
Department of Teaching & Learning | University of Nevada, Las Vegas
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EDUCATION

2009 PhD Curriculum and Instruction: *Literacy Education*
University of Nevada, Las Vegas
Dissertation: So, tell me what's different but the skin I'm in? Seven adolescent Black girls making sense of their experiences in an online school book club featuring African American young adult literature.

1999 MA English, Rhetoric and Composition
Murray State University – Murray, KY

2000 Secondary Education: *English/language arts certification*
Murray State University – Murray, KY

1996 BA English
Johnson C. Smith University – Charlotte, NC
Senior Investigative Paper: It bees that way sometime: A paradigm analysis of the Black English 'B' verb system.
Recipient: Department of Languages and Literature Most Outstanding Senior Investigative Paper Award

TEACHING CERTIFICATIONS & LICENSES

State of Nevada Licensure: (License Number: 0000008307)

- Single-Subject Credentials – English 7-12

State of California Licensure: (expired)

- Single-Subject Credentials – English 6-12

PROFESSIONAL EXPERIENCES IN EDUCATION

2023–present **Associate Professor**, University of Nevada, Las Vegas (UNLV); Las Vegas, NV
Literacy Education

- Tenured Associate Professor (2023–present)
- Faculty Chair, College of Education (2024–present)

	<ul style="list-style-type: none"> • Faculty Research Fellow, National Institute for the Advancement of Education (2024-present) • Founding Faculty Fellow, Undergraduate Apprenticeship Program (2023-2024)
2020-2023	<p>Associate Professor, Sam Houston State University (SHSU); Huntsville, TX</p> <p>Literacy Education</p> <ul style="list-style-type: none"> • Tenured Associate Professor (2020-2023) • Assistant Dean of Diversity, Equity, and Inclusion, College of Education (2020-2023) • Director, Inaugural AACTE Holmes Scholars Program (2023)
2014-2020	<p>Assistant Professor, Sam Houston State University (SHSU); Huntsville, TX</p> <p>Literacy Education</p> <ul style="list-style-type: none"> • Tenure-track Assistant Professor (2014-2020) • Director, Diversity, Equity, and Inclusion, College of Education (2019-2020) • Co-chair, Joan Prouty Literacy Committee (2014-2016) • Founder & Director, Huntsville Immersion Partnership (HIP) After-school Academic Program (2018-2021)
2013-2014	<p>Part-Time English Instructor, Houston Community College; Houston, TX</p> <p>Composition</p> <ul style="list-style-type: none"> • Taught ENGL 1301: Composition I (2013-2014) • Taught ENGL 1302 Composition II (2013-2014) • Taught ENGL 0300 Fundamentals of Grammar and Composition I (2013)
2013	<p>Literacy Consultant, California Lutheran University, California Reading and Literature Project, Thousand Oaks, CA</p> <ul style="list-style-type: none"> • Analyzed data to determine the impact participating in the RALLI Action Research Project had on K-5 teachers • Wrote and published one conference proceeding and one empirical research article on helping teachers raise the academic language and literacy levels of California K-5 students
2011-2013	<p>Assistant Professor, Augusta University; Augusta, GA</p> <p>Literacy Education</p> <ul style="list-style-type: none"> • Tenure-track Assistant Professor (2011-2013) • Coordinator Secondary Education (2011-2013)
2010-2011	<p>English Instructor, University of South Carolina Upstate; Spartanburg, SC</p> <p>African American Studies</p> <ul style="list-style-type: none"> • Taught undergraduate courses: Introduction to African American Studies and African American Culture
2005-2010	<p>Classroom Teacher</p> <p>Odyssey Charter High School (9th grade); Las Vegas, NV</p> <p>Academic Writing/ Language Arts</p>

2004-2005	Graduate Teaching/ Research Assistant , University of Nevada, Las Vegas (UNLV); Las Vegas, NV; Literacy Education <ul style="list-style-type: none"> • Taught undergraduate and graduate courses: Content Area Literacy, Perspectives in Secondary Teaching, Literature for Young Adults, and Teaching Literature in Secondary Schools
Summer 2004	Instructor of English Shen Zhen Nan Shan Foreign Language School, Shen Zhen, China
2003-2004	Classroom Teacher Mojave High School, (10 th grade); Las Vegas, NV Academic Writing/Language Arts
2001-2003	Classroom Teacher South High School, (9 & 12); Bakersfield, CA Academic Writing/Language Arts; Workforce Development
2000-2001	Classroom Teacher Dunbar High School, (10 th grade); Fort Worth, TX Academic Writing/Language Arts

LEADERSHIP PROFESSIONAL DEVELOPMENT

2025- present	EAB Training for Current and Aspiring Department Chairs, University of Nevada, Las Vegas, Office of Faculty Affairs
2024	AAQEP: Making the Case I and II: Outcome Evidence for Standards 1,2,3, and 4 Training, University of Nevada, Las Vegas
2024	AAQEP Quality Assurance Symposium, Orlando, Florida
2024	AAQEP Institute, St. Louis, Missouri
2022	Search Advocate Training, Oregon State University
2020- 2021	Standards of Professional Practice Institute, National Association of Diversity Officers in Higher Education (NADOHE)
2019- 2020	Texas Academic Leadership Academy (TALA), Texas Council of Chief Academic Officers

LEADERSHIP AND ADMINISTRATIVE POSITIONS

2024- present	Faculty Chairperson , College of Education, University of Nevada, Las Vegas <ul style="list-style-type: none"> • Faculty liaison and advocate with the College of Education Administrators.
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- Engaged in cross-departmental outreach by meeting with faculty and staff to build relationships and learn about their roles within their department.
- Prepared and coordinated agendas for COE meetings with Alyssa Williams, Staff Council Chairperson.
- Collaborated with Dr. Merryn Cole, Parliamentarian, to draft the COE's Standing Rules.
- Facilitated faculty approval of the COE's Standing Rules.
- Led the annual charge process by suggesting that standing committee chairs review and update their membership roster, clarify their responsibilities, and update their operational procedures, if needed.
- Served on COE committees: Dean's Advisory Council, Bylaws Committee, and COE Leadership Team.

2024- present **Vice President**, Nevada Association of Teacher Education

- Collaborated with Dr. Tracy Spies, President, Nevada Association of Teacher Education, to design and implement a strategic recruitment plan for board and general membership expansion.

2024- present **Recruitment and Retention Officer**, American Educational Research Association: SIG 041- Experiential Education and Community Engagement

- Held monthly meetings with SIG 041 committee members in preparation for the AERA Annual Meeting.
- Reviewed conference proposals as part of the peer-review process.
- Designed and disseminated recruitment materials to support membership growth.
- Attended AERA's Board meeting for Special Interest Groups (SIGs) in April 2024 in Philadelphia, Pennsylvania, to meet SIG 041 committee members and converse with other SIGs about membership recruitment strategies.

2022-2023 **Director**, Holmes Scholars Program, College of Education, Sam Houston State University

- Led the Holmes Scholars Program to advance equity and leadership development among underrepresented doctoral candidates in the College of Education.
- Participated in AACTE's 2023 Washington Week's Day on the Hill alongside two doctoral students. Engaged in congressional meetings with state representatives to advocate for policies supporting Sam Houston State University's educator preparation programs.

