

# Manya C. Whitaker, Ph.D.

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## EDUCATION

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VANDERBILT UNIVERSITY, Nashville, TN  
Ph.D., Psychology  
Developmental Psychology, Urban Education

VANDERBILT UNIVERSITY, Nashville, TN  
M.S. Psychology  
Developmental Psychology + extensive coursework in Leadership and Organizational Performance  
(formerly Leadership, Policy, & Organizations)

DARTMOUTH COLLEGE, Hanover, NH  
B.A., Psychology with Honors

## CURRENT POSITIONS

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### *Administrative Appointments*

COLORADO COLLEGE  
**Executive Vice President and Chief of Staff**  
*January 2022-present*

As Executive Vice President and Chief of Staff, Dr. Manya Whitaker serves as an extension of the President and is #2 in administrative leadership at the #27 ranked liberal arts college in the United States. Her position includes three portfolios of work, the third of which places Dr. Whitaker as the *de facto* Chief Diversity Officer for the College. Collectively, Dr. Whitaker oversees 71 employees, including 9 direct reports. She is responsible for distributing approximately \$114k in annual scholarship aid; serving as the fund manager for 13 endowment and gift funds totaling \$4.9 million; and managing budgets totaling \$4.4 million in operations.

The Executive Vice President (EVP) portion of Dr. Whitaker's position requires her to operate at visionary, strategic, and tactical levels to identify and bring forward institutional priorities in accordance with being the #2 most innovative school in the country with the #9 best undergraduate teaching. Dr. Whitaker ensures the alignment of institutional goals, processes, and outcomes, while also developing and monitoring policies, procedures, and processes critical to institutional operations. She works closely with Advancement to cultivate new donors while also bolstering external relationships with non-profit organizations, Institutions of Higher Education (IHEs), and private businesses in support of strategic priorities that enhance student and employee experiences. She oversees campus centers and college-wide commitments, including the Fine Arts Center at Colorado College (FAC), the Office of Creativity and

Innovation (C&I), the College's commitment to mental health and wellness, and the commitment to antiracism.

In her role as Chief of Staff (CoS), Dr. Whitaker serves as the President's principal advisor and thought partner, representing the President's views to internal and external constituents in her absence. She is responsible for collaborating with the President's 11 direct reports on Cabinet (2 Senior Vice Presidents and 9 Vice Presidents) to identify divisional goals aligned with presidential priorities. When goals are not achieved, Dr. Whitaker determines the cause and provides actionable recommendations for improvement. Dr. Whitaker also manages the Office of the President's operations and administrative functions, including the Office of the Ombuds and the Office for Institutional Planning and Effectiveness. She serves as the executive point of contact for the Board of Trustees to ensure the work of committees and special project teams advances the College's primary purpose of providing a strong liberal arts education.

As *de facto* Chief Diversity Officer (CDO), Dr. Whitaker supports and advises the Antiracism, Diversity, Equity, and Inclusion (ADEI) leadership team who implements the antiracism plan. As the leadership team's Cabinet representative, Dr. Whitaker makes final decisions about fundraising, programming, budget, and staffing relating to Colorado College's commitment to becoming an antiracist institution.

UNIVERSITY OF COLORADO, COLORADO SPRINGS  
**Advisory Board for the Matrix Center for the Advancement of Social Equity and Inclusion**  
*October 2014-present*

Advisory Board members collaborate with diverse community leaders to support the Center's mission to examine and challenge systems of oppression and privilege in society, and implement effective solutions through comprehensive educational programming, literature, institutes, and workshops. Board members fundraise, determine budgetary priorities in consultation with the Director, advise on grant allocation, and advertise critical initiatives such as the peer-reviewed journal, *Understanding and Dismantling Privilege*, and signature programs, including *The Knapsack Institute: Transforming Teaching and Learning*, as well as a graduate certificate in diversity, social justice, and inclusion.

