

Mary E. Earick Ph.D.

Ph.D., 2006	University of New Mexico Language, Literacy & Socio-cultural Studies
M.S., 1998	Southern Connecticut State University Urban Elementary Education
B.S., 1992	Southern Connecticut State University: Early Childhood Minor: Psychology, Concentration: Music

ADMINISTRATIVE APPOINTMENTS

New Mexico Highlands University (NMHU), 2020 - Present

Dean, School of Education, Professor of Education, Executive Director and Founder of the Institute for Culturally and Linguistically Responsive Learning and Teaching (ICLRLT)

NMHU is a regional Hispanic Serving (HSI) and burgeoning Native American-Serving, Nontribal Institutions (NASNTIs). NMHU applies a unionized (faculty and staff) shared governance approach with a faculty senate.

- **Management:** five Departments, main campus, faculty at four regional centers, one research center and one research institute. Eleven PreK-12 Community School District MOUs under the ICLRLT.
- Annual financial, climate and stakeholder engagement audits by discipline, goal setting and strategic planning, legislative House and Senate bill monitoring, testimony, taskforce service, federal and state professional licensure management. Advanced Placement New Mexico instructional design, coaching and statewide data analysis management.
- Annual review and response with chairs, department leads and faculty to key performance indicators (KPIs), student learning outcomes (SLO) and enrollment trends. Monitoring and reviewing student add/drop/withdrawals, disciplinary actions, and rights.
- Recruitment, retention and tracking of enrollments in [SLATE](#), programming, course management in relationship to enrollment tracking trends in [Ad Astra](#)
- Collective Bargaining Agreement Negotiations Committee Member (CBA) annual faculty negotiations Extended Leadership Team (ELT) member.
- Faculty Senate, Academic Affairs and Board of Regents meeting attendance, programming development, financial, enrollment, and recruitment reports. Alumni Relations and NMHU Foundation annual funding campaign outreach and planning.
- New Programming, EdD Curriculum and Instruction, Workforce Development Micro Credentials, High School Dual Credit and Credit Recovery, Community Badging.
- Research, programming, and assessment with federal, state, and private funders under the Institute for Culturally and Linguistically Responsive Learning and Teaching (ICLRLT) to address problems of practice in rural, Hispanic, Pueblo, Tribal and Nation communities. Rooted in a community-based approach, the ICLRLT is developing a *Pathways to Equitable and Thriving Communities* model that asks three key questions: (1) How do we identify equity research methods and pedagogies? (2) How are we supporting thriving communities? and (3) What are the unique cultural and geographical needs of Northern New Mexico? Central to the model is the translation of research into action.
- **Institutional Accreditation:** [Higher Learning Commission](#) (HLC) committee member and reviewer, National Education Accreditation: [Council for the Accreditation of Educator Preparation](#) (CAEP), Council for the [Accreditation of Counseling and Related Educational Programs](#) (CACREP).

Selected Deliverables

- Enrollment: 2019-2022 growth from 506 to 686 SOE students despite COVID-19, summer enrollments increased by 37.5%, and retention rates by 2%, as a result of re-branding, programming credibility, strategic partnerships and collaborative planning with faculty and staff.
- Diversification (Students): 2019-2023 growth 8% to 12% Indigenous and Native American students across UG and GRAD programming; 57% to 69% BIPOC students, 1%-14% with TESOL endorsement.
- Diversification (Tenure Track Faculty): 2019-2024 growth 58% to 82% faculty of Color, 8% to 40% bi-lingual faculty due to new hiring protocols and metrics.
- Mentored faculty to transition into leading a network of Full Service Community Schools under 5-year MOUs in a Problems of Practice Model, conducting community action research and progress monitoring.
- Establishment of the Northern New Mexico Consortium (NNMC) consisting of Tribal, Pueblo, Rural Hispanic communities, two- & four-year IHEs, workforce development agencies. The NNMC consortium is a first in NM due to historical and current injustices within our consortium membership. Our first funded project offered free micro credentials to displaced community members while creating a new workforce to address learning gaps and social reentry post COVID-19.
- Secretary of Higher Education legislative appointment to House Bill 18 Taskforce to develop a 10-year strategic planning for diverse pipelines, leadership, talent retention and legislative budgeting to address educational inequity finding in the [Yazzie/Martinez v. State of New Mexico decision](#).

Research, Legislative RPSP and Funding Campaigns (Selected)