2020- 2023 **Director (2019-2020) Inaugural Assistant Dean, Diversity, Equity, and Inclusion (DEI)**, College of Education, Sam Houston State University

Co-developed the College of Education's 2022–2025 DEI Strategic Plan in collaboration with the DEI Committee. Implementation was impacted by the 2023 passage of Texas Senate Bill 17, which mandated the dissolution of DEI offices and related initiatives in public higher education.

COE DEI Strategic Plan Implementation Highlights:

- **Advanced a climate that fostered a culture of inclusion/belonging:** Developed "Leading with an inclusive mindset" three-part workshop series for department chairs across campus. This series required department chairs to complete Gmelch and Miskin's (2011) *Chair Stress Inventory*. Fourteen department chairs completed the training.

- **Expanded Representation on Grants:** Collaborated with Dr. Brian Loft, Assistant Provost for Sponsored Research, and Dr. Li-Jen Lester, Associate Dean of the College of Science and Engineering Technology to write National Science Foundation, Noyce Scholars, Track 1 grant to recruit African American and Hispanic males interested in STEM to pursue a teaching license in secondary education. As Principal Investigator, I identified and mentored Dr. Valeece Simmons-Davis, a clinical faculty member, to assume leadership as PI on the \$1,499,288 NSF grant following my departure from Sam Houston State University.
- **Broadening Awareness:** Collaborated with the College of Education's Dean to fund 10 faculty and staff to complete Oregon State University's synchronous 16-hour Search Advocate Foundations Workshop Series led by Anne Gillies, Director of Search Advocate Programs. One Counselor Education and Educational Leadership professor and four from the School of Teaching & Learning completed the program.
- **Partnership with Hispanic-Serving Institution:** Initiated a partnership with St. Mary University, a Hispanic-serving institution (HSI), to enhance institutional collaboration by working with Dr. Rick Sperling on replicating their community-based assessment and evaluation certificate program for undergraduate and graduate students.

DEI Advocacy:

- **DEI Budget:** Secured institutional support for DEI initiatives by advocating for and establishing a DEI budget of \$10,000.
- **Campus-Wide Racial Healing Summit:** Collaborated with the College of Criminal Justice (COCJ), the College of Health Sciences, and the Graduate and Undergraduate Instructor Academy to host an in-person inaugural Diversity Education, Engagement, Development & Support (DEEDS) Summit with Dr. Anneliese Singh, award-winning author of *The Racial Healing Handbook* and Professor of Social Work and Associate Provost for Faculty Development, Diversity/Chief Diversity Officer at Tulane University, about fostering dialogue on racial healing with faculty, staff, and administrators. Total participants: 60.
- **College of Education DEI Student Advisory Board:** Mentored Anthony Anderson, the founding president, and grades 4-8 teacher candidate, in launching a new DEI-focused organization to support and amplify the voices of undergraduate students.
- **Disrupting the School to Prison Pipeline:** Collaborated with Dr. Danielle Boisvert, Associate Dean in the COCJ, to co-lead a semester-long study on Bryan Stephenson's book, *Just Mercy*.

DEI Educational Initiatives:

- **Diversity Engagement, Education, Development & Support (DEEDS) Program:** Codeveloped and implemented the DEEDS Program in collaboration with entrepreneur and business coach Nu'Nicka Epps. This 27-hour advanced DEI training initiative engaged 74 COE and COCJ graduate students (410 total training hours) and 91 campus-wide faculty and staff (over 500 total training hours), with 44 participants completing the full program.
- **Community Youth Engagement with Angie Thomas:** Coordinated a virtual session with award-winning young adult author of *The Hate U Give*, Angie Thomas, for students at the Boys & Girls Club of Walker County, promoting discussions on identity and storytelling.
- **School Administrators and Middle and Secondary Teachers Engagement with Angie Thomas:** Coordinated a virtual session with award-winning young adult author of *The Hate U Give*, Angie Thomas, promoting discussions on how to teach in an era of banned books.
- **State-wide Professional Development:** Collaborated with the Teacher Education Council of State Colleges and Universities (TECSCU) Board to serve on a panel for a virtual professional development on Critical Race Theory (CRT).

- **CAEP Annual Reporting for 2019:** Collaborated with colleagues working on CAEP Standard 4.1. This standard required demonstrating how I used the case study rubric in READ 3371 to evaluate ELAR/Social Studies Teacher Candidates seeking certification in grades 4-8.

2018- 2021 **Founder and Director**, Huntsville Immersion Partnership (HIP) After-school Academic Program at the Boys & Girls Club of Walker County, Sam Houston State University

HIP Program – The Powell Foundation Funded Initiative:

- Co-investigator on this grant-funded project with the Dean of the College of Education serving as the principal investigator. Secured \$94,000 in grant funding from the Powell Foundation across two consecutive years (2018-2019 and 2019-2020), with \$47,000 awarded annually to support the development and implementation of the HIP program.
- Established a partnership between Sam Houston State University and the Boys & Girls Club of Walker County to host the HIP program.
- Allocated a \$1,500 annual stipend for a school guidance counselor to serve as the HIP Coordinator, responsible for collecting and organizing STAAR test scores and academic grades in English/language arts and mathematics at the beginning of the academic year and at the end of the year after HIP tutoring ends.
- Organized and hosted workshops led by award-winning juvenile and young adult fiction authors to engage students in storytelling and writing.
- Purchased supplies and written material published in both English and Spanish.
- Allocated travel funds for a community member (1), HIP coaches (4), Boys & Girls Club student (1), middle school mathematics teacher (1), and community leader (1) to co-present with me at the National Council of Teachers of English (NCTE) conference in Houston, Texas.
- Allocated travel funds for 12 HIP coaches to attend Educator Day at the 2019 North Texas Teen Book Festival in Irving, Texas—an event featuring acclaimed authors and guests who shared new books and innovative strategies for engaging young readers from upper elementary through high school. Coaches also volunteered during Festival Day, which welcomed over 10,000 youth for author meet-and-greets and interactive workshops.
- Collaborated with the COE Dean to fund three African American and one Hispanic male HIP coaches and one research assistant for the 4+1 Accelerated Advanced Degree program to attend the Black Male Educators Convening (BMEC) EdFest 2019 conference in Philadelphia, Pennsylvania. From this experience, Elijah Taylor, one of my students, HIP coaches, and attendees, published his first book in 2022: <https://as-life-happens.com/>

HIP University Advisory Board:

- Coordinated a HIP advisory board to include faculty from Bilingual ESL (2), middle grades (1), and secondary education (1) program areas. The goal was for advisory board members to recruit teacher candidates to volunteer and serve as HIP coaches who tutored in mathematics or reading/language arts.
- Collaborated with science education faculty, Dr. Lisa Brown, an Aerospace Education Specialist for NASA, to lead workshops for the students receiving tutoring.
- Collaborated with art faculty, Dr. Edie Wells, the Art Against the Odds Program Coordinator, to lead workshops for the students receiving tutoring.

