

# Zoë Higheagle Strong, Ph.D. (*Nez Perce*)

## Curriculum Vitae

French Administration 232  
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### EDUCATION

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

2022-present *Vice Provost for Native American Relations and Programs & Tribal Liaison to the President, Office of the President*

2019-2022 *Executive Director of Tribal Relations/Special Assistant to the Provost & Executive Vice President, Office of the Provost & Executive Vice President*

The principal duties include establishing and maintaining strong relations with tribal governments, communities, and organizations; overseeing the Native American Advisory Boarding to the President; overseeing current and establishing new formal MOU agreements with tribes located in Washington, Idaho, Montana, and Oregon; developing and overseeing Tribal Relations system-wide policy, practices, and mediation; oversee and train administration, faculty and staff on [Executive Policy 41](#) – Tribal Consultation; oversee strategic planning and implementation of Native American projects and research initiatives; manages the Office of Native American Programs/Student Services, which includes supervising staff members and overseeing Native American recruitment, retention, tribal nation building leadership program, and pathway programs (see, <https://native.wsu.edu/>); Other duties include fiscal forecasting and budgeting; grant writing and procurement; conducting training and presentations; serving on key advisory boards that advocate for Native American peoples, programs, research and policies (e.g., Diversity, Equity and Inclusive Excellence Group, WSU Honorary Doctorate Committee, Inter-Institutional Native American Collaborations Committee, Affiliated Tribes of Northwest Indians Association – Education Committee, and Native American Advisory Board to the Office of Superintendent of Public Instruction).

2018-present *Director, Native American Research & Collaboration, Office of the Provost & Executive Vice President*

The principal duties include directing a research center that is cross-disciplinary, collaborates closely with tribal communities, and conducts research that is embedded in tribal sovereignty, values, and knowledge systems. The Center also facilitates an Affiliates and Associates program that consists of 73 faculty, staff, and tribal researchers. Other duties include overseeing graduate research assistants, procuring and managing grants and other funding sources, conducting Indigenous research trainings and workshops, program evaluation, serving as an alternate member of the Institutional Review Board (IRB). Please see; <https://native.wsu.edu/cnrc/>.

2017-present *Associate Professor, Educational Psychology, College of Education*

As an Associate Professor and Indigenous scholar, I conduct various funded research on social, emotional and environmental factors that influence adolescents' identity, safety and learning in academic environments. My overall research goals are 1) to identify meaningful factors that promote positive identity, resilience, coping, emotion regulation, and reconciliation among BIPOC youth that experience threats in educational environments (e.g., peer aggression/bullying, injustice, racism, barriers), and 2) to advance culturally sustaining/ revitalizing educational research specific to Native American tribes/villages and peoples. I teach Indigenous Epistemology/Methodology, Qualitative Methodology, and Introduction to Research Methodology. Lastly, I have the privilege of working with and advising graduate students on my own research projects and their thesis/dissertation work.

2015-2017 *Clinical Assistant Professor, Educational Psychology, College of Education  
& Plateau Center for Native Americans Research Fellow*

In a split position, I worked as a Clinical Assistant Professor (50%) in the College of Education and as a Research Fellow (50%) for the Plateau Center for Native American Programs. The duties included teaching graduate student research methodology courses, advising, and overseeing graduate student research, conducting various grant-funded research projects as a Principal Investigator and Co-Principal investigator, conducting trainings and workshops on Indigenous research methods and protocols, and serving on several committees.

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 and designed a larger study that was funded by the National Institute of Justice.

2011-2014 Strong Alliance, LLC  
Seattle, Washington

*Education Consultant*

As an education consultant, I consulted for various organizations and tribal governments to provide training on youth program development/implementation and external program evaluation. Two large projects led to collaboration with Dr. Michael Pavel (CHIXapkaid), Dr. Jill Dolate and Dr. Allison Baker, to provide external evaluations of the American Indian College Fund Wakanyeja "Sacred Little Ones" early childhood education initiative that was funded by W.K. Kellogg Foundation. We also conducted a state-wide study in Washington contracted by Thrive by Five to identify the preferred pathway for Native teachers in early childhood. See report, [Dear Children](#).