- *Norteños New Mexico Leadership Rising*, NM Legislative Competitive Appropriation (2023-2025)(PI) \$700,000
- *Indigenous Knowledge Roadmap for IHE and Dual Language Toolkit*, Kellogg Foundation 2022-2024. (PI) \$450,000
- *Institute for Culturally & Linguistically Response Learning & Teaching (ICLRLT)*, New Mexico Higher Competitive Education Endowment (2022-Present)(PI) \$10 Million
- National Telecommunication and Information Administration, *Building Sustainable Technology and Equity Connected Communities through Youth and Adult Workforce Development: the ALGE Project*, (2022-2025) (PI), \$2.9 Million
- *Co-teaching Paid Apprenticeship Program*, NM Legislative Competitive Appropriation (2022-Present) (PI) \$4.6 Million
- *NMHU ACT-UP*, NM Legislative Competitive Appropriation (2022-2023) (PI) \$2 Million
- *College and Career for All*, NM Legislative Competitive Appropriation (2022-2023) (PI) \$2 Million
- *Early Childhood Incentive Grant* (2022-Present) (NMECED) (PI) \$768,000
- *Institute for Culturally and Linguistically Responsive Teaching and Learning (ICLRTL)*, New Mexico Higher Education Endowment funding campaign in collaboration with the NMHU Foundation and Alumni Association. \$225,000
- *Building and Sustaining Technology-Connected Communities through OER Workforce Development Technology Learning Support Specialists*, New Mexico Governor's Emergency Education Relief fund (2021-2022) (GEER)(PI) \$606,000
- *Center for the Education and Study of Diverse Populations (CESDP)*, NM Legislative RPSP, (2020-Present) \$750,000
- *Advanced Placement New Mexico (APNM)*, NM Legislature RPSP, (2020-Present) \$1,005,000
- *Spanish Immersion Services, Ben Lujan Scholarship*, NM Legislature RPSP, (2020-Present) \$1.75 Million
- *Acequia and Land Grant Education*, NM Legislature RPSP, (2021-Present) \$127,000
- *PDS Leadership Pipelines*, NM Legislature RPSP, (2022-Present) \$750,000
- *Tribal Education*, NM Legislature RPSP, (2022-Present) \$600,000
- **Research, Campaigns, Endowment & RPSP Funding Portfolio: \$29.85 Million**

Networks: Current Project Partners

- Ulster University, Faculty of Fine Arts, Humanities & Social Sciences
Project: *Divided Societies: An Exploration of Socio-Political Movements on Schooling* - Planning Stage
- [Center for the Education and Equity of African American Students \(CEEAAAS\)](#) University of South Carolina, Columbia SC

Plymouth State University (PSU), 2017- 2020

Director, Holmes Center for School Partnerships and Educator Preparation

Professor of Education, Faculty Speaker Elect, Faculty Speaker

PSU is a regional state university that applies a unionized (faculty and staff) cluster and shared governance (non-senate) approach meaning there are no colleges, schools, or deans. Directors act as lead administrators with direct reports to PSU's Provost and President. Faculty speakers report directly to the President.

- **Management:** 21 programs across seven [Clusters](#), 16 Professional Development (PDS) School Districts. Weekly and monthly staff and faculty meetings, monthly professional development 25 contributions to work plan reviews. PSU's tenure and promotion, as well as staff review process is grounded in a mutually agreed upon work plan where faculty and staff curate evidence reviewed by committee. Direct Reports: 24 - 19 Program faculty coordinators, one staff coordinator, four staff. Budget: Decentralized - administrators met annually and discussed budget needs in relationship to current enrollments, all faculty and staff lines were overseen by human resources, new faculty and staff lines were discussed and appointed by consensus during executive sessions with the President.
- **Faculty Speaker:** coaching, mentorship and facilitation of faculty meetings and principal policy making committees: academic affairs, academic technology and online education, curriculum, faculty welfare, general education, graduate council, and academic integrity. Principal policy making, taskforce and work group appointments, senior administration liaison.
- Annual financial, climate and stakeholder engagement audits by discipline, goal setting and strategic planning, legislative House and Senate bill monitoring, testimony, and service.
- Recruitment and retention, programming, and course management in relationship to enrollment tracking trends in [BANNER](#).
- Faculty Governance, and Board of Regents meeting attendance, programming development, financial, enrollment, and recruitment reports. Alumni Relations and PSU Foundation annual funding campaigns.
- New Programming, Research and Grants Management: three private foundation grants, one NSF and three federal research and community wrap around service programming projects.
- **Institutional Accreditation:** [New England Commission on Higher Education](#) (NECHE) and [Carnegie Foundation Community Engagement Classification](#) committee member, writer, and reviewer. National Education Accreditation: CAEP, CAREP and 21 Specialized Program Assessments (SPA) to include the [Carnegie Project on the Educational Doctorate \(CPED\)](#) direct reports and oversight.

Selected Deliverables

- Covid Transitioning Spring 2020 from F2F to Blended flipped classrooms. Transitioning included faculty and student professional development, training, and enterprise level technological expansion.
- Full CAEP Accreditation of all UG and Graduate programs: during week one of my appointments the administration shared CAEP accreditation was revoked. Through a detailed audit new data identification and extraction systems were developed, personnel replaced and CAEP revocation overturned (first in the nation). AAQEP Accreditation of all UG programs.
- Campus and climate three-year sustainability study presented to the New Hampshire Board of Regents resulting in the hiring of a Chief Diversity Officer (CDO), sunseting programs, developing new programs and identifying efficiency opportunities for a \$3 Million deficit.

Research and Campaigns Funding Portfolio

- *In-group Messaging Patterns in K-2 Classrooms in Three States*, PSU Innovation Seed Grant, 2019-2020. (\$10,000.00) (PI)
- *Root Causes in Inequities: Manchester Public Schools*, Nellie Mae Foundation, 2018-2019. (\$120,000.00) (Progress Monitor, Participatory Community Survey Developer and Evaluator).
- *GP EXTRA: Engaging Students in the Geosciences Using a Lake Watershed Geosystems Path*, Boyer, J., Villamagna, A., Kelsey, E., Earick, M., M., Doner, L. National Science Foundation, 2018-2021. (Progress Monitor, Evaluator) (\$366,000.00).
- *NG2: Personalized Inclusive Education Pathways*, Assessment for Learning Project, 2016-2017. (\$120,000.00) (PI).
- **Funded Research Portfolio: \$691,000.00**

New Hampshire Department of Education (DOE), 2014 –2017

Administrator, Bureau Chief of Integrated Programs

The NHDOE had 6 Bureau Chiefs each directly reporting to the Commission of Education.