HIP Coaches:

- Throughout the program, I trained 33 teacher candidates seeking certification in EC-6, 4-8 mathematics, 4-8 language arts/social studies, 9-12 English, or EC-6 bilingual education (17 mathematics, 8 ELAR/SS, 7 bilingual education, and 1 secondary English) who volunteered to serve as HIP coaches. Most teacher candidates who volunteered were first-generation college

students from historically underrepresented groups. I trained them on how to administer the *Texas Middle School Fluency Assessment* (TMSFA), *Adolescent Motivations for School Reading (AMSR) Questionnaire*, and *Mathematics Motivation Questionnaire* (MMQ).

Disseminating Insights to Community Stakeholders:

- Collaborated with the Chief Executive Officer at the Boys & Girls Club of Walker County, site coordinators, and directors to lead and participate in community-building initiatives.
- Collaborated with New Waverly ISD and Huntsville ISD to lead and participate in community-building initiatives.
- Authored a formal report for the Powell Foundation presenting emerging data and findings to inform community change efforts; disseminated the report to the superintendent, school leaders, teachers, students, the Dean of the College of Education, and teacher candidates serving as volunteer coaches.
- Published a peer-reviewed article to capture the experiences of the HIP coaches.

2018- 2021 **Coordinator (2018-2019)**, Middle Level Program, School of Teaching and Learning, Sam Houston State University

- Established relationships with mentor teachers and school administrators at Cryar Intermediate School, Peet Junior High, and Moorehead Junior High.
- Led orientation sessions for mentor teachers who volunteered to host teacher candidates, providing guidance on required assignments and instructions for completing mentor teacher evaluations.
- Coordinated Field Experience I and Field Experience II placements for teacher candidates seeking certification to teach grades 4-8 English/language arts, social studies, mathematics, or science.
- Taught two field-based literacy methods courses on-site at Cryar Intermediate and Moorehead Junior High, integrating coursework with classroom-based learning experiences.
- Observed and evaluated teacher candidates at both school sites using the department's Short Disposition Form to identify individuals in need of additional support and guidance.

2016-2021 **Chair (2016-2018)**, Undergraduate Professional Concerns Standing Committee, College of Education, Sam Houston State University

- Provided feedback regarding student dispositions to teacher candidates and developed recommendations for action of the College administration and/or the University administration.
- Provided guidance along with committee members to teacher candidates and occasionally required a hearing for candidates with professional dispositions concerns.

2015- 2020 **Founding Editor**, *READ: An Online Journal for Literacy Educators*
<https://read-ojs-shsu.tdl.org/read/issue/archive>

- Established the journal's editorial vision and peer-review process, creating a scholarly platform for literacy-focused research and practice.
- Recruited an editorial board and guided the publication of inaugural issues, ensuring the inclusion of diverse voices across the literacy education field.
- Created opportunities for graduate and undergraduate students to publish original research, practitioner-focused articles, and book reviews, fostering academic writing and professional development.

AREAS OF RESEARCH AND PROFESSIONAL INTEREST

- Preparing Black adolescent girls in afterschool programs to become transformative leaders in peer support and well-being literacy. Data collection start date: Summer 2025.
- Conducting a comprehensive community landscape analysis of Southern Nevada student support services, focusing on Communities in Schools (CIS) and the City of Henderson's SafeKey programs. This research aligns with the National Partnership for Student Success Voluntary Quality Standards (NPSS) to assess program strengths, identify areas for improvement, and develop recommendations to enhance overall effectiveness. Data collection/analysis start date: Spring 2025.
- Examining teacher candidates' well-being literacy skills to determine their preparedness for resilience development and long-term career sustainability after completing an asynchronous 5week course grounded in the science of happiness and positive psychology. Data analysis/manuscript completion date: Spring 2025.
- Examining Youth Rebel Start Academy high school students' well-being literacy skills after completing a 16-week in-person course. Data collection start date: Spring 2025.

FUNDED AWARDS AND GRANTS

Italics at rank of Associate

PI	2024	<i>University of Nevada, Las Vegas, College of Education Nevada Institute on Educator Preparation, Retention, and Research (NIEPRR) Grant</i>	\$131,706.57
PI	2024-2025	<i>University of Nevada, Las Vegas, College of Education, National Institute for the Advancement of Education (NIAE) Faculty Research Grant</i>	\$15,225.00
PI	2023-2024	<i>University of Nevada, Las Vegas, College of Education, National Institute for the Advancement of Education (NIAE) Mini-grant</i>	\$2,600.00
PI	2023	<i>Sam Houston State Noyce Scholars, National Science Foundation Noyce-Track 1</i>	\$1,499,288.00
Co-PI	2023	<i>Sam Houston State University, School-Based Mental Health Counseling Houston Collaborative</i>	\$5,276,517.00
Co-PI	2022	<i>Sam Houston State University, Preparing a Diverse Workforce: Hawkins Leadership Academy and Mentorship</i>	\$1,600,000.00
PI	2019	Sam Houston State University, The Powell Foundation	\$47,000.00
PI	2018	Sam Houston State University, The Powell Foundation	\$47,000.00
Co-PI	2018	EURECA Fast Grant	\$8,000.00

PI	2016	Sam Houston State University, College of Education Faculty Research Grant	\$2,500.00
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Total: \$8,627,336.00

PENDING AWARDS:

PI	2025-2026	<i>Nevada Institute on Teaching and Educator Preparation (NITEP) Mini-grant</i>	
		Submitted October 28 th , 2024	
			\$18,000.00

PI	2025 –2027	<i>Spencer Foundation Small Grant</i>	Submitted December 3rd, 2024
			\$50,000.00

<i>Evaluator 2025-2028 National Science Foundation Grant</i>	Submitted January 2nd, 2025
	\$1,152,623.00

Total in pending awards: \$1,220,623.00

PUBLICATIONS

Type	Undergraduate	Doctoral Student	Assistant Professor/ Consultant	Associate Professor	Career Totals	Accepted or In-Press	Under Review
Authored Book		1	0	0	1	0	0
Journal Articles	1	2	9	1	13	0	1
Book Chapters		2	3	4	9	0	0
Editorial Introductions		0	3	0	3	0	0
Technical & Evaluation Reports		0	0	1	1	0	0
Book Reviews		0	0	0	0	0	0
Newsletters		0	0	0	0	0	0
Creative Media & Other Scholarly Activities		1	2	1	4	0	0
Totals	1	6	17	7	32	0	1

Google Scholar Citations = 118; h-index (5); i10-index (4) (December 31, 2024)

= empirically based

^ = graduate/undergraduate students

* = shared first author

+ = ordered alphabetically

BOOK

Walker, N.T., Bean, T.W., & **Dillard, B. R.** (2010). *When textbooks fall short: New ways, new texts, new sources of information in the content areas*. Heinemann. ISBN13: 978-0325017471

PEER-REVIEWED JOURNAL ARTICLES (n = 13)

