Faircloth, S. C., Gipp, G., & Warner, L. S. (2011, November). Fireside Chat: Indigenizing the Association for the Study of Higher Education. Annual Meeting of the Association for the Study of Higher Education. Charlotte, NC.

Bryant, A., Faircloth, S. C., Gipp, G., & Warner, L. W. (2011, November). 400 Years of challenges and opportunities: American Indian higher education institutions and programs. Symposium. Annual Meeting of the Association for the Study of Higher Education. Charlotte, NC.

Faircloth, S. C. (2011, June). Graduation/dropout crisis among American Indian males with disabilities. Invited Presentation. Office of Special Education Programs and the National Center for Dropout Prevention for Students with Disabilities, Washington, DC.

Faircloth, S. C. (2010, June). Responding to a crisis in Indian education: Low graduation and high dropout rates place the future of American Indian peoples and communities at risk. Invited Presentation. The Dropout/Graduation Crisis Among American Indian Students, (Sponsored by Project CREATE), Baraboo, WI.

Faircloth, S. C. (2010, June). What's language and culture got to do with it? Invited Presentation. Penn State Alumni Institute, University Park, PA.

Faircloth, S. with Rahman, T., Braun, H. I., Ludlow, L. H., Freund, D. S., Huang, C., Nelson-Barber, S., Sexton, U. M., Giovannone, C., & Norris, D. (2010, April). A National Assessment of the Educational Progress of American Indian and Alaska Native Students: Academic achievement, educational experiences, and methodological challenges. Symposium. Annual Meeting of the American Educational Research Association. Denver, CO.

**Chair/Session Organizer*

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. Annual Meeting of the American Educational Research Association. Denver, CO.

**Presenter*

Faircloth, S. (2009, November). Leadership preparation: Teaching-learning issues and concerns. Annual Convention of the University Council for Educational Administration. Anaheim, CA.

**Chair and Discussant*

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. Annual Convention of the University Council for Educational Administration. Anaheim, CA.

**Session Organizer and Chair*

Faircloth, S. C. (2009, May). Risk and resiliency: Understanding and responding to the overrepresentation of American Indian students in special education programs and services. Invited Presentation. University of Oregon.

Faircloth, S. C. (2009, April). Integrating Indigenous knowledge systems into educational research. Professional Development Session. Annual Meeting of the American Educational Research Association. San Diego, CA.

**Co-director, with B. Brayboy, T. Lee, M. Maaka, & T. Richardson*

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*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

**Presented by Faircloth*

Faircloth, S. C., & Hibel, J. (2009, March). *What's Head Start got to do with it? Academic outcomes among American Indian/Alaska Native Head Start participants in the kindergarten cohort of the early childhood longitudinal study*. Poster Presentation. Biennial Meeting of the Society for Research in Child Development. Denver, CO.

**Presented by Faircloth*

Faircloth, S. C., & Hibel, J. (2008, October). *A comparison of the academic outcomes of American Indian and Alaska Native Head Start participants and non-participants in the kindergarten cohort of the Early Childhood Longitudinal Study*. Paper presented at the Annual Convention of the University Council for Educational Administration. Orlando, FL.

**Presented by Faircloth*

Faircloth, S. C. (2008, September). Risk and resiliency: Unpacking the disproportionate representation of American Indian/Alaska Native students in special education programs and services. Invited Presentation. 12th Annual Upper Peninsula Indian Education Conference. Northern Michigan University. Marquette, MI.

Faircloth, S. C. (2008, May). Unpacking the dropout crisis among American Indian and Alaska Native students. Invited Presentation. The dropout crisis in the northwest – with special focus on American Indian and Alaska Native students. Invited Presentation. Conference sponsored by the UCLA Civil Rights Project/Proyecto Derechos Civiles. University of Washington. Seattle, WA.

Faircloth, S. C. with Brayboy, B. M. J. (Moderator), Martinez, J. F. (Moderator), Richardson, T., Lee, T. S., Smith, L. T., & Tuck, E. (2008, March). Symposium. Research and data collection and analysis among Indigenous peoples. Sponsored by the Social Justice Action Committee. Annual Meeting of the American Educational Research Association. New York, NY.

**Speaker*

Faircloth, S. C. (2008, February). Facilitating nondiscriminatory testing and assessment of students from diverse groups. Invited Workshop. Duluth School District. Duluth, MN.

Faircloth, S. C. (2008, February). Facilitating nondiscriminatory testing and assessment of American Indian and Alaska Native students. Invited Presentation. University of Minnesota-Duluth. Duluth, MN.

Faircloth, S. C. (2008, January). What's language and culture got to do with it? Issues and trends in the education of American Indian and Alaska Native students. Brown Bag presentation sponsored by the UCLA Civil Rights Project/Proyecto Derechos Civiles. Los Angeles, CA.

Faircloth, S. C. (2008, January). Unpacking the over-placement of American Indian and Alaska Native students in special education programs and services. Brown Bag Presentation. Sponsored by the UCLA American Indian Studies program. Los Angeles, CA.

Faircloth, S. C., Hibel, J., & Farkas, G. (2007, November). *School readiness: A determinant of special education placement among young American Indian and Alaska Native students*. Paper presented at the Annual Convention of the University Council for Educational Administration. Alexandria, VA.