- **Management:** 221 school districts, 23 staff: 52 consultants, weekly and monthly meetings; professional development; 48 annual performance reviews, 27 mid and end of contract reviews. Federal PreK-12 financial and demographic school data reporting. Administration of K-16 Federal Compensatory Programs: Title I, 1003a, SIG, II, III, IV, RLIS, Homeless, Foster Care, Early Childhood, Migrant Education, SAHE, Math Science Partnerships (MSP), Advanced Placement, Dual Credit and Nutrition **Direct Reports: 14** Statewide USED programming directors. **Budget: \$66,403,800.00**
- NH Dept of Corrections Special School Districts Liaison & Consultant for incarcerated youth and adults pursuing high school diplomas and GEDs.
- Administration of Local and National Technical Assistance: [WestEd](#), [CCS](#), [CGCS](#), [REL](#), [CCSSO](#), [NGA](#), [Aurora Institute](#), [CEELO](#), [Multi-tier Systems of Support \(MTSS\)](#), [School Wide Integrated Framework for Transformation \(SWIFT\)](#), [USED CTE](#).
- Focus, Priority and SIG development and management: Problems of Practice Model for school innovation, Tri-annual innovations peer review process: 4,200 annual participants.
- Grant writing, assessment, data analysis, inter bureau partnerships, federal reporting, policy development and legislative monitoring, college to career inclusivity continuum.

Selected Deliverables

- Early Childhood Policy Summits in partnership with state and national policy institutes: KidsCount, SPARK NH, Mind in the Making Institute, National Institute for Early Education Research (NIEER), Center on Enhancing Early Learning Outcomes (CEELO) and National Governors Association (NGA).
- Public Prek-12 School Improvement: 100% participation by all 21 school districts labeled by the U.S. Dept of Education as SIG, Focus and Priority through annual Problems of Practice Summits, 0% to 85% improvements in target areas (math, reading, comprehension, school climate and inclusive education), 35% removed from full SIG, Focus and Priority status 60% removed in target areas.
- **Higher Education Accreditation:** Team Member and Programming Assessor

Research Funding Portfolio*

- [National SWIFT School Pilot and Research Site](#)

*State Departments of Education can participate in research grants but cannot develop private funding campaigns. Compensatory funding was reallocated through competitive state level innovation grants under my office, average reallocations \$675,000.00 annually.

- **Research Portfolio: \$7,000,000.00 (University of Kansas National SWIFT Demonstration Project)**

Maritime Aquarium, Norwalk, CT 2000 – 2001

Assistant Curator of Education, Remote Sensing Director

The Maritime Aquarium is the only aquarium focused on Long Island Sound. It explores related animals and conservation issues internationally. Its goal is to help people recognize that Long Island Sound enriches the quality of their lives and must be protected (Vision Statement).

- **Management:** 14 Staff, 12 Curators, 4 Consultants. Weekly and Monthly Staff Meetings; Monthly Professional Development; 48 Annual Performance Reviews, 27 mid and end of contract reviews. **Direct Reports: 15** – 14 Staff and 1 Lead Consultant (remote sensing wing). **Budget: \$8,500,000.00**
- Capital outlay management of new education wing to include architect, engineer, networking coordinator and construction consultants.
- Prek-20 and community-based programming development and transition to remote sensing technologies.
- **Institutional Accreditation:** [Association of Zoos and Aquariums](#) Team Member and Data Reviewer

Research and Funding Campaigns: \$7 Million

- Assisted with a 1:1 match (\$3.5 Million) to complete the campaign to build a new remote sensing educational wing.

ACADEMIC APPOINTMENTS

New Mexico Highlands University, 2020-Present

Professor – Teacher Education

Plymouth State University, 2009–2014, 2017-2020

Professor – Early Childhood and Elementary Education

- Professional Development Community Schools Developer and Director
- Problems of Practice Summer Summits Developer and Director
- Assessment and Accreditation Director
- Center for the Environment and Elementary Education Affiliated Faculty

University of South Carolina, 2006 – 2009

Assistant Professor – Early Childhood and Elementary Education

- Professional Development Schools Coordinator
- Assessment and Accreditation Coordinator
- Urban Education Programming Developer
- Center for the Environment and Elementary Education Affiliated Faculty
- **Funding and Research Portfolio: \$394,834.00**

University of New Mexico 2001-2006

Term Faculty and Ph.D. Candidate

- National Science Foundation (NSF) Assessor
- Project LEER Developer and Interim Director
- **Funding and Research Portfolio: \$2,300,000.00**

PUBLIC APPOINTMENTS

New Haven CT Public Schools, Educational Programming and Administration 1985 – 2001

New Haven Public Schools Teacher, District STEM and Integrated Arts Director, Yale University Schools to Career Technology Summer Bridge Programming Director, Long Island Sound Conservation and Youth Research Liaison, School-based Full-Service Community Schools Planning and Management Team.

- **Funding and Research Portfolio: \$125,900.00**

U.S Army 1983 -1985

63 Bravo Field Mechanic, Nürnberg, Germany

BOOKS

Earick, M. (Forthcoming 2025). *Pathways to equitable education: Rethinking schools and schooling*. Meyers Education Press.