13. #**Brooks, B. R.**, Ates, B., & Nerren, J.W. (2021). Cultivating a university-community partnership through an innovative after-school academic program. *The Texas Forum of Teacher Education* 11, 99-106.
12. #Jones, B.E.^, Bustamante, R.M., Gray, P., & **Brooks, B.** (2019). Exploring cultural responsiveness among White school principals in rural schools with high-performing African American Readers. *Journal of School Leadership* 29 (2), 115-129.
11. #**Brooks, B.** (2019). American and South African prospective teachers developing intercultural knowledge and competencies in a telecollaborative exchange [Special issue]. *International Journal of TESOL and Learning* 8 (2), 71-88.
10. #**Brooks, B. R.** (2017). Mathematics preservice teachers are literacy educators too: Learning how to administer and use data from the Texas Middle School Fluency Assessment to plan instruction. *Texas Journal of Literacy Education* 5 (2), 175-184.
9. #**Brooks, B. R.**, Miller, M., & Votteler, N.K. (2016). A recipe for an almost disaster: Families writing and sharing stories around a kitchen table. *Florida Reading Journal*, 51 (2), 28-35.
8. #**Brooks, B.**, Myers, N., & Stoll, A. (2016). The California reading and literature project: Helping teachers raise the academic language and literacy levels of California's K-5 student population. *Journal of 21st Century Education*, 1 (1), 1-23.
7. #**Brooks, B. R.** (2015). Preservice teachers developing cultural competency: "We are more connected than we think." *Global Education Journal*, 3 (3), 131-147.
6. #Kemp, A., Preston, J., Page, S., Harper, R., **Dillard, B.**, Flynn, J., & Yamaguchi, M. (2014). Technology and teaching: A conversation among faculty regarding the pros and cons of technology. *The Qualitative Report* 19, (6), 1-23.
5. #Myers, N. & **Dillard, B.*** (2013). An action research project's impact on teachers' leadership attitudes and perceptions. *Journal of College Teaching & Learning* 10, (1), 69-74.
4. **Dillard, B.** (2010). African American women's voices: Using primary sources to introduce students to the Civil War. *Black History Bulletin* 73, (2), 16-20.
3. **Dillard, B.** (2006). NAACP: Helping African Americans confront social injustices for more than a century. *Black History Bulletin* 69, (1), 4-8.
2. **Dillard, B.** (2005). Afterthought: Cultural Congruity in African American Art, History, and Music. *Black History Bulletin* 68, (2), 33-35.
1. #**Dillard, B.** (1996). It bees that way sometimes: A paradigm analysis of the Black English 'Be' verb system. *Johnson C. Smith University Undergraduate Research Journal*, 31- 43.

SCHOLARLY BOOK CHAPTERS & CONTRIBUTIONS

9. #**Brooks, B. R.**, Hollas, V., & Coyne, J. (2024). Nurturing the writer within: Empowering preservice mathematics teachers with fiction and nonfiction picture books. In C. Scott, D. Miller, & M. Albert (Eds.), *Cultivating literate citizenry through interdisciplinary instruction* (pp.135150). IGI Global.
8. #Ates, B. & **Brooks, B. R.** *(2023). Banned books in K-12 classrooms: Weaponization of children and young adolescent literature. In L. Herrera & K. Bryan (Eds.), *The weaponizing of language in the classroom and in the world* (pp. 169-190). De Gruyter Mouton.
7. #**Brooks, B. R.** & Strunc, A. (2022). Do I lead with a diversity, equity, and inclusion mindset? Department chairs in higher education reflecting on their leadership. In S. Huffman (Ed.), *Opening pathways for marginalized individuals in higher education* (18-33). IGI Global.
6. #**Brooks, B. R.**, Pittman, R., Coyne, J., Hollas, T., & Lane, M. (2022). Diversity, equity, and inclusion matter: Preparing teacher candidates to become activist educators. In J. Ruan, Hersi and G. Martinez-Alba (Eds.), *Antiracist teacher education: Theory and practice* (pp. 51-66). Association for Teacher Educators.
5. #**Brooks, B. R.**, Votteler, N.K., Erasmus, M., & Price, D. (2018). Broadening horizons: American and South African teacher candidates engage in an ABCs intercultural telecollaborative exchange. In M. Mokoena, L.M. Hove, & N. Diko (Eds.), *Dynamics in research-based teacher education* (pp. 85-111). Potchefstroom, South Africa: Ivyline Academic Book Publishers.
4. **Brooks, B. R.**, Ates, B., Berg, H., & Cox, D. (2017). Preparing teacher candidates to become culturally responsive and competent educators: Recommendations for literacy teacher educators. In R.D. Johnson, J.J. Araujo, & N. Cossa (Eds.), *Literacy: The critical role of teacher knowledge, the 39th yearbook: association of literacy educators and researchers* (pp. 27-43): ALER.
3. #**Dillard, B.** (2012). A cautionary tale: Online school book clubs are no panacea for African American adolescent females' coming to voice. In B. Guzzetti and T. Bean (Eds.), *(Re)constructing gender through global literacy practices and policies* (pp. 83-90). Routledge.
2. #**Bean, T. W.**, Walker, N.T., Wimmer, J.J., & **Dillard, B.** (2009). How does creative content-area teaching work with adolescents? In J. Lewis (Ed.), *Essential questions in adolescent literacy: Teachers and researchers describe what works in classrooms* (pp. 201-214). The Guilford Press.
1. #Walker, N., Bean, T., & **Dillard, B.** (2005). Two experienced content teachers' use of multiple texts in economics and English. In B. Maloch, J.V. Hoffman, D.L. Schallert, C.M. Fairbanks, & Worthy, J. (Eds.), *54th Yearbook of the national reading conference* (pp. 416-427). National Reading Conference, Inc.

OTHER CREATIVE MEDIA & OTHER SCHOLARLY ACTIVITIES

4. **Brooks, B. R.** (2020). Foreword. In T. Ransaw and R. Majors (Eds.), *Teaching to close the achievement gap for students of color: Understanding the impact of factors outside the classroom* (pp. xiv-xvi). Routledge.
3. **Brooks, B.** (2020, February). Paying it forward in Huntsville, Texas [Audio podcast]. AERA Service Learning and Experiential Education SIG 041 Podcast (SLEE 041). Retrieved from <https://www.spreaker.com/episode/paying-it-forward-in-huntsville-texas-with-benita-brooksepisode-12--46208709>
2. #**Brooks, B.**, Myers, N., & Stoll, A. (2012). The California reading and literature project: Helping teachers raise the academic language and literacy levels of California's K-5 student population. *Proceedings of the 21st Century Academic Forum Conference*, 2(1), 23-46.
1. Moore, A. L., & **Dillard, B.*** (Writer) (2006). Multimedia DVD addition. Lesson plans written to complement Association for the Study of African American Life and History Annual Theme Magazine, 2, Washington, D.C.: Association for the Study of African American Life and History.

MANUSCRIPTS SUBMITTED FOR REVIEW (n = 1)

Brooks, B. R. & Wolfe, A.[^] (submitted December 18, 2024). A review of the National Partnership for Student Success (NPSS) Voluntary Quality Standards: A resource for community-based organizations in Southern Nevada. *National Institute for the Advancement of Education*.

WORKS in PROGRESS/DATA COLLECTION

5. **Brooks, B. R.** & Nemet, B. [^], Pelleschi, S. [^], & Olson, C.[^] (Writing process). Assessing well-being literacy among teacher candidates: A sequential mixed methods study.
4. **Brooks, B. R.**, Clavel, C. [^] & Odejimi, O. (Data collection). Assessing the impact of wrap-around services offering academic intervention and enrichment support: A Southern Nevada Observation. Faculty fellow project for the National Institute for the Advancement of Education (NIAE).
3. **Brooks, B. R.** & Jackson, I. (Data collection). Ubuntu in action: Black adolescent girls becoming transformative leaders in peer support and well-being. Submitted a *Spencer Small Grant* proposal as PI for this research project.
2. **Brooks, B. R.**, Coleman, S., Hawkinson, C., Tureaud, K., Cassella, M., & Coyner, M. (Data collection). A phenomenological study of high school teachers' self-efficacy and teaching experiences in an asynchronous dual enrollment program. PI for Nevada Institute on Teaching and Educator Preparation (NITEP) Mini-grant 2024-2025 Project Proposal.