**Presented by Faircloth*

Faircloth, S. C. (2007, October). What's the law got to do with it? Providing free appropriate public education to Native students with disabilities. Workshop. Annual Convention of the National Indian Education Association. Honolulu, HI.

Faircloth, S. C., Tibbetts, K., & Wheeler, L. (2007, October). Indigenous perspectives on educational accountability and assessment. Presentation. Annual Convention of the National Indian Education Association. Honolulu, HI.

Faircloth, S. C. (2007, August). Risk and Resiliency: Unpacking the over-placement of American Indian and Alaska Native students in special education programs and services in the early grades. Invited Presentation. Wisconsin Department of Public Instruction, Summer Institute 2007: Addressing Disproportionality - Sharing What We Have Learned. Green Bay, WI.

Faircloth, S. C. with Yazzie-Mintz, T., Thompson, N., Brayboy, B. M. J., Benham, M., Tippeconnic, J., Villegas, M., Venegas, K., & Bowman, N. (2007, April). "Mapping common ground" through interactive dialogue: Fostering cross-cultural research collaborations between Native educational researcher and the larger field of education. Symposium. Annual Conference of the American Educational Research Association. Chicago, IL.

**Discussant*

Faircloth, S. C. (*panel member*), with Brayboy, B. M. J., Battiste, M., Smith, G. H., Maaka, M. J., Manuelito, K. D., Tippeconnic, III, J. W., Benham, M. K. P., & McCarty, T. L. (2007, April). Indigenous research, knowledge, and collaborations: A conversation with Indigenous scholars. Symposium. Annual Conference of the American Educational Research Association. Chicago, IL.

Faircloth, S. C., & Bon, S. C. (2007, April). *Leadership for inclusive education: A case study of school leadership and special education in a tribally controlled school*. Round Table. Annual Meeting of the American Educational Research Association. Chicago, IL.

Faircloth, S. C., Ruhl, K., & Warcholak, N. (2006, November). *The role of educational leaders in the identification, selection and use of scientifically-based practices in special education*. Paper presented at the Annual Convention of the University Council for Educational Administration. San Antonio, TX.

**Presented by Faircloth*

Blood, N., Faircloth, S. C., Mackie, H., & Tippeconnic, III, J. W. (2006, October). Moral leadership in Indigenous communities. Keynote Address. 11th Annual Values and Leadership Conference. Victoria, British Columbia.

**Chaired Keynote Address*

Faircloth, S., & Zaretsky, L. (2005, November). *Principal talk: Cross-national perspectives on the administration and supervision of special education programs, services, and personnel in Canada and the United States*. Paper presented at the Annual Convention of the University Council for Educational Administration. Nashville, TN.

Faircloth, S., & Zaretsky, L. (2005, April). Voices from the field: A cross-national study of school leadership and special education. Paper presented at the Annual Conference of the American Educational Research Association. Montreal, Canada.

**Presented by Zaretsky*

Heeren, K., & Faircloth, S. (2005, April). Impact of NCLB on students with disabilities. Presented at the Annual Convention of the Council for Exceptional Children. Baltimore, MD.

Bon, S., Eckes, S., Faircloth, S., Gorman, K., Pauken, P., & Russo, C. (2004, November). The preparation of educational leaders for inclusive education. Conversation Session. Annual Convention of the University Council for Educational Administration. Kansas City, MO.

Tippeconnic, III, J. W., Faircloth, S., & Schafft, K. (2004, October). Building partnerships for rural education. Workshop. Annual Conference of the National Indian Education Association. Phoenix, AZ.

Faircloth, S., & Tippeconnic, III, J. W. (2004, September). Ethical conduct of research in American Indian education: Confronting issues of access, methodology, and use. Presentation. 9th Annual Values and Leadership Conference. Christ Church, Barbados, West Indies.

**Presented by Faircloth*

Bon, S., Chapple, J., & Faircloth, S. (2004, September). *Educating students with disabilities: Still separate and unequal?* Paper presented at the 2004 Patterson Research Conference, "Separate but Still Not Equal". Washington, DC.

Faircloth, S. (2004, June). Effective educational leadership strategies in the education of American Indians and Alaska Natives. Major Workshop. 17th Annual National Conference on Race and Ethnicity in American Higher Education. Miami, FL.

Bryant, A., & Faircloth, S. (2004, June). Opening doors: Ensuring educational access and success of American Indian students with disabilities in higher education. Session presented at the 17th Annual National Conference on Race and Ethnicity in American Higher Education. Miami, FL.

Faircloth, S. C. (2004, March). Providing culturally and linguistically appropriate services for American Indian students with disabilities. Invited Presentation. 29th Annual Conference of the United Tribes of North Carolina. Raleigh, NC.

Faircloth, S. (2003, March). Tribal Colleges and Universities. Invited Presentation. Meeting of the Diversity Committee of the National Association of Student Financial Aid Administrators. Washington, DC.

Faircloth, S. (2002, April). *Tribal college research*. Invited Presentation. 14th Annual Research Conference sponsored by the Indian Health Service. Albuquerque, NM.

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; and the Office for Human Research Protections, U.S. Department of Health and Human Services. Lawrence, KS.