Earick, M. (2009, 2025 Second Edition). *Racially equitable teaching: beyond the whiteness of professional development for early childhood educators*. Rethinking Early Childhood Series, Peter Lang: New York.

BOOK CHAPTERS

Earick, M. (Forthcoming 2026). Norteños: A Problems of Practice Research Approach, In Faque, M., & Alexandar, R. (Eds.) *Ethics of Place: Navigating Critical Issues in Rural Research*. Palgrave Macmillan, London, UK.

JOURNAL PUBLICATIONS (Selected Research – Peer Reviewed)

Earick, M. & Earick, D. (In Review). *Nature based inquiry: Developing teacher efficacy towards increased student outcome expectancy in US schools*.

Earick, M. (In Review). Towards a shared understanding of diversity and justice. *Journal of Teacher Education*, American Association of Colleges for Teacher Education, AACTE.

Boutte, G. Jackson, T. & Earick, M. (2021). Linguistic policies for african american language speakers: moving from anti-blackness to pro-blackness. *Theory into Practice*.

Earick, M. (2018). We are not social justice equals: White scholars understanding their Whiteness. *International Journal of Qualitative Studies in Education*, Taylor and French.

Earick, M. (2010). The power of play and language on early childhood racial identity in us schools, *Diaspora, Indigenous, and Minority Education: An International Journal* 4(2) 131-146.

Earick, M. (2010). Ideology, race and education. *International Critical Policy Studies*, 3(1), pp.74-107.

JOURNAL/CURRICULUM PUBLICATIONS (Selected Technical – Peer Reviewed)

- Earick, M. (2003). What does preschool literacy look like? *The Family Development Journal*, fall. Albuquerque: FDP/UNM.
- Earick, M. (2003). Developmentally appropriate assessment. *The Family Development Journal*, spring. Albuquerque: FDP/UNM.
- Earick, (Stewart) M. (1999). Edgewood speaks politically, historically, scientifically, and ethically. In J. Wargo (Ed.), *Human environmental relationships* (06.05). New Haven: Yale-New Haven Teachers Institute.
- Earick, (Stewart) M. (1998). Democracy in action. In S. Rogers (Ed.), *American Political Thought* (04.01). New Haven: Yale-New Haven Teachers Institute.
- Earick, (Stewart), M. (1997). Reflections in a Latin American mirror. In S. F. Comas (Ed.), *20th Century Latin American Literature* (01.02). New Haven: Yale-New Haven Teachers Institute.

TECHNICAL REPORTS (Selected)

- Earick, M.(2022). *Towards an Equity Serving Institution*. NMHU Future Visioning Report.
- Earick, M. (2020). *Plymouth State University Sustainability Collaborative: Campus-wide Focus Groups and Survey Report*. Plymouth State University Campus Transition Leadership Team.
- Earick, M. (2019). *A Problems of Practice Professional Development Schools Model of Teacher Preparation and School Partnerships: Three Year Impact Review*. New Hampshire Legislative Study Committee on Higher Education Teacher Preparation.
- Earick, M. (2017). *NG2: No Grades, No Grades Inclusive Personalized Education Pathways Year I Report*. Assessment for Learning Project (ALP), Next Generation Learning.
- Earick, M. (2016). *NH Problems of Practice Model of School Innovation and Supports: SEA Causal Effects on LEA Data Literacy and Efficacy*.
- Earick, M. (2015). Contributor to: *CSG’s State Pathways to Prosperity Initiative: A Framework for State Policymakers: Developing Pathways to Ensure a Skilled Workforce for State Prosperity*. Council of State Governments.
- Earick, M. (2014). *Transformation Through Innovation: A Case for Integrated Program Management*. New Hampshire Department of Education.
- Earick, M. (2013). *Developing and implementing an Early Childhood Professional Development School District: Year three summative report*. Plymouth State University.
- Earick, M. & Earick, D. (2012). *Teacher as Researcher: Implications and Results*. New Hampshire Math and Science Partnership MSP, Department of Education. Plymouth State University.
- Earick, M. (2011). Contributor, *New Hampshire Task Force on Effective Teaching Phase I Report*. New Hampshire Department of Education.
- Earick, M. (2009). *Nature-based inquiry school-based guide to curriculum, pedagogy and authentic Assessment: Implications and results*. South Carolina Commission on Higher Education (SCCHE).

INVITED PRESENTATIONS and KEYNOTES (Selected 2007-2024)

- “Are you in my Network? The role of ingroup messaging and stereotype threat in early academic identity development”, Keynote, New Mexico Association of the Education of Young Children (NMAEYC), Las Vegas, NM, 2024.
- “Neoliberalism and Educator Diversity the Need to Decentralize Whiteness”, American Association for Colleges of Teacher Education (AACTE), Indianapolis, IN, 2023.
- “Decentering Whiteness to Drive Equitable Outcomes in Educator Preparation Programs, A New AACTE Pilot”, American Association for Colleges of Teacher Education (AACTE), Indianapolis, IN, 2023.
- “Disrupting the all-white narrative of education K-12 and teacher education settings”, Literacy Association Research Association Symposium Session, Atlanta, GA, 2021
- “Towards Culturally Sustaining Pedagogy: Addressing Dominant Racial Patterns of In-group Messaging in Early Childhood Classrooms” California Council on Early Childhood, 2021
- “Building and Sustaining Technology-Connected Communities through Workforce Development”, UPCEA Annual Conference, Virtual, 2021
- [“Paving the way for an equitable future—words of wisdom from the next generation of leaders. Episode 5.](#)
Featured Panelist, Testing America’s Freedom, Podcast, NWEA Equity and Education, 2021
- “From Me to We: Reframing White-centric Power in Schools” Keynote, Bridgewater State University, Bridgewater, Massachusetts, 2020

