

Zoë Higheagle Strong, Ph.D.

Curriculum Vitae

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EDUCATION

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| 2015 | University of Washington | Ph.D., Educational Psychology (Learning Sciences & Human Development) |
| 2013 | University of Washington | M.Ed., Educational Psychology (Learning Sciences & Human Development) |
| 2011 | Seattle Pacific University | B.A., Psychology, Magna cum laude |

PROFESSIONAL EMPLOYMENT & EXPERIENCE

2015-Present Washington State University
Pullman, Washington

Assistant Professor, Educational Psychology, College of Education (2017-present)
Clinical Assistant Professor, Educational Psychology, College of Education (2015-2017)
Plateau Center for Native Americans Research Fellow (2015-present)

As a current faculty member and research fellow, I conduct various funded research on social, cognitive and socioeconomic factors that influence youths' identity, safety and learning in academic environments. My overall research goals are 1) to identify positive strategies to support students from diverse and low socioeconomic backgrounds who experience perceived threats (e.g., peer aggression/bullying, injustice, racism) and resource barriers in school, and 2) to advance culturally responsive educational research specific to Native American tribes/villages and peoples. Beyond research, I also periodically present to faculty on Indigenous research and protocols, and was recently elected as Chair for the Inter-institutional Native American Collaborations Committee which represents five different institutions—WSU, UI, LCSC, NIC, and NW Indian College. I teach Indigenous Epistemology/Methodology and Qualitative Methodology. Lastly, I have the privilege of working with and advising graduate students on my own research projects and student's thesis/dissertation work.

2014-2015 University of Washington
Seattle, Washington

Research Assistant

Worked with Dr. Karin Frey, Research Associate, to identify partnering schools/communities and to collect interview and survey pilot data for the Friends Helping Friends Project. This pilot study examined students' perceptions of themselves and their peers in the midst of perceived threat, injustice or peer aggression, and what they believe helps to deescalate peer aggression. Stemmed from this pilot data, I became a co-investigator to assist in designing a larger study and writing a grant proposal to two federal agencies. This proposal was funded by the National Institute of Justice.

2011-2014 American Indian College Fund
Denver, Colorado

External Grant Evaluator

In collaboration with Dr. Michael Pavel (CHIXapkaid), Jill Dolata and Allison Baker, we provided external program evaluation for the Wakanyeja “Sacred Little Ones” early childhood education initiative that was funded by W.K. Kellogg Foundation. This included extensive evaluation of all program documentation, early childhood curriculum, preservice and in-service teacher professional development plans, websites, grant goals/objectives and reports of four different tribal colleges. Engaging with community and sites visits were an important culturally responsive evaluation approach, thus I was responsible to visit and conduct outreach to one tribal college in the Pacific Northwest.

2011-2013 Thrive by Five Washington
Seattle, Washington

Co-investigator

Working with Dr. Michael Pavel (CHIXapkaid), we were contracted to conduct a study on the preferred pathways of Native teachers in early childhood education in Washington State. The aim of the study was to address the concern of recruiting and keeping Native teachers in the classroom, and to establish Native language, culture and oral traditions as a preferred pathway to preparing the next generation of early childhood educators. We conducted numerous listening sessions, focus groups and interviews with Native educators, elders, and community members throughout Washington State. Also in collaboration with CHIXapkaid, Jill Dolata and Allison Baker, we co-authored a report entitled “Dear Children: Preferred Preparation for Native Early Childhood Educators” that was presented across the state to help inform policy and practice.

PROFESSIONAL DEVELOPMENT

- 2016 *Structure Equation Modeling SEM* Course (Aug 29 – Sept 2, 2016). Statistics Camp, Texas Tech University – Institute for Measurement, Methodology, Analysis & Policy. Brea, California.
- 2012 *National Assessment of Educational Progress (NAEP)/National Indian Education Study (NIES) Statistics Database - Training Certificate*, U.S. Department of Education – National Center for Education Statistics. Washington D.C.
- 2011 *Educating for Character – Training Certificate*, The Center for the 4th & 5th R’s, Cortland University. San Francisco, California.