***Academic Appointments***

July 2020-present

COLORADO COLLEGE, Colorado Springs, CO  
David and Lucile Packard Professor

February 2019-present

COLORADO COLLEGE, Colorado Springs, CO  
Associate Professor of Education

## PREVIOUS POSITIONS

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### *Administrative Appointments*

Colorado College

2011-2022

### **Director of the Crown Faculty Center**

*July 2021-January 2022*

The Director of the Crown Faculty Development Center (now the Crown Teaching Center) is responsible for designing professional development opportunities for 220 faculty across career stages and disciplines. After conducting extensive program assessment, and with one part-time staff member, Dr. Whitaker oversaw a \$50k operating budget, \$10k in endowments and gifts, and revised the Center's programming to focus on evidenced-based pedagogies central to liberal arts teaching: anti-oppressive instruction, digital learning, and interdisciplinary education.

Dr. Whitaker designed a diverse curriculum of instructional coaching, teaching and learning circles, workshops, communities of practice, and a year-long teacher development program. These new initiatives required hiring, training, and assessing instructional coaches, master teachers, and mentors. The Director is also charged with fostering scholarly innovation through Scholarly Writing and Research Groups (SWARGs) and by funding external reviews of works-in-progress through manuscript workshops. Dr. Whitaker developed and implemented advertising, faculty recruitment, and program assessment processes.

### **Director of Graduate Studies & Chair of Education**

*January 2020-January 2022*

The Director of Graduate Studies and Chair of Education at Colorado College oversees the College's only masters programs, including the Master of Arts in Teaching 5<sup>th</sup> Year Program and the Master of Arts in Teaching, Dyslexia Specialist Program, as well as a 9<sup>th</sup> semester teacher licensure program, and an undergraduate major and minor. Dr. Whitaker served as the *de facto* dean of the graduate school, working closely with other deans of education throughout Colorado through the *Colorado Council of Deans of Education* (CCODE), advocating for state policies supportive of K-12 schooling and teacher preparation. Because the College offers no other graduate programs, the Director of Graduate Studies and Chair of Education must also be the Director of graduate admissions, financial aid, and communications/marketing. Dr. Whitaker was therefore responsible for revising graduate admissions processes, making final admissions decisions, and allocating \$133k in scholarships while administering a \$575k grant for Black teacher preparation.

As Department Chair, Dr. Whitaker hired and conducted performance reviews of staff across graduate and undergraduate programs, totaling 14 staff members, including teaching supervisors (5), administrative assistants (2), the Director of Teacher Education (1) tenure-track and tenured faculty (4), visiting faculty (1), and lecturers (1). In collaboration with the Associate Chair, Dr. Whitaker wrote and submitted annual reports to the Dean of Faculty about the department's enrollment, budget, curriculum, staffing, and antiracism efforts. Across the four programs, the Director and Chair manages a collective operating

budget of \$494k, with an additional \$135k in endowments and gifts, from which the College receives annual average revenues of \$37k from the graduate programs.

### **Interim Director of the Butler Center**

*February 2020-July 2020*

At the request of the former Provost and former Dean of Students, Dr. Whitaker served as the Interim Director of the Butler Center during the height of the Covid-19 pandemic. The Butler Center (TBC) is Colorado College's multicultural student center, focused on identity development, coalition building, antiracist advocacy, and student mentoring. With a \$136k operating budget and \$65k in gift funds, the Center offers robust programs, events, support groups, and initiatives for students, staff, and faculty, including, but not limited to, the *First Generation Collegiate Mentoring Program*, the *Queer and Trans Collective*, the *Dismantling Hate Speaker Series*, and a campus-wide antiracist book club. The Center also supports 18 multicultural student organizations in addition to managing the *Enclave Living Learning Community*, a residency hall for students interested in learning about and practicing healthy self-care, peer support, and community development for social justice. Dr. Whitaker worked with a staff of 4 to successfully transition programming online while maintaining fidelity of purpose and significance of impact.

