

## Meredith L. McCoy

History and American Studies (919) 619-2503  
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Northfield, MN 55407

### Education

Ph.D. in American Studies, University of North Carolina at Chapel Hill, 2019  
*Subfields:* Race and Inequality in American Education, American Indian Studies

M.Ed. in Teaching, Learning, and Leading, Lipscomb University, 2011

B.A. in Anthropology, B.A. in Music, Minor in Native American Studies, University of North Carolina at Chapel Hill, 2010

### Professional Experience

2025 – present Associate Professor, American Studies and History, Carleton College, Northfield, MN  
2019 – 2025 Assistant Professor, American Studies and History, Carleton College, Northfield, MN  
2019 Instructor, Freedom University, Atlanta, GA  
2018 Instructor, Turtle Mountain Community College, Belcourt, ND  
2015 Policy Assistant, White House Initiative on American Indian and Alaska Native Education, U.S. Department of Education, Washington, D.C.  
2014 – 2017 American Indian Studies Specialist and Program Instructor, Duke University, John Hope Franklin Young Scholars Program, Durham, NC  
2013 – 2014 Teacher, World History I, KIPP Vision Academy, Atlanta, GA  
2010 – 2013 Teacher, U.S. History, Ancient Civilizations, English / Language Arts, Spanish I, Spanish II, KIPP Academy Nashville, Nashville, TN

### Book Manuscripts

McCoy, Meredith L. *On Our Own Terms: Indigenous Histories of School Funding and Policy*. Indigenous Education. Lincoln: University of Nebraska Press, 2024.

Sabzalian, Leilani, Meredith L. McCoy, and Helen Thomas. *Teaching Indigenous Studies: A Framework for K-12 Curriculum*. Equity and Social Justice in Education. New York: Routledge. Under contract.

### Peer-reviewed Articles

<sup>+</sup> *The Turtle Island Social Studies Collective is a collective of scholars—Meredith McCoy, Lakota Pochedley Hobia, Leilani Sabzalian, and Sarah Shear—who write collaboratively under one pen name and share equal authorship in all writings.*

McCoy, Meredith L., Elizabeth Rule, Jennifer Guiliano, and Roopika Risam. “Across Spaces and Divisions: A Conversation on the Uses of Public Humanities.” *Public Humanities* 1 (2025): e111: 1-13.

McCoy, Meredith L. “Pausing and Contributing towards Indigenous Futures: A Pedagogical Reflection on College History Classrooms.” *Curriculum Inquiry* (2024).

- McCoy, Meredith L., and Jeffrey D. Burnette. “An Exploratory Analysis of Elementary and Secondary Education Funding Levels for American Indians and Alaska Natives from 1980 to 2017.” *Journal of Education Finance* 48, no. 2 (2022).
- Danielle R. Gartner, Rachel E. Wilbur, and Meredith L. McCoy, “‘American Indian’ as a Racial Category in Public Health: Implications for Communities and Practice,” *American Journal of Public Health* 111, no. 11 (2021): 1969-1975.
- McCoy, Meredith L., Leilani Sabzalian, and Tommy Ender. “Alternative Strategies for Family History Projects: Rethinking Practice in Light of Indigenous Perspectives.” *The History Teacher* 54, no. 3 (2021): 473–501.
- McCoy, Meredith L., and Villeneuve, Matthew. “Reconceiving Schooling: Centering Indigenous Experimentation in Indian Education History.” *History of Education Quarterly* 60, no. 4 (2020): 487–519.
- Turtle Island Social Studies Collective.+ “Beyond Pocahontas: Learning from Indigenous Women Changemakers.” *Social Studies and the Young Learner* 31, no. 3 (2019): 7–13.
- McCoy, Meredith L. “We Are Here: Powwow and Higher Education in North Carolina.” *Southern Cultures* 24, no. 4 (2018): 105-120.