1. **Brooks, B. R.**, Smith, E., & Smith, A. (Data collection). Peer tutor talent roadmap. PI for creating a peer tutor training program for the Youth Rebel Start Academy.

STUDENT PUBLICATIONS (From Coursework and advisement)

Peer-reviewed Article- Sam Houston Writing Project

Green, D. (2017). My sister's keeper. *READ: An online journal for literacy educators*, 2(4), 40-43.

Peer-reviewed Articles- Undergraduate

Ethridge, R.^, Coyne, J., & Hollas, V. (2020). Reinvigorating student interests in social studies. *READ: An online journal for literacy educators*, 5(8), 29-46.

Caballero, S.^ (2018). Fun, interactive, and meaningful science lessons with Gardner's theory of multiple intelligences. *READ: An online journal for literacy educators*, 3(6), 44-49.

Ahmed, H.S.^ (2017). Incorporating poetry into the science classroom. *READ: An online journal for literacy educators*, 2(4), 49-52.

Batson, K.^ (2017). Mathematics and science rap battle. *READ: An online journal for literacy educators*, 2(4), 45-47.

Dover, K.^ (2017). Math adventure book. *READ: An online journal for literacy educators*, 3(5), 45-48.

Prieto, G.^ (2017). Math ABC book. *READ: An online journal for literacy educators*, 2(4), 32-39.

Sundin, A.^ (2017). Board games in math class. *READ: An online journal for literacy educators*, 3(5), 4244.

Williams, A.^ & Davis, K.^ (2017). Fiction rap. *READ: An online journal for literacy educators*, 2(4), 44.

Book Reviews- Doctoral

Audas, G. (2018). [Review of the book *The reading mind: A cognitive approach to understanding how the mind reads* by D.T. Willingham]. *READ: An online journal for literacy educators*, 4(7), 110113.

Panzo, M. (2018). [Review of the book *Teaching, affirming, and recognizing trans* and gender creative youth: A queer literacy framework* by S.J. Miller & P. Macmillan]. *READ: An online journal for literacy educators*, 4(7), 105-109.

Ruengwatthakee, P. (2018). [Review of the book *Reading upside down: Identifying and addressing opportunity gaps in literacy instruction* by D.L. Wolter]. *READ: An online journal for literacy educators*, 4(7), 114-116.

Braktia, B. (2017). [Review of the book *Tiered fluency instruction: Supporting diverse learners in grades 2-5* by C. Young & T. Rasinski]. *READ: An online journal for literacy educators*, 3(5), 60-61.

Panozzo, M. (2017). [Review of the book *Kids deserve it: Pushing boundaries and challenging conventional thinking* by T. Nesloney, A. Welcome, & D. Burgess]. *READ: An online journal for literacy educators*, 3(5), 62-63.

Aboulkacem, S. (2016). [Review of the book *Conducting qualitative research of learning in online spaces* by H. R. Gerber, S.S. Abrams, J.S. Curwood, & A.M. Magnifico]. *READ: An online journal for literacy educators*, 2(3), 83-84.

Book Reviews- Undergraduate

Benedict, C., Pesz, K., & Pipes, C. (2017). [Review of the book *American nations: A history of the eleven rival regional cultures* by C. Woodard]. *READ: An online journal for literacy educators*, 2(4), 48.

Deluna, B. & Dhar, A. (2017). [Review of the book *How long or how wide? A measuring guide* by B.P. Cleary]. *READ: An online journal for literacy educators*, 2(4), 48.

Actkinson, C., Senneff, C., & Odom, M. (2016). [Review of the book *Math girl's talk about trigonometry* by H. Yuki]. *READ: An online journal for literacy educators*, 2(3), 86.

Bullock, T. (2016) [Review of the book *Ruby's Wish* by Shirin Yen]. *READ: An online journal for literacy educators*, 2(3), 85.

Carter, G. (2016). [Review of the book *Heart-shaped cookies* by D. Rice]. *READ: An online journal for literacy educators*, 1(2), 80.

Cho, A. (2016). [Review of the book *Red midnight* by B. Mikaelson]. *READ: An online journal for literacy educators*, 1(2), 80.

Opp, P. (2016). [Review of the book *Hope for winter: The true story of a remarkable dolphin friendship* by D. Yates, C. Hatkoff, J. Hatkoff, & I. Hatkoff]. *READ: An online journal for literacy educators*, 2(3), 85.

Villatoro, L. (2016). [Review of the book *2312* by K.S. Robinson]. *READ: An online journal for literacy educators*, 2(3), 86.

Hodges, S. & Shelton, R. (2016) [Review of the book *The girl who never made mistakes* by M. Pett and G. Rubinstein]. *READ: An online journal for literacy educators*, 2(3), 87.

Benedict, C. & Pesz C. (2016). [Review of the book *No!* by D. McPhail]. *READ: An online journal for literacy educators*, 2(3), 87.

Bledsoe, M. & Davis, K. (2016). [Review of the book *The Tsar of Love and Techno* by Anthony Marra]. *READ: An online journal for literacy educators*, 2(3), 87.

Morales, J. & Trapp, L. (2016). [Review of the book *Cashville kidz: SMART budgeting episode 23* by M. Reyes and B.O. Liew].

PEER-REVIEWED CONFERENCE PRESENTATIONS

Type	Doctoral Student	Assistant Professor	Associate Professor	Career Totals	Submitted for review/Accepted
(Inter)national Professional Meetings & Conferences	9	17	9	35	1
State/Regional/Local	1	4	10	15	0
Totals	10	21	18	50	1

Data-based ^Graduate Student(s) ^^Inservice Teacher ^^^Undergraduate Students *Co-lead authors #

(INTER)NATIONAL MEETINGS, CONFERENCES, & PRESENTATIONS

36. #**Brooks, B. R.** (2025, March). *Preventing burnout: A guide to well-being for aspiring teachers*. Association of Teacher Educators (ATE), New Orleans, Louisiana. [accepted]

35. #Ates, B., **Brooks, B. R.***, & Petron, M. (2024, April). *Dismantling book banning and constructing inclusive education*. American Educational Research Association (AERA) Division G - Social Context of Education/Division G - Section 3: Languages, Literacies, and Representations, Philadelphia, Pennsylvania.

34. #**Brooks, B. R.** & Butler, M. (2024, March). *Transforming education: The joyful teaching and learning program for equity and excellence*. American Association of Colleges and Universities (AAC&U) Conference on Diversity, Equity, and Student Success, Philadelphia, Pennsylvania.

33. Zhang, S., **Brooks, B. R.***, Hollins, E. (2024, March). *Rethinking teacher preparation program design: Transforming teacher candidates for equity and inclusion*. Association of Teacher Educators (ATE), Anaheim, California.