### **Associate Chair of Education**

*August 2017-December 2019*

As the Education Department's inaugural Associate Chair, Dr. Whitaker crafted an administrative position to support the operations of a department with only 4 faculty but an undergraduate major/minor, two graduate programs, and a 9<sup>th</sup> semester teacher licensure program. At the start of her role, she oversaw the department's Council for the Accreditation of Educator Preparation (CAEP) accreditation review process. In 2019, she facilitated an external review of the graduate curriculum to support the creation of the Master of Arts in Teaching, Dyslexia Specialist program. Dr. Whitaker was responsible for onboarding and mentoring new tenure-track faculty and year-long visitors, including syllabi development and review, teaching observations, analyzing course evaluations, and co-creating professional development plans.

Dr. Whitaker oversaw the undergraduate curriculum, including directing the undergraduate thesis proposal process, writing and submitting departmental course proposals to the Committee on Instruction, and chairing the department's assessment committee. She also collaborated with the Staff Assistant to revise and maintain departmental web pages and create marketing materials for the graduate programs. Dr. Whitaker served on the graduate admissions committee, reading applications and interviewing candidates. The Associate Chair position is now permanent within the department's staffing structure.

### ***Academic Appointments***

May 2013- February 2019

COLORADO COLLEGE, Colorado Springs, CO  
Assistant Professor of Education

August 2011 – May 2013

COLORADO COLLEGE, Colorado Springs, CO  
Postdoctoral Fellow, Riley Scholar-in-Residence, Education

## DETAILED ADMINISTRATIVE LEADERSHIP CONTRIBUTIONS

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### Colorado College

*2011-present*

Colorado College (CC) is a private residential liberal arts college in downtown Colorado Springs, Colorado. The College is best known for its block plan—an academic calendar in which students take and professors teach one course at a time for 3.5 weeks. There are 2,284 undergraduate students from 49 states and 48 countries, comprising a student body that is 26% racial and ethnic minorities, 6% international, and 54% female (3% nonbinary). The Education Department offers the College's only masters programs: Master of Arts in Teaching and Master of Arts in Teaching, Dyslexia Specialist. Undergraduates may take courses in any of the 37 departments that collectively offer 42 majors and 33 minors. The 4 and 6-year graduation rates historically average 83% and 86%, respectively. In 2022, U.S. News and World Report ranked CC #2 in most innovative schools, #9 in best undergraduate teaching, and #27 in liberal arts colleges.

### Assessment, Strategic Planning & Execution

#### *Executive Vice President & Chief of Staff*

- Supports the President in identifying institutional strategic priorities
  - Develops action plan templates and KPIs for each priority for every Cabinet member
- Addresses ongoing mental health crisis by developing a mental health and wellness implementation plan
  - Developed accompanying metrics
  - Organized and facilitated an external review of mental health and wellness
  - Chairing a 81-member task force for mental health and wellness
  - Developed a staffing structure for student and employee wellness initiatives
    - Chairing search for Associate Vice President for Wellness
- Collaborated with each Cabinet member to develop a workplace climate action plan for their divisions
- Created a workplace climate action plan for the Office of the President
- Developed metrics for programming in Creativity & Innovation and Bemis School of Art (at the FAC)
- Increased trust between administration and campus constituencies by creating *The Work of the College* series of community conversations, townhalls, and presentations
- Improved staff morale and retention at the FAC by revising staff structure, conducting salary reviews, and facilitating strategic plan development inclusive of fundraising case statements
- Reengaged donors and community stakeholders for the FAC by including them in strategic planning and visioning, and creating targeted programming
- Collaborated with Vice President of People and Workplace Culture to revise performance review process to include Antiracism, Diversity, Equity, and Inclusion (ADEI)
- Enhanced operational efficiency across all college units/divisions by creating procedures, templates, policies, and communication plans for Cabinet members
- Collaborated with Staff Council to develop a 5-year strategic plan for self-governance