2008-2011 HOPE *worldwide* – Washington Chapter  
Seattle, Washington

## *Executive Director*

As the Executive Director for the Washington Chapter of a national nonprofit, I hired and managed all staff; oversaw fundraising; budgeting and reporting; developed youth programming/curriculum; established school and community partners in low socioeconomic and tribal communities; and recruited and managed volunteers. I was awarded the National Chapter Director of the Year in 2009.

## **PUBLICATIONS AND MANUSCRIPTS**

### *Peer Reviewed*

**Higheagle Strong, Z.,** Frey, K., McMMain, E., & Pearson, C. (2022). How do victimized youth emotionally and socially appraise common ways third-party peers intervene? *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-022-02285-2>

McMMain, E., & **Higheagle Strong, Z.** (2021). Troubling dominant understandings of emotion in educational settings: A critical reflection on research and curriculum. *Journal of Critical Questions in Education*. <https://files.eric.ed.gov/fulltext/EJ1287250.pdf>

**Higheagle Strong, Z.,** McMMain, E., Sabotta, A., Pinkham, J. B., & McFarland, J. (2020). Nez Perce college and career readiness: “wiiwyeteq’is” growing into an elder. *Journal of Indigenous Research*, 8(7). <https://digitalcommons.usu.edu/kicjir/vol8/iss2020/7/>

**Higheagle Strong, Z.,** & McMMain, E., (2020). Social emotional learning for social emotional justice: A conceptual framework for education in the midst of pandemics. *Northwest Journal of Teacher Education*, 15(2). <https://doi.org/10.15760/nwjte.2020.15.2.6>

Frey, K., **Higheagle Strong, Z.,** & Onyewuenyi, A., Pearson, C., & Eagan, B. (2020). Third-party interventions influence actors’ self-evaluative emotions and judgements: African-, European-, Mexican-, and Native-American adolescents. *Journal of Research on Adolescence*, 30(3), 633-650. <https://doi.org/10.1111/jora.12542>

Torres, J., & **Higheagle Strong, Z.,** Adesope, S. (2020). Reflection through assessment: A systematic narrative review of teacher feedback and student identity. *Studies in Educational Evaluation*, 64, 1-7. <https://doi.org/10.1016/j.stueduc.2019.100814>

**Higheagle Strong, Z.,** McMMain, E., Frey, K., Wong, R., Dai, S., & Jin, G. (2020). Ethnically-diverse adolescents recount peer third-party actions that amplify victims’ anger and calm their emotions. *Journal of Adolescent Research*, 35(4), 461-488. <https://doi.org/10.1177/0743558419864021>

**Higheagle Strong, Z.,** Carbonneau, K., & Austin, B. (2018). ‘I plan to attend college’: Gender, parent Education and academic support differences in American Indian and Alaska Native educational aspirations. *Journal of American Indian Education*, 57(2), 35-57. <https://doi.org/10.5749/jamerindieduc.57.2.0035>

Frey, K., & **Higheagle Strong, Z.** (2018). Aggression predicts changes in peer victimization that vary by form and function. *Journal of Abnormal Child Psychology*. 46(2), 305-318. <https://doi.org/10.1007/s10802-017-0306-5>

Frey, K., **Higheagle Strong, Z.,** & Onyewuenyi, A. (2017). Individual and classroom norms differentially predict proactive and reactive aggression: A functional analysis. *Journal of Educational Psychology*, 109(2), 178-190. <https://doi.org/10.1037/edu0000118>

### *Peer Reviewed – Under Review*

Frey, K., Tanguay, S., **Higheagle Strong, Z.,** Chiu, Y., Nguyen, H., Trinidad, S., (under review). “When I help others, I

feel good about myself.” bystanders cite benevolence, identity, and security when evaluating their emotion influence efforts. *Journal of Adolescent Research*.

## BOOK CHAPTERS

\*Editorial Reviewed. \*\*Peer Reviewed.

\*Dai, S., & **Higheagle Strong, Z.** (2021). Educational applications using large-scale survey data sets: Opportunities and challenges. In G. Harbaugh and U. Luhanga (Eds.). *Basic Elements of Survey Research in Education: Addressing the Problems Your Advisor Never Told You About*. Survey Methods in Educational Research.