PUBLICATIONS

Peer-Reviewed Journals

- Frey, K., Higheagle Strong, Z., & Onyewuenyi, A. (in press). Individual and classroom norms differentially predict proactive and reactive aggression: A functional analysis. Journal of Educational Psychology.
- Frey, K., & Higheagle Strong, Z. (in press). Aggression predicts changes in peer victimization that vary by form and function. Journal of Abnormal Child Psychology.

Book Chapters

Higheagle Strong, Z., & Jegatheesan, B. (2015). *School culture matters: Empowering and enabling Native American students in public schools*. In P. McCardle & V. Berninger. (Eds). *Narrowing the achievement gap for Native American students: Paying the educational debt*. New York: Routledge.

Other Publications

Higheagle Strong, Z. (2015). American Indian and Alaska Native self-concept in math and reading: Academic support, ethnic identity and gender differences (Doctoral dissertation). Retrieved from <http://hdl.handle.net/1773/33520>

Higheagle Strong, Z. (2013). Native American youth voices on success, identity, and cultural values: Educational success and positive identity development through culturally responsive mentoring (masters' thesis). Retrieved from <http://hdl.handle.net/1773/23627>

Works-In-Progress

Brady, L., Higheagle Strong, Z., & Fryberg, S. (under review). Dismantling achievement gaps by deconstructing stereotypes: Can data disaggregation promote identity safety and performance for Native American students? [Journal of Cultural Diversity and Ethnic Minority Psychology](#).

Higheagle Strong, Z., Carbonneau, K., & Austin, B. (under review). When talking matters: American Indian and Alaska Native middle school students who talk with family and teachers are more likely to have a plan to attend college. [Journal of American Indian Education](#).

Urquhart, G., Erdman, P., Higheagle Strong, Z., & Barabasz, A. (under review). A review of Native American veterans and post-traumatic stress disorder. [Psychological Bulletin](#).

Frey, K., Onyewuenyi, A., & Higheagle Strong, Z. (under review). How historical differences in regional norms influence educational practice: Disconnects deficit-thinking and punitive actions. [Journal of American Psychologists](#).

Higheagle Strong, Z. Austin, B., Brady, L., & Roth McDuffie, A (in progress). Does culturally sustaining teacher knowledge and practice in the classroom improve Native American students math self-rating and school liking?

PROFESSIONAL REPORTS

Brady, L., Higheagle Strong, Z., & Fryberg, S. (2016). *The mismeasure of Native American Students: Using data disaggregation to promote identity safety*. Racial Heterogeneity Project, 2016, University of California, Los Angeles (UCLA).

CHiXapkaid (D. Michael Pavel), Higheagle Strong, Z., Dolata, J., & Baker, A. (2015). *Wakanyeja "sacred little ones" early childhood education initiative: Tribal college readiness and success by third grade: External evaluation* (Report No. 4). American Indian College Fund.

CHiXapkaid (Pavel, M.), Higheagle Strong, Z., Dolata, J., Baker, A. (2014). *Dear children: Preferred preparation for native early childhood educators report*. Thrive by Five Washington. Retrieved from https://thrivewa.org/wp-content/uploads/Dear_Children_Final_Report.pdf

Higheagle Strong, Z. (2013). *We are a catalyst that creates connections: Northwest Indian College wakaneyja "sacred little one:" External evaluation* (Report No. 3). American Indian College Fund.

PRESENTATIONS

Peer-Reviewed

Frey, K., Onyewuenyi, A., Higheagle Strong, Z., Valencia, A., & Pearson, C. (2017, April). *Proxy revenge: "Why do they do it if it's not their fight?"* Society for Research in Child Development Biennial Meeting. Austin, Texas.

Onyewuenyi, A. C., Frey, S., Higheagle Strong, Z. (2016, April). *Bystander and victim perspectives on bystander intervention.* Society for Research in Adolescence Biennial Meeting. Baltimore, Maryland.

Non-Peer Reviewed

Higheagle Strong, Z. & Fryberg, S. (2017, May). How Do Teachers' Behaviors and Classroom Environments Promote Identity Safety, Growth Mindset, and Performance for Underserved Students? National Mindset Scholars Network Convening. Chicago, Illinois.