Faircloth, S., & Gipp, G. (2002, April). Indigenous issues in research: Issues and concerns of Tribal Colleges and Universities. Invited presentation given at the conference entitled Research in Indian Country: Setting our own agenda. Sponsored by the American Indian Higher Education Consortium; Haskell Indian Nations University; Indian Health Service; and the Office for Human Research Protections, U.S. Department of Health and Human Services. Lawrence, KS.

Faircloth, S. (2002, April). Overview of the American Indian Higher Education Consortium (AIHEC). Invited Presentation. Wisdom of the Story Teller: A Conference to Build Research Capacity in Indian Country. Sponsored by the American Indian Rehabilitation Research and Training Center, Northern Arizona University; U. S. Department of Education, Office of Special Education and Rehabilitative Services; and the National Institute on Disability and Rehabilitation Research. Washington, DC.

Faircloth, S., & Tippeconnic, III, J. W. (2000, November). *A survey of the special education knowledge and skills of principals in schools with high concentrations of American Indian and Alaska Native students*. Paper presented at the Annual Conference of the University Council for Educational Administration. Albuquerque, NM.

Faircloth, S. (2000, October). *A survey of the special education knowledge and skills of principals in schools with high concentrations of American Indian and Alaska Native students*. Paper presented at the Annual Conference of the National Indian Education Association, Sioux Falls, SD.

Faircloth, S. (2000, October). *A survey of the special education knowledge and skills of principals in schools with high concentrations of American Indian and Alaska Native Students*. Paper presented at the Council for Exceptional Children/Division for Culturally and Linguistically Diverse Exceptional Learners Symposium on Culturally and Linguistically Diverse Exceptional Learners. Albuquerque, NM.

Faircloth, S. (2000, August). A survey of the special education knowledge and skill of principals in Bureau of Indian Affairs and tribal schools, preliminary results. Invited Presentation. Bureau of Indian Affairs, Special Education Law Institute. Albuquerque, NM.

Faircloth, S. (2000, April). *A survey of the special education knowledge and skills of principals in schools with high numbers of American Indian/Alaska Native students*. Paper presented at the Annual Conference of the American Educational Research Association. New Orleans, LA.

Faircloth, S., Felix, A., & Gajar, A. (1998, November). What are the implications of IDEA '97 for American Indian students with disabilities? Presentation at the Council for Exceptional Children, Multicultural Symposium. Washington, DC.

SERVICE

UNIVERSITY SERVICE

Colorado State University

External Reviewer, Human Development and Family Studies, 2021

Member, Search Committee, Education Director, CSU Spur, 2020

Native American Task Force (Presidentially Appointed), 2018- present

*Renamed as Native American Advisory Council in Fall 2019

Member, Search Committee, Dean of the College of Health and Human Sciences, 2018 – 2019

University of North Carolina Wilmington

Policy Committee, Watson College of Education, 2017 – 2018

Diversity Committee, Watson College of Education, 2015- 2018

Chancellor's Strategic Planning Workgroup ("Educate Well and Advance Research"), 2015 –2016

North Carolina State University

Member, Selection Committee, Chancellor's Faculty Excellence Program, 2014

2015 Faculty Chair-elect, College of Education, 2014 – 2015

Plenary Session Representative to the University Council for Educational Administration, 2014 – 2015

Program Coordinator, Educational Leadership program, Department of Leadership, Policy, and Adult and Higher Education, 2014 – 2015

Program Co-coordinator, Educational Leadership program, Department of Leadership, Policy, and Adult and Higher Education, 2013 – 2014

Member, Committee to review Retention, Promotion and Tenure criteria for the Department of Leadership, Policy, and Adult and Higher Education, 2013 - 2015

Member, Faculty Awards Committee, College of Education, 2013 – 2015

Member, Council on Multicultural Initiatives & Diversity, College of Education, 2013- 2015

Member, University Budget Advisory Committee, 2013 – 2015

*Appointed by the Office of the Provost

Member, University Diversity Advisory Committee, 2013 – 2015

Faculty Liaison, Office for Institutional Equity and Diversity, 2013 – 2015

*Planned and coordinated a system-wide gathering of American Indian faculty, staff, and doctoral students, Fall 2013; assisted in the planning of a system-wide gathering of faculty and staff committed to the recruitment and retention of American Indian students

Member, American Indian Advisory Council, 2012 – 2015

Member, Doctoral Restructuring Committee, College of Education, 2012 – 2013

The Pennsylvania State University

Member, National Board of Advisors, Goodling Institute for Research in Family Literacy, 2010 – 2012

Member, Advisory Committee, Marjorie Grant Whiting Endowment for the Advancement of Indigenous Knowledge, 2011 – 2012

Member, Review Panel, Research Initiation Grants, College of Education, 2010 – 2006

Member, Diversity and Community Enhancement Committee, College of Education, 2003 – 2005; 2009 – 2012

Plenary Session Representative, University Council for Educational Administration (UCEA), 2004 – 2011

**Represented the Educational Leadership Program at
The Pennsylvania State University*

Chair, Policy and Politics Search Committee, Educational Leadership program, 2009 – 2010

Member, Commission on Racial and Ethnic Diversity (CORED), 2003 – 2009

**Served as CORED's representative to Faculty Senate Standing Committee on Educational Equity and Campus Environment, 2006 – 2007*