\*Frey, K., Onyewuenyi, A., **Higheagle Strong, Z.**, & Waller, I. (2021). Cultural systems and the development of norms governing revenge. In H. Recchia and C. Wainryb (Eds.) *Retribution and Revenge Across Childhood Adolescence*. Cambridge University Press. United Kingdom. <https://doi.org/10.1017/9781108776684>

\*Brady, L., **Higheagle Strong, Z.**, & Fryberg, S. (2020). The mismeasure of Native American students: Using data disaggregation to promote identity safety. In R. Teranishi, B. Nguyen, C. Alcantar, and E. Curammeng (Eds.), *Measuring race: Why disaggregating data matters for addressing educational equality* (pp. 131-153). Teacher College Press.

\*\*Frey, K., Kwak-Tanquay, S., Nguyen, H., A., **Higheagle Strong, Z.**, & Waller, I. (2019). Adolescents’ views of third-party vengeful and reparative Actions. In B. Eagan, M. Misfeldt, and A. Siebert-Evenstone (Eds.). *Advances in Quantitative Ethnography*. ICQE 2019. Communications in Computer and Information Science, vol 1112, p. 89-105. Cham, Switzerland: Springer.

\***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, NY: Routledge.

## PROFESSIONAL REPORTS AND OTHER WORKS

**Higheagle Strong, Z.**, et al. (2019). *Nez Perce youth mentoring toolkit: A guide for program development*. (unpublished technical report). Nez Perce Tribe.

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

**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>

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](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, unpublished report). American Indian College Fund.

**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://hd.handle.net/1773/23627>

## CREATIVE WORKS

Price, P., Christen, K., Norton-Wisla, L., Watson, F., **Higheagle Strong, Zoe**, et al. (2020, June). *CRIS Project: Education that Connects Land, Language and Culture* [Website]. WSU Libraries. <https://cris.libraries.wsu.edu/>

Aguilar, E., Groves, P., **Higheagle Strong, Z.**, et al. (2020). *Culturally Responsive Indigenous Science: Connecting Land, Language, and Culture* [Video]. <https://vimeo.com/425645989>

#### WORKS-IN-PROGRESS

**Higheagle Strong, Z.** (in progress). *Native American Youth Development: Shaping Identity, Connection, and a Spirit of Reciprocity* [Book Proposal].

**Higheagle Strong, Z.**, Watson, F., Adesope, S., Charlo, L., Wong, R., Oni (in progress). *Indigenous Science: A Systematic Review*.

**Higheagle Strong, Z.**, McMain, E., Dance, S. (in progress). *Native American youth's perspectives on friendship, reciprocity, and coping in the midst of peer aggression*.

Urquhart, G., Erdman, P., **Higheagle Strong, Z.**, & Barabasz, A. (in progress). *A review of Native American veterans and post-traumatic stress disorder*.

#### REFEREED CONFERENCE PRESENTATIONS

**Higheagle Strong, Z.**, McMain, E. & McFarland, J. (April 2021). *Nez Perce perspectives on college and career preparation for young men: The importance of wiiwyeteq'is*. American Educational Research Association. Virtual.

McMain, E. & **Higheagle Strong, Z.** (April 2021). *Transformative Education Against Oppression: An Emergent Framework of Social Emotional Learning for Social Emotional Justice*. American Educational Research Association. Virtual.

Groves Price, P., Watson, F., **Higheagle Strong, Z.**, Aguilar, E., et al., (May 12-15, 2020). *Culturally responsive indigenous science. Learning from research and practice, STEM for All*. <https://stemforall2020.videohall.com/presentations/1835>

**Higheagle Strong, Z.**, McFarland, J., & McMain, E. (April 2020). *Stories on college and career preparation: What mentoring supports helped or hindered Nez Perce males?* American Educational Research Association. San Francisco, California, (Conference Canceled)

Price, P. G., **Higheagle Strong, Z.**, Watson, F., Silva Martinez, C., Charlo, L. J. & Larios, S. E. (April 2020). *Culturally responsive professional development: Engaging tribal language teachers in indigenous STEM Education*. American Educational Research Association. San Francisco, CA, (Conference Canceled)

Onyewuenyi, A., & **Higheagle Strong, Z.**, Austin, B. (April 2020). *Is the whole greater than its parts?: Resilience and academic outcomes among ethnically diverse adolescents*. American Educational Research Association. San Francisco, California, (Conference Canceled)

McMain, E., & **Higheagle Strong, Z.** (April 2020). *New Moves, Same Game? A critical reflection on "progress" in social-emotional research and curriculum*. American Educational Research Association. San Francisco, California (Conference Canceled).