#### *Director of Graduate Studies & Chair of Education (during Covid)*

- Restructured the graduate curriculum and academic calendar, which led to:
  - Master of Arts in Teaching program ranked #1 in the region

- Increased graduate enrollment by 50%
- Increased revenue by 60%
- Conducted program and curricular assessments, as well as departmental needs assessments, which led to:
  - Revising the major to offer concentrations
  - Creation of standard syllabus template
  - Increased undergraduate enrollment by 32%
  - Staffing restructure and cost savings of approximately \$22k per year

*Director of Crown Faculty Center*

- Conducted program review and needs assessment which led to:
  - Center rebrand to leverage internal expertise
  - Development of 1-, 3-, and 5-year strategic plans for 4 faculty and staff programs
  - Revision of website
  - Staffing restructure
  - Increased staff and faculty engagement in center programming
  - Decreased expenses by 35%
- Facilitated external review of college course evaluation metrics
  - Hosted focus groups of students and faculty
  - Created and distributed a survey for students and faculty
  - Presented course evaluations revision recommendations to Faculty Executive Committee, full faculty, and Dean of Faculty

*Interim Director of the Butler Center (during Covid)*

- Developed institutional hiring procedures for virtual searches, and chaired the College's first virtual search
- Developed metrics and conducted program assessment for 7 programs, which led to:
  - Integration of and elimination of programs
  - Broadening of student audience
  - Increased staff morale
  - Decreased programming expenses
- Collaborated with Student Life Leadership team to integrate programming, which led to:
  - Increased BIPOC student engagement in Campus Activities, Wellness Resources and Outdoor Education programs
  - Enhanced operational efficiency

*Associate Chair of Education*

- Developed departmental tenure and promotion handbook
- Create departmental course evaluations

**Antiracism, Diversity, Equity, & Inclusion (ADEI)**

*Executive Vice President & Chief of Staff*

- Elevates the College's profile by being the spokesperson for the antiracism commitment
  - Presented at a national conference about the College's unique antiracism staffing model
  - Hosts workshops for other colleges and universities on how to become an antiracist institution
- Updated the antiracism implementation plan to align with current institutional priorities

- Developed accompanying metrics
- Developed and implemented an antiracism action plan for the Office of the President
- Collaborated with each Cabinet member to develop an antiracism action plan for their divisions
- Facilitated ADEI workshops for the President and Cabinet
- Identifies external professional development opportunities for Cabinet ADEI professional development
- Stewarded the antiracism gift fund toward the following efforts that provide paid student internships, support revenue generating academic programs, engage with underserved local community members, and enhance the academic experience—all by centering the experiences of minoritized people:
  - Campus art loan program
  - Student activism institute
  - Mobile arts truck
  - Agents of care museum classroom

*Director of Crown Faculty Center*

- Created a culture of emotional safety for white staff and faculty to engage in antiracist initiatives
- Increased faculty and staff understanding of how antiracism affects their professional role by creating the *Liberatory Pedagogy Series*
  - 10 participants (7 white)—2 staff, 8 faculty (5 natural scientists) in inaugural year
- Enhanced faculty capacity to teach equitably and foster inclusive classroom by developing the *Anti-oppressive Instructional Coaching* program
  - 11 participants (9 white) in inaugural year

*Interim Director of the Butler Center (during Covid)*

- Collaborated with the former Provost and President to design a 3-person ADEI leadership structure in lieu of a traditional CDO model
  - Chaired the search for the Senior Associate Dean of Students for Equity and Inclusion