- "NG2 a Non-graded Education Movement: Resisting, Responding and Reframing White Hegemonic Schooling"* Featured Speaker, CEEAAS Equity in Education, University of South Carolina, 2020
- "How do IHE's measure pre-service teacher impact?"* "Quality in Context: Tackling the Tough Questions, Featured Speaker, AAQEP, Quality Assurance Symposium, Kentucky, 2019
- "Rethinking IHE and School Partnerships through Co-teaching and Co-evaluation: A Sustainability Model"*, Keynote, The Academy for Co-teaching, St. Cloud University, MN, 2018
- "White Ways: Reflecting, Reframing, Responding"*, Keynote, Building Bridges and Coalition: The Power of Intersectionality, The Center for Educational Equity and Intercultural Research, La Verne University, CA, 2018
- "We are not social justice equals: Understanding White Power, Identity and Space in the Academy"* Keynote, IUPUI Faculty Professional Studies: Education Department, Indianapolis, IN, 2017
- "New Money to Support the Digital Age Economy"* Educating and Leading: Addressing Equity through Effective Policy and Strategies, National School Board Association Equity Symposium, Washington, D.C., 2017
- "A Problems of Practice Model of School Innovation: Summative Analysis"*, Keynote, Regional Education Laboratory (REL) Governing Convening, New Hampshire, 2016
- "REL-NEI Bridge Event: Social and Behavioral Readiness for Kindergarten"* Keynote, Regional Education Laboratory (REL) and NEI Webinar, 2016
- "Closing Opportunity and Achievement Gaps: A Problems of Practice Model of School Innovation through Integrated Management of Federal Funds"* Keynote Council of Chief State School Officers, 2015
- "New Indistar Early Childhood Indicators."* Center for Enhanced Early Learning Outcomes, 2014
- "Developing Problems of Practice in an Effort to Build Transformation Capacity"* Center on School Turnaround, WestEd, California, 2014
- "Early Childhood Identity Development and Academic Outcomes in PreK and Early PreK"* Webinar Keynote, Leading Edge, California, 2013
- "The Use of Qualitative Data Analysis in Peace Building: Documentation of Dominant Racial Patterns of In- group Messaging in Early Childhood Classrooms"* What Research is Telling Us: The Working Group on Peace Building World Forum, Belfast, UK, 2009
- "Identity and Cuentas!"* Curated Exhibit on Identity, Hegemony and Literacy, 1st International Latino Children's Literature Conference, Columbia, SC, 2008
- "Racially Equitable Teaching: Past the Whiteness of Professional Development"* Keynote, Diversity and Leadership Conference, Benedict College, 2007

PAPER PRESENTATIONS (Selected-Peer Reviewed 2006-2024)

- "Co-creating an Indigenous Knowledge Roadmap with, by, and for Indigenous students, communities, and IHEs"* It's Time to Act, Indigenous Knowledge Sovereignty and Environmental Justice- CSWE, Kansas City, MO, 2024
- "How all Librarians can use OERs to Support their Community"* New Mexico Librarian Association, Carlsbad, NM, 2024.
- "Building and Sustaining Technology-Connected Communities through Workforce Development"* UPCEA Virtual Annual Conference, 2021
- "A Problems Practice Model of Professional Development Schools: From Overseer to Ally"* National Professional Development Schools Network, Atlantic City, NJ, 2020.
- "NG2: The Impact of Nongraded Multiage Education on Special Education and 504 Referrals in K-2 Grade Bands"* Reconceptualizing Early Childhood Education (RECE) International Las Cruces, New Mexico, 2019.
- "We are not Social Justice Equals: The Need for White Scholars to Understand Their Whiteness"* The Significance of Qualitative Studies on the Sociocultural and Sociopolitical Contexts of Education to Inform Policy Symposium, Division L, Section 7: Social Context and Structural Inequalities. American Educational Research Association: Toronto, CA, 2019
- "Adventures in Agency: Embracing Uncertainty in Learning Agency"* Personalizing Learning: Equity, Access, Quality: iNACOL Symposium, Orlando, Florida, 2017
- "We are not Social Justice Equals: The Need for White Scholars to Understand Their Whiteness Initial Findings"* Critical Race Studies in Education Association: Vanderbilt Law School, TN 2013
- "Are you in my network? The Power of White Racial Hegemonic Discourses on Racial Academic Identity"* Critical Race Studies in Education Association: Columbia Teachers College, NY 2012