Dai, S., & **Higheagle Strong, Z.** (August 2019). *Identifying protective factors for Native American student learning using NAEP Data*. American Psychological Association. Chicago, Illinois.

McMain, E., **Higheagle Strong, Z.**, Wong, R., Frey, K., Dai, S., & Jin, G., (April 2019). *Ethnically-diverse adolescents describe bystander actions that calm victims' emotions and amplify victims' anger*. American Educational

Research Association. Toronto, Canada.

**Higheagle Strong, Z.**, McFarland, J., & McMMain, E. (March 2019). Culturally revitalizing mentoring for college and career readiness: Wiiwyeteq'is "growing into an elder." Global, Diversity & Education Conference. Spokane, Washington.

Frey, K., **Higheagle Strong, Z.**, Onyewuenyi, A., Kwak-Taguay, S. & McMMain, E., (March 2019). Third-party revenge and reconciliation: appraisals and emotions of diverse American adolescents. Society for Research in Child Development. Baltimore, Maryland.

McMMain, E., Oni, O. Charlo, L., Oni, S., Chen, X., & **Higheagle Strong, Z.** (March 2019). Implications of demographic data on social justice and education. Global, Diversity & Education Conference. Spokane, Washington.

Groves Price, P., **Higheagle Strong, Z.**, ...Charlo, L., (March 2019). Culturally responsive indigenous science (CRIS): Connecting land, language, and culture. Global, Diversity & Education Conference. Spokane, Washington.

Frey, K., Onyewuenyi, A., **Higheagle Strong, Z.**, Onyewuenyi, A., (March 2019). Epistemic modeling of moral emotions and appraisals following third-party intervention in peer victimization. Society for Research in Child Development. Baltimore, Maryland.

**Higheagle Strong, Z.**, Frey, K., Onyewuenyi, A., & Waller, I. (April 2018). Bystander actions influence sociomoral identity among ethnically diverse adolescents. International Society for Identity Research. Minneapolis, Minnesota.

Frey, K., Onyewuenyi, A., **Higheagle Strong, Z.**, & Pearson, C. (April 2018). Proxy revenge: "Why do they do it if it's not their fight?" Society for Research in Adolescence. Austin, Texas.

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

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

**Higheagle Strong, Z.**, & Fryberg, S. (October 2015). 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.** & Colleagues (April 2021). Presidential Panel—Decolonizing social emotional learning: Redefining and reclaiming SEL. American Educational Research Association. Virtual Conference.

**Higheagle Strong, Z.** (March 2018). Relationship-based approach to teaching, learning and research. Native American awareness conference. Lewis Clark State College. Lewiston, Idaho.

**Higheagle Strong, Z.** & Fryberg, S. (May 2017). 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. (May 2017). The Nez Perce mentoring project: Culturally responsive mentoring. The Affiliated Tribes of Northwest Indians Mid Year Convention. Portland, Oregon.

**Higheagle Strong, Z.** & Elliott-Groves, E. (April 2017). Indigenous research methodology, ethics & academia.

Indigenous Research Conference. Society of Indian Psychologists. Washington State University. Pullman, Washington.

**Higheagle Strong, Z.** (November 2017). Media, social representation & ethnic identity. Mestizo Center. Washington State University. Pullman, Washington.

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

**Higheagle Strong, Z.** (June 2014). 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.** (March 2014). 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.