32. #Ates, B. & **Brooks, B. R.*** (2023, March). *Unveiling the truth about the weaponization of banned books*. American Association of Colleges and Universities (AAC&U) Conference on Diversity, Equity, and Student Success, Las Vegas, Nevada.

31. #**Brooks, B. R.** & Pagels, J. (2022, March). *Middle grades teacher candidates developing culturally responsive practices through virtual simulation*. American Educational Research Association (AERA) Sig 41, Experiential Commons Scholar Summit: Community-engaged Pedagogy and Practice, University of Virginia, Charlottesville, Virginia.

30. #**Brooks, B. R.** & Epps, N. (2022, March). *DEEDS: Diversity Education, Engagement, Development, & Support*. American Association of Colleges and Universities (AAC&U) Conference on Diversity, Equity, and Student Success, New Orleans, Louisiana.

29. **Brooks, B. R.**, Uzum, B., Kopelov, A., & Ates, B. (2022, March). *The impact of international virtual exchange: Why get involved?* Paper presented at the annual Universality of Global Education Conference, Huntsville, Texas.

28. Berg, H., Ates, B., & **Brooks, B. R.** (2021, November). *Culturally responsive strategies: Building channels in ELT classrooms*. Academic talk presented at the ANUPI & COPEI Annual Conference for English Teachers, Acapulco, Mexico. Virtual.

27. **Brooks, B. R.**, Ransaw, T., & Berg, H. (2021, March). *Teacher preparation matters. Using personal equity audits to build capacity for local and global change in K-12 and higher education classrooms*. Paper presented at the annual Universality of Global Education Virtual Conference.

26. #Ates, B., Berg, H. & **Brooks, B.*** (2020, February). *Intersectionality: Experiences of Latinx bilingual preservice teachers*. National Association of Bilingual Education (NABE), Las Vegas, Nevada.

25. #**Brooks, B. R.**, Nerren, J., & Votteler, N.K. (2019, April). Preparing prospective teachers to be classroom ready through an immersive after-school tutoring program. Paper presented at the annual American Educational Research Association (AERA), Toronto, Canada.

24. **Brooks, B. R.** (2018, March). *Intercultural communicative competence outside the classroom*. Paper presented at the annual Universality of Global Education Conference, The Woodlands, Texas.

23. #**Brooks, B. R.**, Gerber, H., Votteler, N.K., & Pittman, R. T. (2018, November). “*No one cares about us*”: *Listening to the voices of the racially and economically disadvantaged.* ” Panel Session. National Council of Teachers of English Annual Conference (NCTE), Houston, Texas

22. Pittman, R. T., Piper, R. E., & **Brooks, B.** (2018, November). *Is authentic literature really authentic? A close examination of the language used in multicultural children’s literature and whether it creates a just society for African American students*. Paper to be presented at the annual meeting of the Association of Literacy Educators & Researchers, Louisville, KY. [accepted but did not present].

21. #**Brooks, B. R.** (2018, October). *American and South African prospective teachers developing intercultural knowledge and competencies in a telecollaborative exchange*. Paper presented at the ANUPI & COPEI 16th Annual Conference for English Teachers, Huatulco, Mexico.

20. #**Brooks, B. R.** & Ates, B. (2017, October). *Developing teacher candidates’ cultural competency through an online intercultural exchange*. EdTalk Session. Kappa Delta Pi International Honor Society in Education 51st Biennial Convocation, Pittsburgh, Pennsylvania.

19. #**Brooks, B. R.** & Votteler, N.K. (2017, November). *Breaking the “School-to-Prison” cycle: Teacher candidates mentoring at-risk youth in an after-school tutoring program*. Roundtable session. Association of Literacy Educators and Researchers 61st Annual Conference, St. Petersburg, Florida.

18. #**Brooks, B. R.** & Votteler, N.K. (2016, November). *Opt-in: At-risk African American adolescents gaming, coding, and learning*. Roundtable session at the annual National Council of Teachers of English (NCTE) conference, Atlanta, Georgia.

17. #**Brooks, B. R.** & Votteler, N.K. (2016, November). *Online study abroad: A project in South Africa*. Invited academic scholar at An Evening in Education at Sam Houston State University. Huntsville, TX.

16. #**Brooks, B. R.**, Votteler, N.K., & Erasmus, M. (2016, May). *South African preservice teachers discover voice and passion through a multigenre and multimodal writing workshop*. Workshop presented to faculty and students at North-West University, Mafikeng, South Africa.
15. Votteler, N., Miller, M., Price, D. P., **Brooks, B.**, Gerber, H. R., & Edmonson, S. (2015, October). *Understanding the allure of international online education: A case study of our online programs*. Paper accepted for the International Council of Educational Media, Medellin, Colombia. [accepted did not present]
14. Votteler, N., Miller, **Brooks, B.**, & Gerber, H. R. (2015, October). *Internationalizing doctoral programs for learning anytime, anywhere*. Paper accepted for the International Council of Educational Media, Medellin, Colombia. [accepted did not present]
13. #Votteler, N.K. & **Brooks, B.*** (2015, July). *A systematic change: Teachers' perceptions of writing-to-learn strategies in content area classrooms*. Paper presented at the 19th European Conference on Literacy, Klagenfurt, Austria.
12. #**Dillard, B.**, Jackson, A., & Stokes, A. (2013, February). *Taking writing breaks to assess middle grades students' comprehension in mathematics*. Paper presented at the Association of Teacher Educators 93rd Annual Conference, Atlanta, Georgia.
11. #**Dillard, B.** (2012, November). *A cautionary tale: Online school book clubs are no panacea for African American adolescent females' coming to voice*. Roundtable session at the Literacy Research Association Conference, San Diego, California.
10. #**Dillard, B.** (2010, April). *When textbooks fall short: New ways, new texts, new sources of information in the content areas*. Book talk at the International Literacy Association Conference Annual Meeting, Chicago, Illinois.
9. #**Dillard, B.** (2009, December). *African American adolescent girls use an online high school book club to talk about boys, religion, and pop culture*. Paper presented at the Literacy Research Association Conference Annual Meeting, Albuquerque, NM.
8. #Wimmer, J.J., **Dillard, B.**, Walker, N.T., & Bean, T.W. (2007, November). *The influence of new literacies and teacher creativity in two content area teachers' use of multiple texts and multimedia resources to promote students' comprehension*. Paper presented at the Literacy Research Association Conference Annual Meeting, Austin, TX.
7. #Walker, N. W., Wimmer, J. J., **Dillard, B.** & Bean, T. W. (2007, May). *Teaching with multiple texts in a hybrid model high school*. Paper presented at the International Literacy Association Conference Annual Meeting, Atlanta, GA.
6. #Walker, N. W., Bean, T. W., **Dillard, B.**, & Wimmer, J. J. (2007, April). *Challenges and possibilities of implementing new literacy practices in a traditional and hybrid model high school: How the Internet, multiple text resources, and project-based learning impact pedagogy*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

5. **Dillard, B.** (2006, November). *Virtual body meets textual body in Ben Mikaelson's novel Touching spirit bear*. Paper presented at the Literacy Research Association Conference Annual Meeting, Los Angeles, CA.
4. #Walker, N., Bean, T., & **Dillard, B.** (2006, May). *Using multiple texts in your content area classroom*. Paper presented at the International Literacy Association Conference Annual Meeting, Chicago, IL.
3. #Walker, N., Bean, T., & **Dillard, B.** (2006, April). *Epistemology and reflection in teacher discourse: The role of craft knowledge and activity theory in talking about teaching secondary teachers' views of multiple texts in English and economics in classroom settings*. Paper presented at the American Education Research Association (AERA) Conference Annual Meeting, San Francisco, CA.
2. #Walker, N., Bean, T., & **Dillard, B.** (2005, December). *Two experienced content teachers' use of multiple texts in economics and English*. Paper presented at the Literacy Research Association Conference Annual Meeting, Miami, FL.
1. #Walker, N., Bean, T., & **Dillard, B.** (2005, May). *Sociocultural dimensions of multiple texts in two experienced content teachers' classrooms*. Paper presented at the International Literacy Association Conference Annual Meeting, San Antonio, TX.