**Fundraising & Grant Writing**

*Executive Vice President & Chief of Staff*

- Facilitated the establishment of the College's first endowed professorship in education (\$2M)
- Stewards approximately \$5M in endowment and gifts per year
- Collaborated with Advancement to identify cross-campus funding opportunities and write donor case statements that yielded additional gifts toward mental health and wellness (\$30k), and antiracism (\$100k)
- Identified and cultivated relationships with two new alumni donors who've given \$125k thus far
- Partnering with the Chamber of Commerce/Economic Development Center to write a \$1M grant proposal to secure paid internships and post-graduation employment for students (in progress)

*Director of Graduate Studies & Chair of Education*

- Secured a \$575k grant from the Sachs Foundation to support Black educator preparation
- Co-principal Investigator on a National Science Foundation grant to prepare urban educators (\$2M)
- Co-principal Investigator on a state grant to prepare rural educators (\$42k)

## **Community Partnerships**

### *Executive Vice President & Chief of Staff*

- Established partnerships with community organizations and businesses to enhance the academic mission of the College and provide paid internships for students
  - School District 11
  - Better Business Bureau
  - Chamber of Commerce/Economic Development Center
  - Institute of Social Impact
- Established partnerships with community organizations and businesses to provide student cocurricular opportunities
  - African American Youth Leadership Conference
  - Educating Children of Color Conference
  - Community Cultural Collective
- Established partnerships with community organizations to bolster mental health and wellness supports
  - Pikes Peak Pride
  - National Alliance on Mental Illness (NAMI)
  - Diversus Health Colorado Springs
  - Children's Hospital Colorado
- Maintains partnerships with three private Colorado IHEs within the Institutions of Higher Education Consortium (IHEC) that lobbies for private IHEs' operational effectiveness

### *Director of Graduate Studies & Chair of Education*

- Established partnerships with 8 local school districts to offer pre-service teachers paid internships
- Established partnerships with 3 rural districts to offer professional development to in-service teachers
- Partnered with Colorado IHEs to secure practicum placements and research locales for undergraduates
- Partnered with community organizations to offer extended academic opportunities
  - Colorado Springs Parks and Receptions
    - Westside Community Center
    - Hillside Community Center
    - Deerfield Community Center
  - Peak Education
  - TESSA

## **Teambuilding & Coaching**

### *Executive Vice President & Chief of Staff*

- Creates agendas and chairs weekly Cabinet meetings
- Cultivates a "first team" mindset among Cabinet by organizing Cabinet retreats and social functions and facilitating the dissemination of Positive Core assessments
- Developed onboarding procedures for new Cabinet members
  - Onboarded 3 Cabinet members
- Assist the President with Cabinet's annual performance evaluations
  - Develop templates



- Participate in feedback sessions
- Develop performance improvement plans
- Identify professional development opportunities for Cabinet and extended leaders
- Restructured the Office of the President staffing
  - Hired and onboarded 5 staff members

*Director of Graduate Studies & Chair of Education*

- Conducted a staffing needs assessment, which led to:
  - Receipt of a new tenure-track line, elimination of a lecturer line
  - Development of equitable evaluation rubrics for hiring processes
  - Creation of onboarding procedures for new hires
  - Revision of departmental tenure and promotion requirements
  - Creation of official Associate Chair position
- Onboarded and shepherded 3 tenure-track hires through successful reviews
- Changed the organizational structure of the department from distributed to sociocratic to better utilize everyone's strengths
- Served as a mentor for incoming department chairs across the campus

*Director of Crown Faculty Center*

- Hired and trained 11 faculty members to be anti-oppressive instructional coaches
- Created 2 staff-led communities of practice (*Universal Design for Learning; Unpacking and Improving Student Motivation*)
- Developed a year-long teaching development program, disaggregated by career stage
- Designed 4 teaching and learning circles on *Digital Liberal Arts, Financial Well-being, Study Abroad, and General Education Assessment*

*Interim Director of the Butler Center (during Covid)*

- Changed the organizational structure of the office from hierarchical to distributed, empowering staff with agency and authority
- Developed a professional development program for staff
  - Worked 1:1 with staff to create career maps
  - Supported the promotion of a staff member into a position in another department

**RESEARCH AND TEACHING INTERESTS**

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Teacher Identity Development; Urban Education; Family Engagement; Social Justice Pedagogy; Culturally Responsive Pedagogy

**BOOKS AND ARTICLES (published/in press/accepted)**

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**Whitaker, M.C.** (2022). *Public School Equity: Educational Leadership for Justice*. W.W. Norton & Company, Inc.