- “Teacher as Researcher: Results and Implications in STEM Initiatives”*, NSTA: Indianapolis, IN 2012; National Professional Development Schools Network: New Orleans, LA, 2011
- “Service Learning as Pedagogy in Professional Development Schools”*, National Professional Development Schools Network: Las Vegas, NV, 2012
- “Nature-based Inquiry (NBI): The Role of Geographic and Cultural Relevancy on Early Childhood Science”*, American Educational Research Association: Denver, CO, 2010
- “The Effect of Schooling on Children of Color”*, American Educational Research Association: Denver, CO, 2010
- “The Power of Play and Language on Early Childhood Racial Identity in US Schools”*, National Association for the Education of Young Children: Washington, DC, 2009
- “The Role of Nature in Multi-lingual Classrooms for Monolingual Teachers”*, 1st International Latino Children's Literature Conference: Columbia, SC, 2008
- “Transformative Action Research: Bridging Pre-service and In-service Teacher Education Programs”*, Professional Development Schools Network: Orlando, FL, 2008
- “Racially Equitable Teaching”* Reconceptualizing Early Childhood, Education, Hong Kong, 2007
- “Evolving as a Professional Development School: Pursuing the Agenda for Education in a Democracy for 17 Years”* Professional Development Schools Network: Charleston, WV, 2007
- “Early Childhood Racial Identity Development: Towards racially Equitable Literacy Environments”*, Third International Conference on Education, Labor, and Emancipation - Teaching for Global Community: Overcoming the Divide and Conquer Strategies of the Oppressor. El Paso, Texas and Ciudad Juárez, Chihuahua, México, 2006

RESEARCH GRANTS (Funded)

- Norteños New Mexico Leadership Rising*, NM Legislative Competitive Appropriation (2023-2025)(PI) \$700,000
- Co-teaching Paid Apprenticeship Program* (NMPED, NMHED) ((2022-2023) PI) \$4.6 Million
- Early Childhood Incentive Grant* (NMECED) (2022-2023) (PI) \$384,000
- Linking digital education and culturally responsive teaching and learning through Open Educational Resources (OERs): Technology Learning Support Specialists (TLSS) and the Acequia and Land Grant Education (ALGE) initiatives in New Mexico*, National Telecommunications, and Information Administration Connecting Communities Pilot Grant, (2022-2025), (\$2.9million) (PI)
- Indigenous Knowledge Roadmap for IHE and Dual Language Toolkit*, Kellogg Foundation (2022-2024)(\$450,000) (PI)
- Building and Sustaining Technology-Connected Communities through Workforce Development Technology* New Mexico Governor's Emergency Education Relief fund (GEER), (2020-2022)(\$606,000) (PI)
- Teacher Residency & Professional Learning Initiative: Co-teaching, Culturally Sustaining Pedagogy and Mathematical Literacy*, New Mexico Federal Teacher Residency Program SEA Funding Opportunity, (2020-2021)(\$332,000) (PI)
- In-group Messaging Patterns in K-2 Classrooms in Three States*, Innovation Seed Grant, 2019-2020. (\$10,000) (PI)
- Root Causes in Inequities: Manchester Public Schools*, Nellie Mae Foundation, (2018-2019)(\$240,000) (Progress Monitor, Participatory Community Survey Developer and Evaluator).
- GP EXTRA: Engaging Students in the Geosciences Using a Lake Watershed Geosystems Path*, Boyer, J., Villamagna, A., Kelsey, E., Earick, M., M., Doner, L. National Science Foundation, (2018-2021)(Progress Monitor, Evaluator) (\$366,000).
- NG2: Personalized Inclusive Education Pathways*, Assessment for Learning Project, (2016-2017)(\$120,000)
- Teacher as Researcher: The role of inquiry and learning progressions through environmental science studies* NH Higher Education MSP, Plymouth State University, (2010-2011)(\$75,000) (Co-PI).
- Service Learning as Pedagogy: A Mentorship Model*, University of South Carolina Center for Teaching Excellence, (2008-2009)(\$3,000) (PI).
- Creating a Nature-based Inquiry Model*, South Carolina Commission on Higher Education, Teacher Quality Grant Georgetown County School District, (2008-2009)(\$354,634) (PI).
- The Role of Social Context in Influencing Children's Development Via Their Play and Language Experiences in Preschools*, USC Research Consortium Children & Families, (2007)(\$20,000) (Co-PI).
- Nature-based Inquiry: Bridging Naturalistic and Scientific Theories of Education*, University of South Carolina: Research Opportunity Program, (2007)(\$17,200) (PI).
- Project LEER*, Federal Early Reading First (ERF) Grant, University of New Mexico Family Development Program, (2002-2005)(\$2.3 Million) (Grant Writer-Interim Project Director)
- What if... Dual Perspectives on History*, Center for School Change Grant New Haven, CT, (1998-2000)(\$110,000) (PI).

RESEARCH ENDOWMENTS

NMHU SOE Institute for Culturally and Linguistically Response Learning and Teaching (CLRLT) New Mexico Higher Education Commission (\$225,000) (Founder and PI).

NMHU SOE Institute for Culturally and Linguistically Response Learning and Teaching (CLRLT) Research Center Cluster Hire, New Mexico Higher Education Commission (\$10 Million) (Founder and PI).

QUOTED-CITED BY /IN (Selected 2019-2024)