STATE, REGIONAL, LOCAL CONFERENCES, MEETINGS, & PRESENTATIONS

16. **Brooks, B. R.** (2024, March). *Assessing the impact of wrap-around services offering academic intervention and enrichment support: A statewide observation* [Conference poster]. 2024 Ed Expo, University of Nevada, Las Vegas.
15. Odejimi, O.A., Celic, V., & **Brooks, B.** (2024, October). *Assessing the impact of wrap-around services offering academic intervention and enrichment support: A statewide observation* [Conference poster]. Northern Rocky Mountain Educational Research Association, Stateline, NV. [did not attend].
14. **Brooks, B. R.** (2024, October). *Assessing the impact of wrap-around services offering academic intervention and enrichment support: A Southern Nevada observation*. Communities in Schools, Las Vegas, NV.
13. **Brooks, B. R.** (2024, October). *Assessing the impact of wrap-around services offering academic intervention and enrichment support: A Southern Nevada observation*. City of Henderson Safekey, Henderson, NV.
12. **Brooks, B. R.**, Smith, E., & Smith, A. (2024, October). *Peer tutor talent roadmap*. Regional Professional Development Program (RPDP). Virtual.
11. **Brooks, B. R.** (2024, July). *Peer tutor talent roadmap*. Boys & Girls Club of Truckee Meadows, Reno, Nevada.
10. **Brooks, B. R.** (2024, July). *Peer tutor talent roadmap*. Boys & Girls Clubs of Elko, Elko, Nevada.

9. Cardinal, C., **Brooks, B. R.**, & Alexander, A. (2023, May). *Bigotry in the classroom and community*. ITLC Lilly Conference, Austin, Texas.
8. Berg, H., & **Brooks, B. R.** (2021, October). *A yearlong residency model: Preparing teacher candidates to engage in courageous conversations*. Teacher Education Council of State Colleges and Universities (TECSCU). Virtual.
7. **Brooks, B. R.** (2020, October). *Culturally responsive teaching for novice teachers*. Consortium of State Organizations for Texas Teacher Education (CSOTTE). Virtual.
6. Ethridge, R. ^^^, Rice, K. ^^^, Crews, M. ^^^, **Brooks, B. R.**, & Coyne, J. (2019, April). *Huntsville Immersion Partnership Social Studies Summer Camp*. Poster presented at the RULE: Undergraduate Research Conference, Huntsville, Texas.
5. **Brooks, B.**, Bennett, B. ^^^, Brangers, K. ^^^, Pursley, K. ^^^, Doak, L. ^^^, & Peters, T. ^^^. (2015, September). *Preservice teachers developing cultural competency: "We are more connected than we think."* Paper presented at the annual Joan Prouty Conference on Early Literacy, Huntsville, Texas.
4. **Brooks, B.**, Miller, M., Votteler, N.K. (2015, September). *A recipe for an almost disaster: Families writing and sharing stories around the kitchen table*. Paper presented at the annual Joan Prouty Conference on Early Literacy, Huntsville, Texas.
2. **Dillard, B.** (2012, September). *Reading across the curriculum in the era of Common Core Georgia Performance Standards*. Paper presented at the Georgia Reading Association Fall Forum, Macon, Georgia.
1. **Dillard, B.** (2007, January). *Culturally responsive teaching in an online high school English course*. Paper presented at the Culturally Responsive Teaching and Counseling Symposium, Colorado Springs, CO.

INVITED PRESENTATIONS/ GUEST LECTURE

41. **Brooks, B. R.** (2025, January). College of Education Self-care Series [Virtual]. Student Engagement and Belonging Committee, College of Education, Sam Houston State University, Huntsville, Texas.
40. **Brooks, B. R.** (2024, September). Invited talk on academic regalia with students from EDH 703: History of Higher Ed in the U.S. Doctoral course taught by Dr. Doris Watson, University of Nevada, Las Vegas.
39. Scott, C. E., & **Brooks, B.** (2023, October). Emphasis area talk with students from CIG 790: Doctoral Research Seminar taught by Drs. Travis Olson and Leo Dai, University of Nevada, Las Vegas.
38. **Brooks, B. R.** (2022, April). Invited talk and workshop: Developing culturally competent teachers. USPrep Learning Tour, The Woodlands, Texas.

37. **Brooks, B. R.** (2022, March). Invited talk and workshop: Are your teaching practices inclusive? Examining your syllabus and course content. Workshop presented to faculty enrolled in the Diversity Education, Engagement, Development, & Support (DEEDS) Certificate Program at Sam Houston State University, Huntsville, Texas.

36. **Brooks, B. R.**, Uzum, B., Koptelov, A., & Ates, B. (2021, November). Invited talk and workshop: Virtual exchange 101: How to make virtual exchange happen in your classroom [Virtual presentation]. COE International Education Webinar Series, Sam Houston State University Huntsville, TX, United States.

35. **Brooks, B. R.** (2021, October). Invited talk and workshop: Reimagining diversity, equity, and inclusion to obtain justice. Workshop presented to faculty, staff, and graduate students enrolled in the Diversity Education, Engagement, Development, & Support (DEEDS) Certificate Program at Sam Houston State University, Huntsville, Texas.

34. **Brooks, B. R.** (2021, March). Invited talk and workshop: Examining hierarchical microaggressions at the departmental level [Webinar]. Sam Houston State University. Department of Criminal Justice and Criminology.

33. **Brooks, B. R.** (2021, February). Invited talk and workshop: Creating an inclusive environment at the departmental level [Webinar]. Sam Houston State University. Department of Criminal Justice and Criminology.

32. **Brooks, B. R.** (2021, July). Invited talk and workshop: Developing culturally proficient practices in a K-12 school district. Huntsville Independent School District's implicit racist and disabilities bias training for administration. Virtual.

31. **Brooks, B. R.** (2021, August). Invited talk and workshop: Re-imagining diversity to make equity and inclusion tangible and obtainable. Sam Houston State University. Texas Academic Leadership Academy (TALA), The Woodlands, Texas.

30. **Brooks, B. R.** (2021, July). Invited talk and workshop: Developing culturally proficient practices in a K-12 charter school. Sam Houston State University Charter Schools.