## GRANTS

### *External Funded Grants (\$7,918,710)*

- 2021-2026 NRT: Rivers, Watersheds, Communities: Training an Innovative, Cross-Sector Workforce for Equitable, Multi-Scale Decision-Making Towards Human and Ecosystem Health. Co-investigator with, Bolls, J., Padowski, J., Bugden, D., Crespi, E., Fremier, A., Denney, J., Kraczewski, K., Rollwagen-Bollens, G., & Bishop, P. **National Science Foundation. Awarded: \$2,999,967**
- 2020-2023 Culturally sustaining and revitalizing approach to Native American undergraduate recruitment, retention and tribal nation building. Principal Investigator with, Lokensgard, Sanders, C., Runninghawk Johnson, S., Austin, B., and Fountain, S. **National Institute of Food and Agriculture, USDA. Awarded: \$573,227**
- 2020-2023 Research experience for undergraduates on phenomics big data management. Co-investigator and Evaluator with, Sankaran, S., and et al. **Agriculture and Food Research Initiative. National Institute of Food and Agriculture, USDA: Awarded: \$399,993**
- 2017-2022 Culturally responsive indigenous science (CRIS): connecting land, language, and culture for indigenous stem (ISTEM) education. Principal-investigator with, Price, P., & Christen, K., & Watson, F. **National Science Foundation. Awarded: \$2,481,274**
- 2017-2018 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 (\$19,158 subaward)**
- 2016-2020 Nez Perce mentoring project for college and career readiness. 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 (\$4,637 subaward)**
- 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 (\$159,682 subaward)**

### *Internal Funded Grants (\$11,000)*

- 2019-2020 Native language revitalization project. Co-investigator with Guerrettaz., A. M. **Collaborative Research Retreat Award. College of Education, Washington State University. \$1,000**
- 2019 Enhancing Native American student academic outcomes, resilience, and experiences at WSU: a program evaluation study. Principal Investigator. **Institute for Research and Education to Advance Community Health (IREACH), Washington State University. Awarded: \$10,000**

***Other Funding Procured (\$181,364)***

- 2021 Coeur D’Alene Tribal Virtual Internship Program. **Contract: \$24,694.**
- 2021 Native American and community engagement excellence fund at WSU. **Individual Donations: \$11,000**
- 2020 Scholarship funding for Native American students. Principal-investigator with, Martin, S. and McGill, R. **Muckleshoot Indian Tribe Foundation. Awarded \$20,000**
- 2020 Coeur D’Alene Tribal Virtual Internship Program. **Contract: \$31,670.**
- 2019 Native American and community engagement excellence fund at WSU. **The Dorothy Elaine Davis and Phil Mark Davis Irrevocable Trust Barbara Wilson, Trustee. Awarded: \$75,000**  
*\*Developed an excellence fund.*
- 2019 Scholarship funding for Native American students. Principal-investigator with, Price, F and McGill, R. **Muckleshoot Indian Tribe Foundation. Awarded \$20,000**

***Grants - Not Funded (\$18,251,845)***

- 2021-2026 Natives First. Co-investigator with Buchwald, D., Hill, L., Sinclair, Kai’Imi, Guerrero, L., Muller, C., McPherson, S., & Cooper, B. **National Institute of Health Sciences. Requested: \$15,641,233**
- 2021 Nez Perce Tribal Education Fund. Principal Investigator with, Lokensgard, Berg, & Ellenwood. **Nez Perce Tribe. Requested: \$7,632,00.**
- 2020-2025 Identifying malleable factors and practices supporting culturally and linguistically diverse students’ STEM learning: What can we learning from NAEP and state policies? Co-investigator with, Dai, S., Carbonneau, K., Danielson, R., Ardasheva, Y., & Austin, B. **Institute of Education Sciences. Requested: \$786,965**
- 2020-2023 Nez Perce tribal national building leadership (TNBL) mentoring project. Principal Investigator with, McFarland, J., & Trylon Associates. **Health and Human Services--Administration for Native Americans. Requested: \$966,000 (\$179,437 subcontract)**
- 2020-2022 Phonomics data integration and analytics in crop improvement. Co-investigator and Evaluator with, Sankaran, S., & et al. **National Science Foundation. Requested: \$775,015.**
- 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).