### Book Chapters

+ *The Turtle Island Social Studies Collective is a collective of scholars—Meredith McCoy, Lakota Pochedley Hobia, Leilani Sabzalian, and Sarah Shear—who write collaboratively under one pen name and share equal authorship in all writings.*

- Sabzalian, Leilani, Meredith L. McCoy, and Helen Thomas. “Foundations for Teaching Indigenous Studies in K-12 Schools.” In *High School Ethnic Studies: A Resource Book*. Barnes and Noble Press. In press.
- McCoy, Meredith L. “Expecting Indigenous Presence: Indigenous Pasts, Presents, and Futures in K-12 Social Studies.” In *Shifting the Lens in History Education: Centering Racial and Ethnic Knowledge in the Classroom*. Cambridge: Harvard Education Press, 2025.
- NoiseCat, Zia, Meredith L. McCoy, Paul Dressen, and Sinda Nichols. “Campus Coalitions Toward Indigenous Well-Being: Anti-Racist Community-Engaged Reflections on Institutional Change.” In *Anti-Racist Community Engagement: Principles and Practices*, edited by Christina Santana, Roopika Risam, Aldo Garcia-Guevara, Joseph Krupczynski, Cynthia Lynch, John Reiff, Cindy Vincent, and Elaine Ward. Boston: Campus Compact, 2023.
- Red Corn, Alex, Meredith L. McCoy, and Hollie J. Mackey. “Indian Country.” In *Funding Public Schools in the United States, Indian Country, and US Territories*, edited by Philip Westbrook, Eric A. Houck, R. Craig Wood, and David C. Thompson, Second Edition. Information Age Publishing, 2023. Second edition.
- Turtle Island Social Studies Collective.+ “Indigenous Futurities and the Responsibilities of Social Studies.” In *Critical Race Theory and Social Studies Futures: From the Nightmare of Racial Realism to Dreaming Out Loud*, edited by Amanda E. Vickery and Noreen Naseem Rodríguez. New York: Teachers College Press, 2022.
- Turtle Island Social Studies Collective.+ “Insurgence Must Be Red: Connecting Indigenous Studies and Social Studies Education for Anticolonial Praxis.” In *Insurgent Social Studies: Scholar-Educators Disrupting Erasure & Marginality*, edited by Sarah B. Shear, Natasha Hakimali Merchant, and Wayne Au. Myers Education Press, 2022.
- Red Corn, Alex, Meredith L. McCoy, and Hollie J. Mackey. “Indian Country: An Introduction to Financial and Bureaucratic Considerations.” In *Funding P-12 Schools in the 50 States and Indian Country*, edited by David C. Thompson, R. C. Wood, S. Neuenswander, J. M. Heim, and R. D. Watson, 211–47. Gainesville, Florida: National Education Finance Academy, 2019. First edition.

McCoy, Meredith L. “Preparing Preservice Educators to Teach American Indian Boarding School Histories.” In *(Re)Imagining Elementary Social Studies: A Controversial Issues Reader*, edited by Sarah B. Shear, Christina M. Tschida, Elizabeth Bellows, Lisa Brown Buchanan, and Elizabeth E. Saylor, 255–79. Charlotte, North Carolina: Information Age Publishing, 2018.

### Public Facing Scholarship

McCoy, Meredith, Rose Miron, Teagan Dreyer, Joshua Friedlein, Dylan Nelson, Anthony Stamilio, Kabl Wilkerson, and the Indigenous Chicago Curriculum Advisory Team (Beatriz Reyes, Chantay Moore, Clovia Malatare, Darlene St Clair, Jennifer Michals, Josee Starr, Raphael Wahwassuck, Blake Norton, and Sunshine Bear). “Indigenous Chicago Curriculum.” Newberry Library, 2024.

Shelton, Brett Lee, Michael Johnson, Danielle R. Gartner, Meredith L. McCoy, and Rachel E. Wilbur. “Trigger Points: Current State of Research on History, Impacts, and Healing Related to the United States’ Indian Industrial/Boarding School Policy.” Boulder: Native American Rights Fund, 2019.