- Burmester, S., & Howard, L.C. (2022) *Confronting book banning and assumed curricular neutrality: A critical inquiry framework*, *Theory Into Practice*, 61:4, 373-383, DOI: [10.1080/00405841.2022.2107343](https://doi.org/10.1080/00405841.2022.2107343)
- Bryan, J., Henry, L. M., Daniels, A. D., Edwin, M., & Griffin, D. M. (2021). Infusing an antiracist framework into school-family-community partnerships. In C. Holcomb-McCoy (Ed.), *Antiracist Counseling in Schools and Communities*. *American Counseling Association Press*: Alexandria, VA.
- Bryan, N. (2018). Shaking the bad boys: troubling the criminalization of black boys' childhood play, hegemonic white masculinity and femininity, and the school playground-to –prison pipeline. *Race, Ethnicity and Education*, 23(5) <https://doi.org/10.1080/13613324.2018.1512483>.
- Burmester, S., & Howard, I. (2022) *Confronting book banning and assumed curricular neutrality: A critical inquiry framework*, *Theory into Practice*, DOI: [10.1080/00405841.2022.2107343](https://doi.org/10.1080/00405841.2022.2107343)
- Campbell, KH., Valauri, A. (2019). Our voices matter: using video-cued ethnography to facilitate a conversation about race between parents of color and preservice teachers. *Anthropology & Education Quarterly Special Issue*. <https://doi.org/10.1111/aeq.12296>
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- Sanders, K., & Molgaard, M. (2019). Considering race within early childhood education: a misunderstood and underexplored element of family-school partnerships in childcare. *Ethnocultural Diversity and the Home-to- School Link, Research on Family-School Partnerships* book series (RFSP) pp. 19-36.
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HONORS/AWARDS

- US Department of Education Supporting State Action to Advance the Education Professions – National Team Member, 2023-2024
- NM Hunt Institute Path Forward Literacy Planning Team, Governor Appointee, 2023-2026
- NM Legislative HM18 Taskforce, Secretary of Higher Education Appointee, 2022-2025
- President's Research Award, Davis Foundation for Innovative Practices, PSU 2020
- Center for Enhanced Early Learning Outcomes (CEELO) Leadership Fellow 2015-2016
- National Governors' Association working group: Children, Youth and Families, 2014-2015
- NH Early Learning Champion: NH Early Learning, 2014, 2016
- Critical Race Studies in Education Association, Information Technology Chair, 2012 -2014
- National Advisory Committee on Praxis Pre-Professional Skills Test, 2012
- New Hampshire Task Force on Effective Teaching Phase 2, Invited Panel Member: Effective Teaching Committee, Teacher Professional Development Sub-committee, 2012
- New Hampshire Task Force on Effective Teaching Phase 1, Invited Panel Member: Effective Teaching Committee, Teacher Professional Development Sub-committee, 2011
- Division K: Professional Development Early Career Seminar, American Education Research Association, 2007
- Comer School Development Program Fellow, Yale Child Study Center, CT 1994-1999
- Teacher of the Year, Wal-Mart Foundation, New Haven, CT 1999
- Project in the Mastery of Math and Science Fellow, Wesleyan University, CT 1998-1999
- Yale-New Haven Teachers Institute Fellow, Yale University, New Haven, CT 1997-1998
- Celebration of Excellence Recipient, State Department of Education, Hartford, CT 1997
- Subject in: *Starting Small: Teaching Tolerance in Preschool and the Early Years.* (1997). Teaching for Justice Books, Southern Poverty Law Center (Mary Stewart)
- Subject in: *Starting Small: Teaching Tolerance in Preschool and the Early Years.* (1997). Teaching for Justice Film/Documentary, Southern Poverty Law Center (Mary Stewart)
- Contributor (Mary Stewart) in French, M. & Mathias, B. (1996). *40 Ways to raise a non-racist child.* Harper Collin

UNIVERSITY TEACHING EXPERIENCE

Graduate Courses – Ph.D., Ed.D.

- Critical Perspectives in Language & Literacy Analyzing Current Research
- Social Behavior in a Diverse Society – Online/Personalized Whiteness Seminar
- Play Theory and Learning
- Critical Leadership Perspectives in Public Education

Graduate Courses – Advanced Degree Programs, 6th Year

- Nature and Children: Cultural and Geographic Literacy
- Advanced Studies in Childhood Curriculum and Assessment: NBI Science Literacy Teaching K-8 Childhood Education Science and Literacy
- Inquiry and Problems-based Teaching in Science and Math: Capstone Projects Student Academic Achievement, Literacy and Racial Identity Development

Graduate Courses – 5th Year

- Elementary Student Teaching Cohort Seminar: Action Research in Action Internship in Education and Action Research –Online/Personalized Teaching Elementary Education Science: MAT
- Language Literacy and Socio-Cultural Student Teaching MAT Curriculum Design and Methods for Nursery through Grade 3

Undergraduate Courses

- Children's Literature
- Project Approach to Learning: Curriculum Design and Assessment Inquiry, Integration and Problem Solving in the Primary Years Technology in Early Childhood Education
- Studies in Integrated Curriculum and Culturally Relevant Pedagogy Student Teaching
- Community of Learners Development, Care and Education Years 3-8
- Early Childhood Mathematics and Science

NATIONAL & INTERNATIONAL SERVICE (Selected)

National Rural Education Association (NREA) NM State Affiliate Co-director, 2024-Present

American Association of Colleges for Teacher Education, (AACTE), 2022-2023

- Diversity Labs Decentralizing Whiteness Co-Developer

International Association for Co-teaching and Collaboration, 2019-2021

- , Educational Equity Chair

American Education Research Association (AERA)

- Division K Legacy Award Selection Committee, 2022
- Conference Reviewer, 2008-Present
- Conference Round Table Chair, 2011, *Equity and Access: Strategic Tools for Race, Class, Gender and Disability*

Urban Education Reviewer 2008-2010, 2013

REL-NEI Alliance 2013- 2017

- Core Planning Group Member Teaching and Learning
- Core Planning Group Member Early Childhood Research & Policy

The New Educator, Special Journal Issue Reviewer, City College of NY School of Education, Exploring Culturally