Member, Search Committee, Special Education/Children Youth and Families Consortium, Penn State, 2005 – 2006

Proposal Reviewer, Educational Opportunity Planning Commission (Penn State), Spring 2005

PROFESSIONAL AND COMMUNITY SERVICE

External Reviewer for Tenure and Promotion to the Rank of Associate Professor,
2009 - present

Simon Fraser University, Canada
University of Arizona
Purdue University
University of New Mexico
Montana State University - Bozeman
University of Minnesota – Duluth
University of Wisconsin – Green Bay
University of Hawaii at Manoa
Australian Catholic University (Australia)
University of Memphis
University of Alaska – Fairbanks
Mississippi State University
Texas State University
Northern Arizona University

Title VI, Parent Committee, Poudre School District, Fort Collins, CO, 2025 – present

Reviewer, Spencer Foundation, 2024 - present

Community Mediation, Conflict Transformation Works, City of Fort Collins, Fort Collins,
CO, 2024 – present

Member, Minority Fellowship Selection Committee, American Educational Research
Association, 2021-23

Mentor, Jackson Scholars Program, University Council for Educational Administration
(UCEA), 2021 – 2024

Member, Equity Diversity Advisory Committee (EDAC), Poudre School District, Fort
Collins, CO, 2020 – present

Chair, Technical Review Panel, National Indian Education Study, U.S. Department of
Education, Office of Indian Education and the National Center for Education Statistics,
Washington, DC, 2016 – present; Member, 2007 - present

Member, Advisory Board, Center for Antiracist Education (CARE), 2021-2022

Board Member, Community Training and Assistance Center (CTAC), Boston, MA, 2020-
2022

Chaperone, School Dance, Boltz Middle School, Fort Collins, CO, Spring 2022

Thesis Reviewer, Australian National University, 2022

Vice President, Division A (Administration), American Educational Research Association, 2019 –2021

Faculty, 2021 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, April 2021

Faculty, 2020 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, April 2020

Juror, 2020 Brock Prize in Education Innovation, 2019

Reviewer, Fulbright Awards, Fall 2019

Room Parent, Shepardson Elementary School, Fort Collins, CO, 2018-2019, 2020-2021

Faculty, 2019 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Spring 2019

Planning Committee, 2019 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Spring 2019

Secretary, Division A (Administration), American Educational Research Association, 2017-2019

Reviewer, Applications for the 2019 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Fall 2018

Peer Reviewer, Discipline (Educational Leadership/Administration) Committee, Fulbright Awards, Fall 2018

Faculty, 2018 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Spring 2018

Planning Committee, 2018 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration &

Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Spring 2018

External Reviewer, Department of Education, Graduate School of Education and Information Studies, University of California Los Angeles (UCLA), Spring 2018

Guardian ad Litem, District 5 (Pender and New Hanover Counties, North Carolina), 2017 – 2018

Reviewer, Applications for the 2018 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration & Divisions A (Administration) & L (Educational Policy & Politics), American Educational Research Association, Fall 2017
Peer Reviewer, Discipline (Educational Leadership/Administration) Committee, Fulbright Awards, 2017

Reviewer, Division A (Administration), American Educational Research Association, 2018 Annual Meeting

Reviewer, Indigenous Peoples of the Americas, Special Interest Group, American Educational Research Association, 2018 Annual Meeting

External Examiner, Doctoral Thesis, University of Sydney, Australia, 2017

Reviewer, National Science Foundation, 2017

Reviewer, Health Resources and Services Administration, 2017

International Examiner, Doctoral Theses, Addis Ababa University, Ethiopia, Summer 2016
*Dissertation Proposal Advisor, Summer 2016 – present

External Examiner, Doctoral Thesis, University of Newcastle, Australia, Fall 2016

North Carolina State Advisory Council on Indian Education,
Vice Chair, September 2017 – July 2018
Member, October 2016 – July 2018
*Appointed by the University of North Carolina Board of Governors

Member, Exceptional Children's Advisory Board, Bureau of Indian Education, Bureau of Indian Affairs, U.S. Department of the Interior, 2009 – 2016; reappointed to a 3-year term in Summer 2016 (2016-2019)

Member, Superintendent's Graduation Task Force, North Carolina Department of Public Instruction, Raleigh, NC, 2016

Member, Community Child Protection Team, New Hanover County Department of Social Services, Wilmington, NC, 2016 – 2017

Chair, Dissertation of the Year Award, Division A (Administration), American Educational Research Association, 2014 – 2015

External Examiner, Dissertation Committee, Lakehead University, Thunder Bay, Ontario, Canada, Fall 2014

Member, Advisory Committee, Court Improvement Program (CIP), North Carolina Administrative Office of the Courts, 2014 – 2015

Member, National Board of Advisors, Goodling Institute for Research in Family Literacy, The Pennsylvania State University, 2012 – 2015

Member, External Advisory Board, American Indian Center, University of North Carolina Chapel Hill, 2013 – 2015

Member, Advisory Group, Dropout Prevention Initiative, Bureau of Indian Education, U.S. Department of the Interior, in collaboration with the National Center for Dropout Prevention for Students with Disabilities, 2011 – 2014

Section Chair, Section 1 (Leadership), Program Committee, Division A (Administration) of the American Educational Research Association, 2014 Annual Meeting