Jeffries, Hasan K., and Meredith L. McCoy. “Teaching Hard History Podcast, Season 2.” Teaching Hard History: American Slavery. Teaching Tolerance, Southern Poverty Law Center, 2019.

Jay, Bethany, Cynthia Lynn Lyerly, Meredith L. McCoy, Margaret Newell, Christina Snyder, Sarah B. Shear, and Ebony E. Thomas. *Teaching Hard History: A Framework for Teaching American Slavery -- Grades K-5*. Washington, D.C.: Teaching Tolerance, 2019.

Jay, Bethany, Cynthia Lynn Lyerly, Hasan Jeffries, Renee Gokey, Meredith L. McCoy, Christina Snyder, and Sarah B. Shear. *Teaching Hard History: A Framework for Teaching American Slavery -- Grades 6-12*. Washington, D.C.: Teaching Tolerance, 2019.

McCoy, Meredith L. “Tribal-State Compacts and the Future of Indian Education,” unpublished paper submitted for internal reference to the National Indian Education Association, 2017.

U.S. Department of Education. “School Environment Listening Sessions Final Report.” Washington, D.C.: White House Initiative on American Indian and Alaska Native Education, 2015. (served as an author and final lead editor while a Policy Assistant)

### Grants

2023 – 2026	Mellon Foundation, “Indigenous Engagement in Place” (co-PI), \$1,500,000
2022	American Philosophical Society Phillips Fund for Native American Research, “Recovering Indigenous Children’s Experiences under Relocation” (PI), \$3000
2022	Spencer Foundation Supplemental Grant, “Moving Forward: (Re)Centering Indigenous Languages, Water/Lands, Cultures, and Sovereignties in Educational Reform” (Lead Facilitator), \$24,750
2022	Public Works: Arts and Humanities Connecting Communities Mellon Grant, “Elder in Residence Pilot Program” (Co-PI), \$8000
2022	Carleton Curricular Innovation Grant, “Assignments and Assessments for Community-Engaged History (Co-PI), \$4000
2020 – 2021	Mellon Foundation Sub-Grant, Public Works: Arts and Humanities Connecting Communities, “Mapping Memories of Indigenous Chicago” (PI), \$13,500
2020	Carleton Curricular Innovation Grant, “Indigenous Histories at Carleton” (PI), \$1200
2020	Carleton Curriculum Development Grant, “Contemplative Practices in Higher Education,” (Co-PI), \$3700

### Fellowships

2022	Institute for Citizens and Scholars Career Enhancement Fellowship for Junior Faculty
2022	<i>Curriculum Inquiry</i> Writing Fellow
2022	Whiting Foundation Public Engagement Fellowship
2021	Spencer Foundation Indigenous Education Research Convening Participant
2018	Frances C. Allen Fellowship at the Newberry Library
2017	Ford Foundation Dissertation Fellowship
2016	Maynard Adams Fellow for the Public Humanities
2016	NEH Digital Native American and Indigenous Studies Project Participant
2016	Future Faculty Fellow at the Center for Faculty Excellence
2015	North Carolina Native Leadership Institute Participant
2014	Royster Doctoral Fellowship

### Awards

2025	Best of Illinois History Award from the Illinois State Historical Society (Awarded to the Indigenous Chicago project)
2024	Kipchoge Neftali Kirkland Social Justice Award from the National Council for the Social Studies - College and University Faculty Assembly (Awarded to the Turtle Island Social Studies Collective for “Realizing Rematriation for Social Studies Education”)
2022	Campus Compact Presidents’ Civic Engagement Leadership Award
2020	Finalist, Critical Educators for Social Justice Distinguished Dissertation Award
2019	Dean’s Distinguished Dissertation Award for Humanities and Fine Arts
2017	North Carolina Native American Incentive Award
2017	Frank Porter Graham Honor Society Inductee
2016	Chancellor’s Doctoral Candidacy Award