Higheagle Strong, Z. & McFarland, J. (2017, May). The Nez Perce Mentoring Project: Culturally Responsive Mentoring. The Affiliated Tribes of Northwest Indians Convention. Portland, Oregon.

Higheagle Strong, Z. (2016, April). *Cultural responsive mentoring for college and career readiness.* Workshop presentation. Washington Indian Education Association Conference. Ocean Shores, Washington.

Higheagle Strong, Z., & Fryberg, S. (2015, October). *Family, community and school influences on American Indian and Alaska Native student achievement.* Workshop presentation. National Indian Education Association Convention. Portland, Oregon.

Invited Presentations

Higheagle Strong, Z. & Elliott-Groves, E. (2017, April). Indigenous Research Methodology, Ethics & Academia. The WSU Indigenous Research Conference. Washington State University. Pullman, Washington.

Higheagle Strong, Z. (2016, November). Media, Social Representation & Ethnic Identity. Mestizo Center. Washington State University. Pullman, Washington.

Higheagle Strong, Z., & other panel invitees. (2015, October). *Empowering youth: Creating safer schools for all.* Presidential panel presentation. National Indian Education Association Convention. Portland, Oregon.

Higheagle Strong, Z. (2014, June). *Embracing culture, community and relationships: Basic requirements for native family and community engagement.* Native American Language Summit. U.S. Department of Education (ED), Office of English Language Acquisition (OLEA), and the National Clearinghouse for English Language Acquisition (NCELA). Washington D.C.

Higheagle Strong, Z. (2014, March). *Team-building and community partnerships in native communities*. Food Distribution Program for Indian Reservations Western Conference. United States Department of Agriculture, Food and Nutrition Service. Worley, Idaho.

TEACHING & ADVISING

ED PSYCH 505 – Research Methods. Washington State University

ED PSYCH 521 - Indigenous Epistemology & Methodology (developed course). Washington State University

ED AD 536 – Qualitative Research in Education. Washington State University

ED SPE 419 – Family and Community Influences on the Young Child. University of Washington

INSTITUTIONAL SERVICE

Departmental

- 2017 Developed new course, ED PSYCH 507 Introduction to Qualitative Research. Educational Psychology, College of Education. Washington State University.
- 2016-present Graduate Applicant Reviewer, Educational Psychology, College of Education. Washington State University.
- 2016 Developed special topics course, ED PSYCH 521 Indigenous Epistemology & Methodology, College of Education. Washington State University
- 2016-present Reviewed/Edited, Educational Psychology program handbook, marketing materials, newsletters, etc., Educational Psychology, College of Education. Washington State University.

University/College

- 2016-present Chair, Native American Inter-Institutional Collaborations Committee. MOU between Washington State University, University of Idaho, Lewis Clark State College, Northwest Indian College, North Idaho College. Plateau Center for Native Americans. Washington State University.
- 2016-present Member and Presenter, Plateau Research Affiliates Program, Plateau Center for Native Americans. Washington State University.
- 2016-present Member, Indigenous Speakers Series, Plateau Center/College of Education, Washington State University.
- 2016 Member, Qualitative Track Task Force Committee, College of Education. Washington State University.
- 2016 Member, Search Committee, Assistant Director Plateau Center for Native American Research and Collaboration Position, Plateau Center for Native Americans. Washington State University.
- 2015-2016 Member, Native American Inter-Institutional Collaborations Committee. MOU between Washington State University, University of Idaho, Lewis Clark State College, Northwest

Indian College, North Idaho College. Plateau Center for Native Americans. Washington State University.