Proposal Reviewer, University Council for Educational Administration, 2004 – 2013

Faculty Mentor, 2013 AERA Jackson Scholars Workshop, April 2013

Chair, Indigenous Peoples of the Americas, Special Interest Group, American Educational Research Association, 2011 - 2013

Proposal Reviewer (Early Childhood Education and Care), American Indian College Fund, Summer 2011

Proposal Reviewer, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Summer 2010

Chair-elect and Program Chair, Indigenous Peoples of the Americas, Special Interest Group, AERA, 2011 Annual Meeting

Chair, Selection Committee, Davis Award (best article in *Educational Administration Quarterly*, 2009), Spring 2010

Member, Division A (Administration), American Educational Research Association, Dissertation Award Committee, 2010

Facilitator, Southern California Tribal Education Summit. Sponsored by the Agua Caliente Band of Cahuilla Indians and the UCLA Tribal Learning Community and Educational Exchange (TLCEE). Rancho Mirage, CA, May 2008

Section Chair (School Communities and Contexts), Program Committee, Division A (Administration) of the American Educational Research Association, 2008 Annual Meeting

Member, Awards Committee, Indigenous Peoples of the Americas Special Interest Group, American Educational Research Association, 2006 – 2008

Proposal Reviewer, American Educational Research Association (Division A and Law and Education (Special Interest Group)), 2008 Annual Meeting

Proposal Reviewer, American Educational Research Association (Division A and Indigenous Peoples of the Americas (Special Interest Group)), 2007 Annual Meeting

Session Chair, Discussant, and Proposal Reviewer, Annual meeting of the University Council for Educational Administration, 2007

Proposal Reviewer, National Science Foundation, 2006, 2007

Participant, Council for Special Education Administration's validation of Knowledge and Skill Standards for Special Education Administrators, Fall 2006 (assisted by doctoral student/graduate assistant Sue Ritter)

Faculty Mentor, David L. Clark Graduate Student Research Seminar in Educational Administration and Policy, co-sponsored by the University Council for Educational Administration and Divisions A and L of the American Educational Research Association, 2006

Proposal Reviewer, American Educational Research Association (Division A), 2006 Annual Meeting

Member, Diversity and Social Justice Committee, University Council for Educational Administration, 2004 – 2005

Proposal Reviewer, American Educational Research Association (Division A and The Indigenous Peoples of the Americas (Special Interest Group)), 2005 Annual Meeting

Field Reviewer, U.S. Department of Education, Office of Indian Education (Discretionary Grants), Washington, DC, 2004

Program Review, National Institute on Disability and Rehabilitation Research, Washington, DC, July 2002

Reviewer, The Indigenous Peoples of the Americas (Special Interest Group), Annual Conference of the American Educational Research Association, 2002

Proposal Reviewer, Administration for Children, Youth and Families, Early Learning Opportunities Grant Competition, Washington, DC, August 2001

Proposal Reviewer, Office of Educational Research and Improvement, American Indian and Alaska Native Education Research, Washington, DC, August 2001

Proposal Reviewer, Office of Indian Education, Discretionary Grant Competition, Arlington, VA, June 2001

Invited Participant, American Indian/Alaska Native Research Agenda Conference (Sponsored by the United States Department of Education), Albuquerque, NM, April 2000

**Prepared issue paper (Addressing the Education of American Indian and Alaska Native Students in Special Education) in collaboration with Dr. John Tippeconnic and Jonathan Stout, doctoral candidate*

EDITORIAL AND REVIEW SERVICE

Reviewer, *AERA Handbook of Education Policy Research* (2nd Volume), Fall 2022

Associate Editor, *Educational Administration Quarterly*, 2022 – present

Member, Editorial Review Board, *Review of Education Research*, 2022 - present

Associate Editor, *AERA Open*, 2022-2024

Editor, *Oxford Bibliographies Online (Education)*, 2021 – present

Member, Editorial Board, *Journal of American Indian Education* (Center for Indian Education, Arizona State University), 2003 – present

Senior Associate Editor, *American Journal of Education*, 2011– present;
Contributing Editor, 2009 – 2011; Reviewer, 2005 –

Occasional Reviewer, *Educational Research Theory and Practice*, 2016 – present

Occasional Reviewer, *Review of Educational Research*, 2009 – present

Member, Editorial Board, *eJournal of Indigenous Early Childhood Education*, 2018 – 2022

Occasional Reviewer, *Educational Evaluation and Policy Analysis*, 2022

Area Editor, *Oxford Bibliographies Online*, 2018 – 2021

Occasional Reviewer, *Social Sciences*, 2017

Occasional Reviewer, *Educational Administration Quarterly*, 2017

Occasional Reviewer, *International Journal of Leadership in Education*, 2008 – present

Reviewer, *Journal of School Leadership*, 2009 – 2013, 2018

Member, Editorial Review Board, *American Secondary Education*, 2005 - 2017

Occasional Reviewer, *Infant Mental Health Journal*, 2017

Occasional Reviewer, *Tribal College Journal of American Indian Higher Education*, 2016 – present

Occasional Reviewer, *Multicultural Perspectives*, 2015, 2016

Occasional Reviewer, *Journal of Special Education Leadership*, 2005 – present

Associate Editor, *American Educational Research Journal – Social and Institutional Analysis*, 2013 – 2016