**Whitaker, M.C.** (2021). When the teacher is the token: Moving from antiblackness to antiracism. *Northwest Journal of Teacher Education*, 16(2). DOI: [10.15760/nwjte.2021.16.2.10](https://doi.org/10.15760/nwjte.2021.16.2.10)

- Valtierra, K. M. & **Whitaker, M.C.** (2021). Beliefs or Classroom Context: What Matters Most to Novice Urban Teachers' Enactment of Culturally Responsive Pedagogy? *The Urban Review*, 53(5), 857-880. DOI: 10.1007/s11256-021-00599-x
- Caldera, A., **Whitaker, M.C.**, & Popova, D. (2020). Classroom Management in Urban Schools: Proposing a Course Framework. *Teaching Education*, 31(3), 343-361 DOI: [10.1080/10476210.2018.1561663](https://doi.org/10.1080/10476210.2018.1561663)
- Whitaker, M.C.**, & Valtierra, K.M. (2019). *Schooling Multicultural Teachers: A Guide for Professional Development and Program Assessment*. Emerald Publishing.
- Whitaker, M.C.** (2019). Us and Them: Using Social Identity Theory to Explain Teacher-Student Relationships in Urban Schools. *The Urban Review*, 52, 691-707 DOI: [10.1007/s11256-019-00539-w](https://doi.org/10.1007/s11256-019-00539-w)
- Whitaker, M.C.**, & Grollman, E.A. (Eds.) (2018). *Counternarratives from Women of Color Academics: Bravery, Vulnerability and Resistance*. New York, NY: Routledge/Taylor Francis.
- Whitaker, M.C.**, & Valtierra, K.M. (2018). Enhancing Preservice Teachers' Motivation to Teach Diverse Learners. *Teaching and Teacher Education*, 73, 171-182.
- Whitaker, M.C.**, & Valtierra, K.M. (2018). The Development of the Dispositions for Culturally Responsive Pedagogy Scale. *Journal for Multicultural Education*, 12(1), 10-24.
- Whitaker, M.C.** (2016). *Learning from the inside-out: Child development and school choice*. Lanham, MD: Rowman & Littlefield Publishers.
- Whitaker, M.C.** (2016). (Re)Defining academic rigor: From theory to praxis in college classrooms. *Currents in Teaching and Learning*, 8(1), 4-17.
- Whitaker, M.C.** & Holum, B. (2015). A Community-based learning approach for changing students' beliefs about poverty. *Understanding and Dismantling Privilege*, 5(2), 57-81.
- Whitaker, M.C.**, & Hoover-Dempsey, K.V. (2013). School influences on parents' role beliefs. *The Elementary School Journal*, 114(1), 73-99.

#### **BOOK CHAPTERS (published/in press/accepted)**

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- Whitaker, M.C.** & Fhagen, P. (in press). Anti-oppressive pedagogy: Connecting theory to practice within faculty learning communities. In Rainville, Title, & Desrochers (Eds.), *Faculty Learning Communities Working Towards a More Equitable, Just, and Anti-Racist Future in Higher Education*. Information Age Publishers.
- Whitaker, M.C.** (in press). It's complicated: White teachers' motivation to teach in urban schools. In T. Flowers (Ed.), *The Foundations of Urban Education: Key Issues*. London, UK: Cambridge Scholars Publishing.
- Valtierra, K.M. & **Whitaker, M.C.** (in press). The inclusive instructional observation protocol:

A framework for faculty instructional coaching. In Rainville, Title, & Desrochers (Eds.), *Faculty Learning Communities Working Towards a More Equitable, Just, and Anti-Racist Future in Higher Education*. Information Age Publishers.