### Invited Talks and Trainings

2025	“Teaching Native Histories in Virginia: Historical Considerations and Contemporary Possibilities,” Virginia Commonwealth University [ <i>Race and Ethnicity in Virginia: Innovation in the Secondary Education Curriculum</i> lecture series]
2025	“Centering Survivance in Teaching Indigenous Histories,” Illinois State University [Teaching Beyond Genocide Conference Keynote]
2024	“ <i>Indigenous Chicago</i> ,” American Historical Association Online Teacher Institute: Native Peoples and the Architecture of US History [Invited Panel]
2024	“ <i>Indigenous Chicago: A Case Study in Indigenous Community-Engaged Curricular Development</i> ,” University of Wisconsin
2024	“Growing Sovereignty in K-12 Curricular Initiatives,” U.S. Department of Education, Office of Indian Education [Invited Panel with Drs. Megan Bang and Darlene St. Clair]
2024	“Teaching Indigenous Governance and Citizenship,” Anoka-Hennepin School District
2023	“Teaching Native Histories: A Midwest Teaching Lab,” Newberry Library in collaboration with the Organization of American Historians [Lead Facilitator]
2023	“Learning and Teaching Difficult History at Pebble Hill,” Auburn University [Co-Facilitator with Dr. Nakia Parker]
2022	“Histories of Indigenous Resilience,” University of Florida College of Veterinary Medicine
2022	“Indigenous Educational Resistance and Survivance Storytelling,” Florida International University

- 2021 “Intergenerational Resilience and the Federal Indian Boarding Schools,” New York University
- 2021 “Centering People and Place in Academic Civic Engagement (ACE) Classrooms,” Massachusetts Equity & Engagement Consortium, Campus Compact [Keynote Panel]
- 2021 “Understanding Decolonization,” North Dakota Association of Colleges for Teacher Education [Shared Keynote with Dr. Krystal Tsosie]
- 2021 “Settler Colonial Realism, Survivance Storytelling, and Indian Education History,” AT&T Center for Indigenous Politics and Policy, George Washington University
- 2020 “Histories of Indigenous Resistance to Settler Colonialism,” Corning Optical Communications, LLC
- 2019 “Settler Colonial Realism: Historical Considerations for Contemporary Educational Sovereignty,” Kansas State University [Indigenous Peoples Day Keynote]
- 2019 “Contemporary Developments in Federal Indian Education Policy,” Colgate University
- 2019 “Controversy and Community in Schools: American Indian Education Policies in Historical Perspective,” Ursinus College
- 2019 “Decolonizing Teaching and Research: Histories, Strategies, and Current Directions,” Turtle Mountain Community College [Co-Facilitator with Dr. Krystal Tsosie]

### Conference Presentations

- 2026 “Indigenous Chicago: Community-Engaged Curriculum Development as Public History,” American Historical Association
- 2025 “Curricular Change through Community-Engaged Resource Development,” Organization of American Historians
- 2025 “Indigenous Chicago: Next Steps in Making the Invisible Visible in K-12 Social Studies,” Chicago American Indian Community Collaborative Urban Native Education Conference
- 2024 “Realizing Rematriation for Social Studies Education,” National Council for the Social Studies - College and University Faculty Assembly
- 2024 “Indigenous Chicago: A Community-Engaged Collaboration toward Curricular Change,” American Studies Association
- 2024 “Indigenous Chicago: A Community-Engaged Approach to Narrative Change,” Native American and Indigenous Studies Association
- 2024 “The Indigenous Chicago Project: Community-Engaged Curriculum Development,” American Educational Research Association [Div K Invited Vice Presidential Session]
- 2024 “Building Public History Projects that Serve Native Communities: The Indigenous Chicago Project,” Organization of American Historians
- 2024 Roundtable: “Exploring the Intersections of U.S. Imperialism and Teacher Education,” American Association of Colleges for Teacher Education
- 2023 Roundtable: “Identifying the Utility of ‘Survivance’ within Studies of Indigenous Health,” Native American and Indigenous Studies Association
- 2023 “Indigenous Chicago: Making the Invisible Visible in K-12 Illinois Social Studies,” Chicago American Indian Community Collaborative Urban Native Education Conference
- 2023 “Teaching Desires-Based Histories in the College Classroom,” American Educational Research Association
- 2023 “Colonial Disruptions of Indigenous Families and Knowledge Systems through U.S. Schooling,” *Displaced Indigeneity, Unsettling Histories: Forced Migration, Kinship, and Belonging* Workshop at the University of Glasgow