Reviewer, University of Massachusetts Press, Fall 2015

Member, Editorial Board, *Oxford Bibliographies Online*, 2012 – 2013

Member, Editorial Board, *American Educational Research Journal – Teaching, Learning and Human Development*, 2011 – 2013

Member, Editorial Board, *Educational Administration Quarterly*, 2008-2011

Reviewer, *Sociological Focus*, 2005

Reviewer, *Alberta Journal of Educational Research*, 2004

FUNDING PROPOSALS

RedCorn, A. (PI), Lees, A. (Co-PI), Mackey, H. (Co-PI), Berry, K. (Collaborator), Faircloth, S. C. (Co-PI), & Craig, A. (Co-PI). (2023). Visioning and nurturing our professional ecosystems: Exploring design and impact of Indigenous educator training programs for healthy, thriving futures. Status: *Not funded*

Doucet, F., Faircloth, S., et al. (2019, September). Mixed-methods exploratory study of disciplinary practices in public prek programs in New York state with a focus on historically underserved children. Subaward. New York University via Institute of Education Sciences. (\$39,642.51). Status: *Not funded*

Doucet, F., Faircloth, S., et al. (2018, September). The impact of new universal pre-kindergarten policies in New York State on the experiences and later outcomes of young Black, Latinx, and American Indian children. Subaward. New York University via Institute of Education Sciences. (\$60,018.12). Status: *Not funded*

Mackey, H., Faircloth, S. C., & Byrne-Jiménez, M. (2017). Dismantling the status quo: Creating space for the intergenerational construction and sharing of diverse perspectives and knowledge in the field of educational leadership and administration. American Educational Research Association, Education Research Conferences. (\$35,000). Status: *Not funded*

Sterrett, W., Faircloth, S. C., & Lewis, S. (2016). Project PLEDGE (Preparing Leaders in Education for Diversity, Growth, and Excellence. North Carolina Alliance for School Leadership Development (NCASLD). (\$966,769). Status: *Not funded*

Bass, L. R., & Faircloth, S. C. (2016). A study of the leadership practices and preparation of exemplary principals. Spencer Small Grants. Spencer Foundation. (\$50,000). Status: *Not funded*

Bass, L. R., & Faircloth, S. C. (2015). A study of the leadership practices and preparation of exemplary principals. Spencer Small Grants. Spencer Foundation. (\$50,000). Status: *Not funded*

Faircloth, S. C. (2015). International Travel Grant. Office of International Programs. University of North Carolina Wilmington, (\$1,000). Status: *Funded*

Faircloth, S. C. (2014). A day of service at the Eastern Carolina Indian School. Proposal submitted to University Diversity Mini Grant competition, North Carolina State University (\$3,000). Status: *Funded*

Faircloth, S. C., Bitting, P., & Hicks, G. (2014 – 2015). iLead: Indigenous and Latino(a) Educators Addressing Diversity. Graduate School Recruiting Funds, North Carolina State University (approx. \$3400 – including matching funds from the Department of Leadership, Policy, and Adult and Higher Education). Status: *Funded*

Faircloth, S. C. (2013 – 2014). “This was our school”: Oral histories of former students and teachers of the East(ern) Carolina Indian School. North Carolina State University, Faculty Research Development Program. (\$5600). Status: *Funded*

Tippeconnic, III, J. W., & Faircloth, S. C. (2008 – 2012). “Principals for Student Success.” U.S. Department of Education, Office of Indian Education. (Approximately \$1 million). Status: *Funded*

Tippeconnic, III, J. W., & Faircloth, S. C. (2007, Spring). “American Indian Leadership Program: Master’s in Educational Leadership to Prepare School Principals.” U.S. Department of Education, Office of Indian Education. Status: *Not funded*

Faircloth, S. C. (Fall 2006 - Spring 2010). Research Fellowship. American Indian/Alaska Native Head Start Research Center, University of Colorado Denver. (Approximately \$40,000 to support research and an additional 30% buyout for each of two academic years). Status: *Funded*

**The University of Colorado Denver and Health Sciences Center recently changed its name to the University of Colorado Denver*

Wolfe, P., & Faircloth, S. C. (2006, Fall). "A Collaborative Leadership Model for Preparing Personnel in Special Education and Educational Leadership Services for American Indian and Alaska Native Students with Disabilities (CLM)." Office of Special Education and Rehabilitative Services. Status: *Not funded*

Faircloth, S. C. (2006, Summer). "Using large scale data sets to uncover risk and protective factors in the identification of American Indian and Alaska Native students with disabilities." American Educational Research Association Grants Program. Status: *Not funded*

Faircloth, S. C., & Stout, J. (2006, Spring). "Preparing Rural American Indian Special Educators (PRAISE): A Collaborative Leadership Model." Office of Indian Education, Personnel Preparation Grants. Developed in collaboration with doctoral student, Rosemarie Dugi. Status: *Not funded*

Tippeconnic, III, J. W., & Faircloth, S. C. (2006, Spring). "American Indian Leadership Program: Master's in Educational Leadership to Prepare School Principals." Office of Indian Education, Personnel Preparation Grants. Status: *Not funded*