**Whitaker, M.C.** (2020). Utilizing feminist pedagogy to foster preservice teachers' cultural consciousness. In C. Clausen and S. Logan (Eds.), *Integrating social justice education in teacher preparation programs* (pp. 76-100). Hershey, PA: IGI Global

**Whitaker, M.C.** (2019). The Hoover-Dempsey and Sandler model of the parent involvement process. In S. Sheldon and T. Turner-Vorbeck (Eds.), *The Wiley handbook of family, school, and community relationships in education* (pp. 421-433). Hoboken, NJ: Wiley Press.

**Whitaker, M.C.** (2018). Urban charter schools. In W. Pink (Ed.), *Oxford research encyclopedia of education*. New York, NY: Oxford University Press.

**Whitaker, M.C., & Hines-Datiri, D.** (2018). Teaching what we don't know: Community-based learning as a tool for critical race praxis. In T. Meidl and M.M. Sulentic Dowell (Eds.), *Service-learning initiatives in teacher education programs* (pp. 315-332). Hershey, PA: IGI Global.

**Whitaker, M.C.** (2014). Multicultural education. In S. Thompson (Ed.), *Encyclopedia of diversity and social justice* (pp.531-532). Lanham, MD: Rowman & Littlefield Publishers.

Hoover-Dempsey, K.V. & **Whitaker, M.C.** (2010). The parental involvement process: Implications for literacy development. In K. Dunsmore & D. Fisher (Eds.), *Bringing literacy home* (pp. 53-82). Newark, Delaware: International Reading Association.

Hoover-Dempsey, K.V., **Whitaker, M.C.**, & Ice, C.L. (2010). Motivation and commitment to family-school partnerships. In Christenson, S.L., & Reschly, A.L. (Eds.), *Handbook on school-family partnerships for promoting student competence* (pp. 30-60). New York, NY: Routledge/Taylor and Francis Group.

Cummings, T., **Whitaker, M.**, Darrow, C. & Milner, H.R. (2009). Identity development. In K. Lomotey (Ed.) *Encyclopedia of African American Education* (pp. 1:351-353). Thousand Oaks, CA: Sage Publications.

Hoover-Dempsey, K.V., Ice, C.L., & **Whitaker, M.C.** (2009). Why and how does parental involvement during adolescence make sense? In Hill, N., & Chao, R. (Eds.), *Family, school, and the adolescent: Connecting research, policy, and practice* (pp. 19-36). New York, NY: Teachers College Press.

Walker, J. M. T., Hoover-Dempsey, K. V., Ice, C. L., & **Whitaker, M. C.** (2009). Parental involvement supports better student learning. In R. Deslandes (Ed.), *International perspectives on student outcomes and homework: Family-school-community partnerships* (pp. 25-38). New York, NY: Routledge/Taylor & Francis Group.

## **BOOKS AND ARTICLES (under contract/under review/in progress)**

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**Whitaker, M.C.** (in progress). *Knowing What They Need: Examining the Contextual Factors that Shape Novice White Teachers' Experiences in Racially Diverse Urban Schools*

**Whitaker, M.C.** (in progress). *Supporting the Development of White Urban Teachers' Positive Role Constructions for Teaching Minoritized Students*

## **CONFERENCE PRESENTATIONS**

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Whitaker, M.C. (2022, November). *Supporting the Development of White Urban Teachers' Positive Role Constructions for Teaching Minoritized Students*. Paper presented at the annual meeting of the International Conference on Urban Education. Cancun, Mexico.

Whitaker, M.C. (2022, November). *Examining the Contextual Factors that Shape Novice White Teachers' Experiences in Racially Diverse Urban Schools*. Paper presented at the annual meeting of the International Conference on Urban Education. Cancun, Mexico.