- 2022 Roundtable: “This Bridge Called My Back: Engaging Feminisms of Color in Social Studies Education,” National Council for the Social Studies - College and University Faculty Assembly
- 2022 “Reconceiving Schooling: Centering Indigenous Experimentation in Indian Education History,” Organization of American Historians
- 2021 Roundtable: “Lifting and Climbing Together: Black and Native Feminisms in Social Studies Education,” National Council for the Social Studies - College and University Faculty Assembly
- 2021 Roundtable: “The Traumas of Difficult Knowledge: Unpacking Experiences within Genocide and Holocaust Education,” National Council for the Social Studies - College and University Faculty Assembly
- 2021 “Lessons from Indigenous Educators’ Interventions in Schooling,” Pacific Coast Branch of the American Historical Association
- 2021 Roundtable: “Indigenous Systems of Relationality Across Environmental History and Indigenous Futures,” American Society for Environmental History
- 2021 Roundtable: “Beyond the Treaty of 1821: Enduring Midwestern Indigenous Histories and Perspectives,” Organization of American Historians
- 2020 “Education on Indigenous Terms: Building an Alternative Chronology of Indian Education History,” Native American and Indigenous Studies Association  
*\*Conference cancelled due to COVID-19*
- 2020 “Collaborations and Curricular Commitments: Expanding Understanding of Indigenous Enslavement for K-12 Social Studies,” American Educational Research Association  
*\*Conference cancelled due to COVID-19*
- 2019 “Learning from Indigenous Women Changemakers in Elementary Civics,” National Council for the Social Studies
- 2019 “Centering Indigeneity in Social Studies Teacher Education Programs,” National Council for the Social Studies - College and University Faculty Assembly
- 2019 “Learning from Indigenous Women Changemakers,” Northwest Conference on Teaching for Social Justice
- 2019 “I wrote for my children: Histories of Curriculum Writing for Indigenous Resurgence,” Native American and Indigenous Studies Association
- 2018 “You have to know who your kids are?: Genealogy project considerations for Social Studies teachers,” National Council for the Social Studies - College and University Faculty Assembly
- 2018 “What are the long-term impacts of the boarding schools? A review of existing biomedical, social sciences, and humanities research” with Danielle R. Gartner and Rachel Wilbur, National Native American Boarding School Healing Coalition
- 2018 “Working from the Inside-Out: Alternative Indigenous Genealogies of Resistance to Settler Colonial ‘Temporary’ Emergencies,” American Studies Association
- 2018 “Creating Convergences: Counterstories of Indigenous Educational Resistance,” Native American and Indigenous Studies Association
- 2018 “Confronting Historical Inequities in Federal Funding for American Indian Education Programs,” American Educational Research Association
- 2017 “Sharing Our Stories: Supporting social studies with digital storytelling tools by, about, and for Native youth,” National Council for the Social Studies - College and University Faculty Assembly
- 2017 “Centering Indigeneity and radical self-love to counter settler colonialism,” American Studies Association