- Relevant/Responsive Pedagogy as Praxis in Teacher Education (Invited, 2017)

National Title I Association 2013-2016

- Co-chair Effective Practices
- Co-chair Distinguished Schools

Critical Race Studies in Education Association (CRSEA)

- Conference Organizing Team, 2012 - 2014
- Information Technology Chair, 2012- 2014

Literacy Research Association Field Council Representative , 2009-2011

National Science Teachers Association, 2012-2015

- New Hampshire Regional Conference Organizing Team, 2012-2014
- Southeast Region Conference Organizing Team, 2009-2014

World Forum Invited Collaborator: Global Peacekeeping, 2008-2009

UNIVERSITY SERVICE NEW MEXICO HIGHLANDS UNIVERSITY (Selected)

Appointments

- NMHU Finance Committee Member, 2024-Present
- NMHU CBA Negotiations Team, AA Representative, 2021-Present
- NMHU Emergency Operations Committee (EOC) AA Representative, 2021-2024
- President and Provost Extended Cabinet, 2020 - Present
- NMHU Key Performance Indicator (KPI) Taskforce, 2020-2021
- NM HLC Regional Accreditation Taskforce, 2020-2021

NEW MEXICO STATE SERVICE (Selected)

- NM Hunt Institute Path Forward Literacy Planning Team, Governor Appointee, 2023-2026
- Higher Education HB18 Task Force Governor Appointee, 2021-Present
- NM Deans and Directors Council, 2020-Present
- Higher Education Committee on State Literacy 2023-Present
- Las Vegas 100% Committee, 2021-Present
- Higher Education Committee on Early Childhood 2020-Present
- Las Vegas, NM Rotary Club Special Projects, 2020-Present

UNIVERSITY SERVICE PLYMOUTH STATE UNIVERSITY (Selected)

Appointments

- Faculty Speaker Elect, Faculty Speaker (2018-2020)
- Academic Steering Committee, 2018 - 2020
- Curriculum Committee, 2018-2020
- Assessment and Evaluation Advisory, 2018-2020
- President and Provost Extended Cabinet, 2017-2020
- Kappa Delta Pi Honor Society: Co-Counselor, 2010- 2013
- Women's Study Council: 2010-2013, Co-chair, 2011- 2013

Faculty Professional Development: Invited Presenter and Facilitator

- *Developing a Problems of Practice Model of Public-School Innovation*, 2018
- *What is Service Learning?* 2011
- *Beyond Simplistic Views of Diversity*, 2012
- *Academic Identity Equity: Teaching for Social Justice*, 2013
- *Poor Whites*, 2012
- *Beyond Illusions of Diversity in Early Childhood, Freedom Schools*, 2012
- *Marx in Soho*, National Screening, 2013
- *NH Hispanic Children: Invisible No More*, 2013

NEW HAMPSHIRE STATE SERVICE (Selected)

- Squam Lakes Natural Science Center, Board of Directors 2017 – 2018
- STEM State Educational Grant Writing, Impact and Outcomes, Citizen Science, 2017-2020
- New Hampshire Journal of Education, Co-editor with NHASCD, 2017-2020 Institute of Higher Education Network, 2010 –2014
- New Hampshire Superintendents Association Voting Member, 2017- 2020
- New Hampshire DOE Council for Teacher Preparation, 2017-2019 Spark NH, Early Learning Team, 2013-2016 (Governor Appointed)
- New Hampshire Interagency Children and Youth Collaborative, 2014 - 2016 (Governor Appointed)
- New Hampshire Common Core Team, 2012-2013 (NHDOE Appointed)
- New Hampshire Responds- Response to Intervention- IHE Representative, 2011-2012, (Invited)
- Equity Achievement Team Newfound Area School District 2010-2011 (Invited)
- New Hampshire Department of Education Task Force on Effective Teaching, 2010-2012 (NHDOE Appointed)
- Response to Intervention Early Childhood IHE Representative, 2010-2012, (NHDOE Appointed)

UNIVERSITY SERVICE UNIVERSITY OF SOUTH CAROLINA (Selected)

- Advanced Programs Committee: Early Childhood and Elementary Ed, 2007 – 2009
- Diversity Committee, Instruction and Teacher Education 2007 – 2009
- President's Task Force Educational Diversity, 2007-2009
- Student Affairs, 2007 – 2009
- Undergraduate Committee, 2007 – 2009
- Longleaf Environmental Education Center Planning Committee, Georgetown County, SC, 2007-2009
- Center for the Environment Thesis Committee Member and Chair, 2007-2009

PROFESSIONAL ORGANIZATIONS

American Education Research Association (AERA)

- Division L Education Policy and Politics
- Division D Measurement and Research Methodology
- Division G Social Context of Education
- SIGs: Action Research, Critical Examination of Race, Ethnicity, Class and Gender, Professors of Educational Research, Critical Studies of Early Childhood

American Council on Education (ACE)

American Association of Colleges for Teacher Education (AACTE)

Hispanic Association of Colleges and Universities (HACU)

International Council for Open and Distance Education (ICDE)

Literacy Research Association (LRA)

National Association for School University Partnership (NASUP)

National Rural Education Association (NREA)

Reconceptualizing Early Childhood Education - International (RECE)

World Education Research Association (WERA)

National Association School University Partnerships (NASUP)

Online Learning Consortium (OLC)

Massachusetts Partnership in Diversity (MPD)(2009-2020)