Whitaker, M.C. (2018, November). *Great White Hoax: The Myth of High Quality Urban Charter Schools*. Paper presented at the annual meeting of the International Conference on Urban Education. Nassau, Bahamas.

Whitaker, M.C. (2018, April). *Using What We Know to Get What We Need: Developing School-Community Partnerships*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Whitaker, M.C. (2017, April). *The Development and Validation of the Dispositions for Culturally Responsive Pedagogy Scale*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio, TX.

Whitaker, M.C. (2016, November). *Creating Social Justice Courses*. Paper presented at the biannual meeting of the International Conference on Urban Education. San Juan, Puerto Rico.

Whitaker, M.C. (2015, November). *A Community-based Learning Approach for Changing Students' Beliefs about Poverty*. Paper presented at the Breaking Down Shades of Color: Power, Privilege, and Potential in Race Conflicts Conference. Monterey, CA.

Whitaker, M.C. (2014, November). *Creating and Sustaining Educational Partnerships in Urban Communities: Program Evaluation of a Partnership Between an Urban School District and a Music Conservatory*. Paper presented at the biannual meeting of the International Conference on Urban Education. Montego Bay, Jamaica.

Whitaker, M.C. (2014, 2013, January). *Building Relationships with Hard to Reach Families*. Workshop presented at the Educating Children of Color Summit, Colorado Springs, CO.

Whitaker, M.C. (2013, September). *White Boards, Black Erasers: Strategies for Dealing with White*

*Privilege in the Classroom*. Panelist at the annual meeting of the Critical Ethnic Studies Association, Chicago, IL.

Whitaker, M.C. (2013, April). *Implementing a Parent Involvement Program in a Low Income Alternative Middle School*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Whitaker, M.C. (2012, March). *Teaching and Learning in the Urban Classroom*. Workshop presented at the Education Symposium, Colorado Springs, CO.

Whitaker, M.C. (2012, March). *Understanding the Home Lives of At-Risk Youth*. Workshop presented at the Colorado Statewide Public Achievement Conference, Denver, CO.

Whitaker, M.C., & Hoover-Dempsey, K.V. (2011, April). *Do School Practices Influence Parents' Involvement Beliefs?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

## **FELLOWSHIPS & GRANTS**

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2023 (in progress)	Creating Student Internship Pipelines for City Economic Development (\$1,000,000), Co-Principal Investigator, Colorado Office of Economic Development and International Trade (OEDIT)
2021 (finalist)	From Preservice to Novice Teaching: Cognitive and Contextual Influences on Early Career Teachers' Culturally Responsive Instructional Practices (\$294,456), Principal Investigator, Spencer Foundation
2015-2021	Robert Noyce Scholarship Program (\$1,190,000), Co-Principal Investigator, National Science Foundation
2017-2018	Rural Educator Recruitment/Retention (\$42,000), Co-Principal Investigator, Colorado Department of Education and Colorado Center for Rural Education
2013-2014	Edmondson Grant (\$16,000), Edmondson Foundation
2013-2014	Jackson Fellowship (\$8,000), Colorado College
2013	Innovation in Teaching Grant (\$500), Colorado College

## SERVICE TO THE DISCIPLINE

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2021-present	Editorial Board, <i>Association of Independent Liberal Arts Colleges for Teacher Education</i>
2020-present	Educational Equity Development Advisory Board, <i>National Geographic Society</i>
2019-present	Vice President, <i>African American Youth Leadership Conference</i>
2012-present	Journal reviewer for multiple journals
2019-2022	<i>Colorado Council of Deans of Education</i>
2021	Tenure External Reviewer, <i>Grinnell College</i>
2016-2018	Board Member, <i>Pikes Peak Prep Charter School</i>
2011-2013	Advisor & Ambassador, Pathways to College Readiness and Success Program, <i>El Pomar Foundation</i>