PROFESSIONAL SERVICE

- 2016- Present Editorial Board, Journal of Mestizo and Indigenous Voices, Washington State University.
- 2015-Present Peer Grant Reviewer, SAMHSA Capacity Building Initiative for Substance Abuse and HIV prevention Services for At-Risk Racial/Ethnic Minority youth and Young Adults. U.S. Department of Health & Human Services.
- 2016 Peer reviewer, Journal of American Indian and Alaska Native Health Research.
- 2015-Present Member, Establishing Human Subjects Review Board, Nez Perce Tribe. Lapwai, Idaho.
- 2003-Present Co-Founder & Advisor, Mack Strong Team-Works Foundation. The TEAM-WORKS program partners with schools/communities in low socioeconomic regions and provides free youth mentoring and curriculum “StrongMind, StrongBody, & StrongCharacter” to over 350 youth annually in the Pacific Northwest. See; www.teamworksfoundation.org

GRANTS

Funded Grants (\$3,945,523)

- 2017-2021 *Culturally Responsive Indigenous Science (CRIS): Connecting land, language, and culture for Indigenous STEM (ISTEM) education. Co-investigator* with, Price, P., & Christen, K. **National Science Foundation. Awarded: \$2,481,274.**
- 2017 *How do teachers' behavior and classroom environments promote identity safety? Co-investigator* with Fryberg, S., Brady, L., & Destin, M. **Mindset Scholars Network. Stanford University. Awarded: \$64,209**, WSU sub-award: \$19,158 (Principal investigator with, Austin, B. & Roth McDuffie, A.).
- 2016-2020 *Nez Perce mentoring project. Social and Economic Development Strategies (SEDS). Social Development / Youth Development. Principal investigator* with, McFarland, J. & Harris, E. **Department of Health and Human Services – Administration for Native Americans. Awarded: \$762, 000**, WSU sub-award: \$41,982 (Principal investigator).
- 2016-2019 *Peer influence response to threat: Cultural norms, reciprocity & self-identity. Co-investigator* with, Frey, K., & Pearson, C. FY 15 Comprehensive School Safety Initiative. Office of Justice Programs. **Department of National Institute of Justice. Awarded: \$638,040.** WSU sub-award: \$97,464 (Principal investigator).

Grants - Not Funded (\$1,023,877)

- 2016-2018 *Advancing opportunities for Indigenous communities: Culturally responsive iSTEM Education. Co-investigator* with, Price, P. & Christen, K. **Faculty Seed Grant. Washington State University. Requested: \$75,000.**
- 2016-2018 *Culturally responsive mentoring & assessment: An Indigenous approach to Native American student retention and advanced scholarship. Principal investigator* with, Carbonneau, K., & Plateau Center. **Student Services Seed Grant. Washington State University. Requested: \$31,000.**

- 2016-2018 *Exploring Indigenous student retention and services. Co-investigator* with, Carbonneau, K., Barrio, B. & Poppen, M. **Faculty Seed Grant. Washington State University. Requested: \$70,000.**
- 2016-2020 *Peer influence response to threat: Cultural norms, reciprocity & self-identity. Co-investigator* with, Frey, K., & Pearson, C. K FY 15 Comprehensive School Safety Initiative. Office of Justice Programs. **U.S. Department of Education. Withdrew due to NIJ award: \$847,877**, WSU Sub-award: \$145,836 (Principal investigator).

SCHOLARSHIPS & AWARDS

- 2015 National Research Mentoring Network Scholarship – National Institute of Health (NIH). Grantwriting Uncovered Maximizing Strategies, Help, Opportunity, Experience Program (GUMSHOE). Awarded: \$1,000 travel costs + workshop + 6 month mentoring.
- 2012 NAEP/NIES Database Training Scholarship - National Center for Education Statistics. Washington D.C. Awarded: workshop + travel costs.
- 2011 Department of Psychology Faculty Award, Seattle Pacific University. Seattle, Washington.
- 2011 Washingtonian of the Year Award, Association of Washington Generals. Olympia, Washington.
- 2011 Adeline Garcia Community Service Award, Seattle Indian Health Board. Seattle, Washington.
- 2009-2011 Deans Scholarship Award, Seattle Pacific University. Seattle, Washington.
- 2009 Outstanding Service to Children Award, Childhaven. Seattle, Washington.

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA), American Psychological Association (APA), Society for Research in Child Development (SRCD), Society for Research in Adolescence (SRA), National Indian Education Association (NIEA), and Washington State Indian Education Association (WSIEA).