## TEACHING

### \* *Developed Course*

- Oversee Tribal Nation Building Leadership Courses and Program ( [HTTPS://NATIVE.WSU.EDU/LEADERSHIP-PROGRAM/](https://native.wsu.edu/leadership-program/))
- ED PSYCH 505 – Research Methods. Washington State University
- Oversee Tribal Nation Building Leadership Courses
- ED PSYCH 507\* – Foundations of Qualitative Research. Washington State University
- ED PSYCH 521\* – Indigenous Epistemology & Methodology. 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

### *University*

- 2021-present Member. Diversity, Equity and Inclusive Excellence Group. Washington State University.
- 2020-present Appointed Co-Chair. President’s Task Force for Equitable Policies and Practices, President’s Office, Washington State University.
- 2019-present Chair and Coordinator. Native American Advisory Board to the President, President’s Office, Washington State University.
- 2019-present Alternate Member. Institutional Review Board, Washington State University.
- 2019-2020 Member. Steering Committee for Association of Public & Land-Grant Universities and Northwest Commission on Colleges and Universities, Provost Office, Washington State University.
- 2019-2020 Member. Student Success Council. Office of the Provost, Washington State University.
- 2019-2020 Member. Diversity, Equity & Inclusion, Presidents Office, Washington State University.
- 2018-present Member. Native American Advisory Board to Health Sciences, Washington State University – Spokane Campus.
- 2018-present Appointed Member. Honorary Doctoral Degree Presidential Committee, President’s Office, Washington State University.
- 2016-present Provost Appointed Member (& Elected Chair 2018, 2019), 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 Member. Search Committee, Assistant Director Plateau Center for Native American Research and Collaboration Position, Plateau Center for Native Americans. Washington State University.

### *College/Departmental*

- 2021-present Qualitative Research Curriculum Committee. College of Education, Washington State University.
- 2019-2020 Search Committee Member. Assistant Professor of Cultural Studies and Social Thought, College of Education.
- 2017-2019 Member. Graduate Student Recruitment Committee, Educational Psychology Department, Washington State University.
- 2016-present Reviewed/Edited. Educational Psychology program handbook, marketing materials, newsletters, etc., Educational Psychology, College of Education. Washington State University.
- 2016-2018 Member. Suwyn Public Lecture Series, Plateau Center/College of Education, Washington State University.
- 2016-2017 Member. Qualitative Task Force Committee, College of Education. Washington State University.

**PROFESSIONAL & PUBLIC SERVICE**

- 2022-present Co-Chair. Higher Education Committee, Affiliated Tribes of Northwest Indians.
- 2021-present Editorial Board Member. Journal of Adolescent Research. Sage Journals.
- 2019-present Nominated Member. Native American Advisory Board, State of Washington Office of Superintendent of Public Instruction.
- 2018-present Education Committee Member. Affiliated Tribes of the Northwest Indians, Northwest Region.
- 2017-present Advisory Member. Indigenous Knowledge for Effective Education Program (IKEEP), University of Idaho.
- 2016- present Editorial Board. Journal of Mestizo and Indigenous Voices, Washington State University.
- 2016-2017 Advisory Member. Racial Heterogeneity Project, University of California Los Angeles (UCLA) Institute for Immigration, Globalization and Education and ACT for Equity in Learning. See final published report: <http://www.act.org/content/dam/act/unsecured/documents/R1641-racial-heterogeneity-project-2017-06.pdf>
- 2015-2017 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-present Peer reviewer for Multiple Journals.
- 2002-2020 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 400 youth annually in the Pacific Northwest.

**PROFESSIONAL DEVELOPMENT**

- 2019 Social Behavioral IRB Member Continuing Education & Training, Office of Research Assurances, Washington State University.

- 2019 IRB Member Course, CITI Training Program, Washington State University.
- 2017 *Mentoring Program*. New Connections: Increasing Diversity of the Robert Wood Johnson Foundation.
- 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 4<sup>th</sup> & 5<sup>th</sup> R's, Cortland University. San Francisco, California.

**SCHOLARSHIPS & AWARDS**

- 2022 Faculty Diversity Award, Office of the Provost. Washington State University.
- 2019 Workshop, Advancing Indigenous Research, Northwestern University, Evanston. Invited/Awarded: All travel expenses paid to attend workshop. Only 20 researchers were selected internationally.
- 2018 Human and Civil Rights Student Involvement Award (for work with TEAM-WORKS Foundation), Washington State Education Association.
- 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 National Chapter Director of the Year Award. *HOPE worldwide*, Philadelphia, Pennsylvania.
- 2009-2011 Deans Scholarship Award, Seattle Pacific University. Seattle, Washington.
- 2009 Outstanding Service to Children Award, Childhaven. Seattle, Washington.