Faircloth, S. (in collaboration with Susan Banks, George Farkas, Kai Schafft, and Jacob Hibel). (2005 – 2006). "Identification and prevention of early childhood factors contributing to the disproportionate representation of American Indian and Alaskan Native students in special education." Level I, Children, Youth, and Families Consortium, The Pennsylvania State University. (\$5,000). Status: *Funded*

Smith, S. M., Maretzki, A. N., McLaughlin, D., Kaplan, M., Semali, L., Faircloth, S., Loomis, F., & Williams, S. (2005, February). "Enhancing Multi-Institutional Graduate Study in Indigenous Knowledge by Students Majoring in Food and Agricultural Sciences." U.S. Department of Agriculture- Higher Education Challenge Grants Program. (\$400,000). Status: *Not funded*

Tippeconnic, III, J. W., & Faircloth, S. C. (2004, August – 2007, August). "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). Status: *Funded*

Faircloth, S. (2004, Spring – 2005, Fall). “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.” Research Initiation Grant, College of Education, The Pennsylvania State University (\$7,800). Status: *Funded*

CONSULTANCIES

Evaluator, Cultivating Native Student Success, American Indian College Fund, 2024 – present

Faculty Development, American Indian College Fund, 2023 - present

Member, Technical Working Group, Office of Indian Education, Washington, DC, 2020 – present

Member, Technical Working Group, Regional Education Laboratory Central, Centennial, CO, 2012 – present

Expert Witness, Stephen C., a minor, by Frank C., guardian ad litem, et al., v. Bureau of Indian Education, et al., 2019

Member, 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 in conjunction with the American Institutes for Research, 2016 – 2018

Expert Witness (on behalf of the Quinault Indian Nation), 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

International Researcher, He Kākano Professional Development Project (National Initiative on Culturally Proficient School Leadership) in collaboration with Victoria University of Wellington, Wellington, New Zealand, 2010 – 2013

External Evaluator (with Malia Villegas), Alaska Native Teacher Training Project, University of Alaska-Fairbanks, 2009 – 2012

Member, Partnerships for Promising Practices in Indian Education, Kauffman and Associates, Spokane, WA, 2007 - 2012

**Primary responsibility for conducting review of literature and beginning to identify promising practices in early childhood care and education*

Evaluator, Resiliency and Adaptation Program (funded by the National Science Foundation), University of Alaska Fairbanks, Spring 2010

Evaluator, National Comprehensive Technical Assistance Centers, Institute of Education Sciences (with Branch Associates, Inc., Decision Information Resources, Inc. and Policy Studies, Associates), 2008 – 2010

Parent Trainer, National Native American Families Together Parent Training Center, Moscow, ID, 2005 – 2007

Consultant in the development of a toolkit outlining culturally appropriate practices for teaching American Indian and Alaska Native students, Kauffman and Associates, Spokane, WA, 2006 – 2007

Data Analysis (with John Tippeconnic), Bill and Melinda Gates Foundation, Seattle, WA, 2005 – 2007

**Analyzed American Indian and Alaska Native data from the Gates Millennium Scholars program*

Consultant, American Indian Higher Education Consortium (AIHEC), Alexandria, VA, 2006

**Developed a Tribal College monograph (with John W. Tippeconnic, III) detailing procedures for the establishment of a tribally controlled college or university*

Consultant, Urban Indian Research Center, Indian Community School, Milwaukee, WI, February 2001 – April 2001

Data Analysis, Effective Schools Survey, “Creating Sacred Places for Children” (an Effective Schools Project), National Indian School Boards Association, Polson, MT, 2000 – 2003

HONORS AND AWARDS

Hidden Figures Award, University Council for Educational Administration (UCEA), 2018

Graduating Student Recognition Award (recognized by a member of UNCW’s graduating class as a teacher who made a difference in students’ lives), Fall 2016, Fall 2017

William C. Friday Fellowship for Human Relations, 2014 – 2016

Nominee, Chancellor’s Creating Community Award, North Carolina State University, 2014

Fulbright Senior Scholar Award, Victoria University of Wellington, Wellington, New Zealand, 2012

Research Fellowship, American Indian/Alaska Native Head Start Research Center, University of Colorado Denver (formerly The University of Colorado Denver and Health Sciences Center), Fall 2006 – Spring 2010

Nominee, Bobby Wright Early Career Award, Indigenous Peoples of the Americas Special Interest Group, the American Educational Research Association, 2010

Ford Foundation Postdoctoral Fellowship, 2007 – 2008

Mentored by Dr. Gary Orfield, Civil Rights Project/Proyecto Derechos Civiles, University of California Los Angeles

Distinguished Service to Indian Education, United Tribes of North Carolina, March 2004

Drexel Award (Outstanding Graduate Student), The Pennsylvania State University, Spring 2000

Pi Lambda Theta, International Honor Society and Professional Association in Education, 1997 – 2000

University Graduate Fellowship, The Pennsylvania State University, 1997

American Indian Leadership Training in Special Education/ Educational Administration Fellowship, The Pennsylvania State University, 1997 -2000

American Indian Special Education Teacher Training Fellowship, The Pennsylvania State University, 1994 - 1996