- 2017 “*The 90%: Stories of Diaspora from Indian Country* and digital possibilities for mending colonial disruptions through online communities,” Native American and Indigenous Studies Association
- 2017 “Teaching Historical Trauma, Assimilation Policy, and Indigenous Resilience in Middle School Social Studies Classrooms,” American Educational Research Association
- 2016 “Labor and Learning in an Indian Boarding School: Teaching Historical Trauma and Structural Oppression through Film,” American Educational Studies Association
- 2016 “The 90%: Building Digital Story-Sharing Spaces for Urban and Suburban Native Youth,” National Indian Education Association
- 2016 “‘Forward, together, with knowledge and healing’: Literary and experiential approaches to teaching historical trauma and structural oppression,” Critical Race Studies in Education Association
- 2016 “‘Those people’s hearts must have broke over and over’: Intergenerational trauma and healing in children’s literature and museums,” Native American and Indigenous Studies Association
- 2015 “‘It woke like a sleeping giant’: The politics of desegregation and powwows in eastern North Carolina,” American Society for Ethnohistory
- 2015 “Lumbee Powwow: An outward and visible sign of an inward and recognized identity,” Native American and Indigenous Studies Association

## Teaching Record

### Carleton College

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|------|--------|--|
| 2026 | Spring | Intro to Indigenous Histories, Time Immemorial-1887 (HIST 114)   |
| 2026 | Winter | Theory and Practice of American Studies (AMST 345)<br>American Indian Education, 1600s-present (HIST 203)            |
| 2025 | Fall   | Contemporary Indigenous Activism (AMST 231)  |
| 2025 | Spring | Introduction to Indigenous Histories, 1887-present (HIST 116)<br>Indigenous Chicago (AMST 221)                       |
| 2025 | Winter | Ethics of Indigenous Engagement (AMST 263)<br>Theory and Practice of American Studies (AMST 345)                     |
| 2024 | Fall   | Indigenous Histories at Carleton (HIST 301)  |
| 2024 | Spring | Indigenous Histories at Carleton (HIST 301)  |
| 2024 | Winter | Theory and Practice of American Studies (AMST 345)<br>American Indian Education, 1600s-present (HIST 203)            |
| 2023 | Fall   | Contemporary Indigenous Activism (AMST 231)<br>Oral History Research Methods: Theory, Ethics, Practice (HIST 202)    |
| 2022 | Winter | Theory and Practice of American Studies (AMST 345)<br>Approaches to Indigenous Studies (AMST 244)                    |
| 2021 | Fall   | Introduction to Indigenous Histories, 1887-present (HIST 116)<br>American Indian Education, 1600s-present (HIST 203) |
| 2021 | Spring | Indigenous Histories at Carleton (HIST 301)  |
| 2021 | Winter | Theory and Practice of American Studies (AMST 345)<br>Approaches to Indigenous Studies (AMST 244)                    |
| 2020 | Fall   | Introduction to Indigenous Histories, 1887-present (HIST 116)  |
| 2020 | Spring | American Indian Education, 1600s-present (HIST 203)  |
| 2020 | Winter | Theory and Practice of American Studies (AMST 345)<br>Approaches to Indigenous Studies (AMST 244)                    |
| 2019 | Fall   | Contemporary Indigenous Activism (AMST 231)  |
- Note: Research leave, Spring 2022 – Spring 2023*

Freedom University  
2019 Summer First Generation College Preparation

Turtle Mountain Community College  
2018 Summer Contemporary Indian Issues (SOCI 271)

University of North Carolina at Chapel Hill  
2016 Fall Colonialism, Power, and Resistance (IDST 089)

### Research Collaborations and Consulting

Co-director, curriculum developer, and oral historian, *Indigenous Chicago*, a partnership with the Newberry Library and the Chicago American Indian Community Collaborative, 2020-2025  
Consultant on the Project Leadership Team, *LandBack Universities*, Indiana University-Purdue University-Indianapolis, 2022-2024  
Education/Curriculum Advisor, *Literary Voyager / Ojibwe Muz̄zeniegun*, Northwestern University, 2023-2025

### Op-Eds and Digital Publications

McCoy, Meredith L. “While Teaching for Native American Heritage Month, Remember the Troubling Role of Schools in Indigenous History.” *TIME: Made by History*. November 25, 2024.  
McCoy, Meredith L. “We Must Support the Teachers Who Will Be in Charge of Expanding Native History Lessons.” *The Hechinger Report*. November 24, 2022, Online edition.  
McCoy, Meredith L., Emma Elliott-Groves, Leilani Sabzalian, and Megan Bang. “Restoring Indigenous Systems of Relationality.” Center for Humans and Nature, October 7, 2020.  
<https://www.humansandnature.org/restoring-indigenous-systems-of-relationality>.  
Reprinted in *Minding Nature*, Vol. 14. No. 3 (Fall 2021).  
McCoy, Meredith L., and Sarah B. Shear. “This Isn’t the First Time the United States Has Split up Families.” *Houston Chronicle*. July 8, 2018, Online edition.  
Locklear, Leslie, and Meredith L. McCoy. “Building Safe Spaces: Celebrating Teachers Who Support Native Youth.” *Bit & Grain*, October 4, 2017; republished by *EducationNC*, October 12, 2017.  
McCoy, Meredith L. *Aanjigozi* (formerly *The 90%: Stories of Diaspora from Indian Country*), Founder and Site Curator, 2016-2023.

### Book and Project Reviews

McCoy, Meredith L. “Review of *Without Destroying Ourselves: A Century of Native Intellectual Activism for Higher Education* by J. A. Goodwin.” *Native American and Indigenous Studies* 10, no. 2 (2023).  
McCoy, Meredith L., Roopika Risam, and Jennifer Guiliano. “The Future of Land-Grab Universities.” *Native American and Indigenous Studies* 8, no. 1 (2021).

### Professional Service

2025 Reviewer, *The Oral History Review*  
2024 Reviewer, *The History Teacher*  
2024 – 2025 Reviewer, *Critical Education*

2024 – 2027	National Advisory Council Member for the American Indian Center at the University of North Carolina at Chapel Hill
2023 – 2024	Co-Chair, American Educational Research Association Division K Teaching and Teacher Education - Section 3 Indigenous Teaching and Teacher Education
2023	Reviewer, Spencer Foundation Racial Equity Grants
2023	Reviewer, <i>Journal of American Indian Education</i>
2022	Reviewer, <i>ACME: An International Journal for Critical Geographies</i>
2022 – 2023	Illinois State Board of Education Inclusive History Working Group
2021 – 2023	Reviewer, <i>Theory and Research in Social Education</i>
2020 – 2021	Mentor, Education for Liberation Minnesota's BIPOC Ethnic Studies Network
2020	Reviewer, Spencer Foundation Small Grant Program Review Panel
2019 – 2022	Associate Member, Tribal Nations Research Group
2018 – 2021	Advisory Board Member, Teaching Hard History (Teaching Tolerance, SPLC)
2018 – 2019	Reviewer, National Council for the Social Studies - CUFA Conference
2017	Reviewer, American Educational Research Association Conference Division G
2016 – 2022	Reviewer, <i>The Urban Review</i>
2016	Reviewer, American Educational Studies Association Conference
2015 – 2017	Steering committee member, Native American and Indigenous Studies Association Graduate Student Working Group

### Recent Campus Service

2025 – 2026	Faculty Research Colloquia organizer for the History Department
2023 – 2025	Arboretum Committee
2020 – 2024	Indigenous Peoples Advisory Committee (formerly Building Relationships with Indigenous Communities Working Group)
2020 – 2021	Search Committee, Indigenous Communities Liaison Staff Hire
2020 – 2022	Carleton Arboretum Committee
2019 – 2021	Why Treaties Matter Planning Committee

### Professional Associations

Native American and Indigenous Studies Association; American Studies Association; National Council for the Social Studies; National Indian Education Association; Organization of American Historians; American Educational Research Association

### Languages

Fluent in spoken and written Spanish; proficient in spoken and written French; beginner Ojibwemowin

### Professional Teaching Licenses

Middle Grades (4-8) - All Subjects and Spanish P-12 (Tennessee, 2011-2016); Middle Grades (4-8) - Social Science and Spanish P-12 (Georgia, 2013-2018)