INTERVIEWS AND MEDIA MENTIONS

Schultz, B., Lieberman, M., Schwartz, S., Najarro, I., & Stone, M. (2025, March 12). Civil rights, research and more: What's hit hardest by massive Ed. Dept. cuts. *Education Week*. <https://www.edweek.org/policy-politics/civil-rights-research-and-more-whats-hit-hardest-by-massive-ed-dept-cuts/2025/03>

**Interview*

Faircloth, S., Mackey, H., & Francis, L. (2022, November 15). The role of Indigenous peoples' thoughts and ways of knowing in educational leadership. Episode 3. Café UCEA Podcast. University Council for Educational Administration. <https://cafe-ucea.captivate.fm/episode/the-role-of-indigenous-peoples-thoughts-and-ways-of-knowing-in-educational-leadership>

Faircloth, S. (2022, October 10). Indigenous Peoples' Day. *ABC News Live*. <https://fb.watch/iKYSHnElFY/>

Faircloth, S. (2022, February). History of American Indian Education. Integrated Schools Podcast.

Faircloth, S. (2021, October 11). Indigenous Peoples Day. Interview. Deutsche Welle (DW) TV News. Berlin.

Faircloth, S. (2021, October 11). What Indigenous Peoples' Day means to Native Americans? Interview with NPR Morning Edition. Available online: https://www.npr.org/2021/10/11/1044973157/what-indigenous-peoples-day-means-to-native-americans?utm_source=web&utm_medium=directory&utm_campaign=faircloth-press&utm_id=soe

Faircloth, S. (2021, October 8). Pres. Biden becomes first to mark Indigenous Peoples' Day. Interview with CBSN. Available online: <https://www.cbsnews.com/video/biden-becomes-first-president-to-mark-indigenous-peoples-day/?intcid=CNM-00-10abd1h>

Faircloth, S. C. (2021, March 12). First 100 Days: First Native American Interior Secretary faces historic opportunities, challenges. *Source*. Available online: <https://source.colostate.edu/first-100-days-first-native-american-interior-secretary-faces-historic-opportunities-challenges/>

Faircloth, S. (2020, May 14). Indigenous education, tribal sovereignty & honoring culture. On the Margins Podcast. Produced by CREED (the Center for Racial Equity in Education).

Interview (with Byron Ninham and Jennifer Knickerbocker). (2019, October 9). Native America Calling, Avoiding mistakes in the classroom.

Clarren, R. (2017, July). How America is failing Native American students. *The Nation*.

Interview (with Dr. Marilyn Johnson), Native America Calling. (2013). American Indian Students with Disabilities and the Dropout Crisis.

SPECIALIZED TRAINING/PROFESSIONAL DEVELOPMENT

Workplace Mediation, Conflict Transformation Works, February 27, 2025

Restorative Justice, Conflict Transformation Works, November 16, 2024

Community Mediation, Conflict Transformation Works, February 24, 2024

Mediation Theory and Practice (40 hours), Phoenix Strategies, August 2023

Academic Management Institute, Colorado Wyoming Network of Women Leaders, Fall 2022

Culture Shaping, Cabinet, College of Health and Human Sciences, August 25-26, 2022

Chairs and Heads Institute for Inclusive Excellence (CHIEE), Office of Inclusive Excellence, Colorado State University, 2022

Race is, Race Ain't: Creating Racially-engaged Campuses and Classrooms (Presented by Dr. Nolan Cabrera), College of Health and Human Sciences, Colorado State University, February 2021

The Power of Feedback: Constructive and Positive, Colorado State University, 2021

Managing Staff through Stressful Situations, Office of Training and Organizational Development, Colorado State University, 2021

Inclusive Excellence Part 2: Uncovering Bias, Office of Training and Organizational Development, Colorado State University, 2020

Mindset for Supervisors, Office of Training and Organizational Development, Colorado State University, 2020

Rules of the Road, Office of Training and Organizational Development, Colorado State University, 2020

Inclusive Excellence Part 1: Diversity and Inclusion, Office of Training and Organizational Development, Colorado State University, 2020

Women in Higher Education Gathering. Sponsored by the Spencer Foundation, Social Science Research Council, and Berkeley Graduate School of Education. Chicago, IL, July 2019

Building a Vision Framework, Office of Training and Organizational Development, Colorado State University, November 2018

Indian Child Welfare Act (ICWA) Symposium, Sponsored by the NC Juvenile Court Improvement Program, North Carolina Commission of Indian Affairs, and the National Indian Child Welfare Association, Wilmington, NC, January 2018

Guardian ad Litem Training (30-hours), District 5 Court (Pender and New Hanover Counties, North Carolina), Wilmington, NC, November 2017

Leadership Academy for Department Chairs, American Council on Education (ACE), Washington, DC, July 2016

Equal Employment Opportunity Institute, University of North Carolina Wilmington, March 2016

Academic Chairpersons Conference, Charleston, SC, February 2016

BRIDGES 2013, Academic Leadership for Women: The Personal and Professional Journey of Transformation Leadership, The University of North Carolina, Fall 2013

Leadership for a Diverse Campus, North Carolina State University, Spring 2013

Database Training Seminar sponsored by the National Center for Education Statistics (NCES) to train researchers in the use of large-scale data sets to study the education of American Indian and Alaska Native students, September 2006

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)

Education Deans for Justice and Equity (EDJE)

National Indian Education Association (NIEA)