29. **Brooks, B. R.** & Jackson, C. (2021, February). Invited talk and workshop: A student advisory board for diversity, equity, and inclusion: "Speaking up and speaking out for social justice. " Workshop presented at the 17th Annual Diversity Leadership Conference, Huntsville, Texas. Virtual.

28. Berg, H., & **Brooks, B. R.** (2021, January). Invited talk and workshop: Culturally responsive assessment [Webinar]. US Prep.

27. Berg, H., & **Brooks, B. R.** (2020, November). Invited talk and workshop: A culturally responsive classroom environment [Webinar]. US Prep.

26. Bias, J., & **Brooks, B. R.** (2020, November). Invited talk and workshop: Equity vs. equality [Webinar]. Sam Houston State University. IDEA Institute for faculty and staff.

25. Bias, J., & **Brooks, B. R.** (2020, November). Invited talk and workshop: Equity vs. equality [Webinar]. Sam Houston State University. IDEA Institute for College of Education students.
24. Berg, H., & **Brooks, B. R.** (2020, October). Invited talk and workshop: Examining cultural competence in classroom practices [Webinar]. US Prep.
23. Bias, J., & **Brooks, B. R.** (2020, October). Invited talk and workshop: Unconscious bias [Webinar]. Sam Houston State University. IDEA Institute for College of Education students.
22. Bias, J., & **Brooks, B. R.** (2020, October). Invited talk and workshop: Unconscious bias [Webinar]. Sam Houston State University. IDEA Institute for faculty and staff.
21. **Brooks, B. R.**, & Bias, J. (2020, October). Invited talk and workshop: Inclusive environment [Webinar]. Sam Houston State University. IDEA Institute for College of Education students.
20. **Brooks, B. R.**, & Bias, J. (2020, October). Invited talk and workshop: Inclusive environment [Webinar]. Sam Houston State University. IDEA Institute for faculty and staff.
19. **Brooks, B. R.** (2020, September). Invited talk and workshop: Addressing barriers to equity in literacy education [Webinar]. Texas Association for Literacy Education (TALE) Professional Development.
18. Bias, J., & **Brooks, B. R.** (2020, September). Invited talk and workshop: Foundations of diversity, equity, and inclusion [Webinar]. Sam Houston State University. IDEA Institute for College of Education students.
17. Bias, J., & **Brooks, B. R.** (2020, September). Invited talk and workshop: Foundations of diversity, equity, and inclusion [Webinar]. Sam Houston State University. IDEA Institute for faculty and staff.
16. **Brooks, B. R.** (2020, August). Invited talk: How to make diversity tangible and obtainable. Sam Houston State University Texas Academic Leadership Academy (TALA), The Woodlands, Texas.
15. **Brooks, B. R.** (2020, April). Inclusive Classroom. [Class lecture notes]. Blackboard. Sam Houston State University. IDEA Institute for College of Education students.
14. **Brooks, B. R.** (2020, March). Gendered languages. [Class lecture notes]. Blackboard. Sam Houston State University. IDEA Institute for faculty and staff.
13. **Brooks, B. R.** & Berg, H. (2020, February). Invited talk and workshop: Cross-cultural communications. Sam Houston State University. IDEA Institute for College of Education students.
12. Morowski, D., Berg, H. & **Brooks, B. R.** (2019, April). Invited talk and workshop: Culturally responsive assessments. Workshop presented to EC-6 in-service and preservice teachers at New Caney ISD. NCISD Annex Training Lab.

11. Morowski, D., Berg, H. & **Brooks, B. R.** (2019, April). Invited talk and workshop: Culturally responsive assessments. Workshop presented to in-service and preservice bilingual teachers at Klein ISD. Klein ISD.
10. **Brooks, B. R.**, Berg, H., Ates, B., Bullock, T., Soloránzo, M., Guitierrez, J.^ & Favela, E.^ (2019, March). Invited talk: Sustaining culture in the classroom: A conversation with teachers. Panel Session. North Texas Teen Book Festival (NTTBF), Irving, Texas.
9. **Brooks, B. R.**, Caballero, S.^, Ethridge R.^, Logan H.^, Mitschke D.^, & Rice, K.^, Quinteros, V.^, Tarkington, M.^ (2018, October). Invited talk: Small successes = Big results: Teachers work in solidarity with local communities to inspire greatness. Keynote presentation at the Joan Prouty Conference, Huntsville, Texas.
8. Morowski, D., Berg, H. & **Brooks, B. R.** (2018, October). Invited talk and workshop: Cultural competence and classroom environment and materials. Workshop presented to EC-6 in-service and preservice teachers at New Caney ISD. NCISD Annex Training Lab.
7. Morowski, D., Berg, H. & **Brooks, B. R.** (2018, October). Invited talk and workshop: Cultural competence and classroom environment and materials. Workshop presented to in-service and preservice bilingual teachers at Klein ISD. Klein ISD.
6. **Brooks, B. R.** (2017, November). Invited talk: There's a place for cultural diversity in every content area classroom. Keynote presentation at the TSTA District 3 Conference, Houston, Texas.
5. **Brooks, B. R.**, Berg, H., & Ates, B. (2016, November). From misconceptions to realities: Preparing preservice teachers to teach culturally and linguistically diverse students. Invited research presented at the annual Association of Literacy Educators and Researchers (ALER) conference, Myrtle Beach, South Carolina.
4. **Brooks, B. R.** & Votteler, N.K. (2016, November). Online study abroad: A project in South Africa. Invited academic scholar at An Evening in Education at Sam Houston State University. Huntsville, TX.
3. **Brooks, B. R.**, Votteler, N.K., & Erasmus, M. (2016, May). An online study Abroad exchange between teacher candidates in the United States and South Africa. Invited research seminar presented at North-West University. Mafikeng, South Africa.
2. **Brooks, B. R.** (2015, October). Invited talk: Taking a fieldtrip: Preservice teachers traveling across the globe to expand cultural competence to better serve culturally diverse students. Keynote address presented at Kappa Delta Pi's Induction Ceremony. The Woodlands, TX.
1. **Dillard, B.** (2005, October). Conference keynote address at the 90th annual Association for the Study of African American Life and History Conference. Keynote presented at the African American Life and History Conference Annual Meeting, Buffalo, NY.

IRB APPROVALS

9. **Brooks, B. R.** (PI), Clavel, C., & Odejimi, O. Assessing the impact of wrap-around services offering academic intervention and enrichment support: A Southern Nevada observation. UNLV-2024179. University of Nevada, Las Vegas. Full Board Approved, September 2024.
8. **Brooks, B. R.** (PI), Lester, L., & Loft, B. Sam Houston State Noyce Scholars, Protocol number 2243443. Exempt from IRB Review, Approved November 2022.
7. **Brooks, B. R.** (PI) & Strunc, A. Department chair leadership skills, Protocol number IRB-2021-325. Exempt-limited IRB, Approved, October 2021, Renewed, November 2022.
6. **Brooks, B. R.** (PI). Examining the College of Education's diversity initiatives, Protocol number 2020-316. Exempt from IRB Review, Approved, February 2021.
5. **Brooks, B. R.** (PI), Ates, B. & Coyne, J. Preservice teachers becoming classroom-ready community teachers in an after-school program, Protocol number 2019-265. Sam Houston State University. Exempt from IRB Review, Approved, September 2019, Renewed, January 2021.
4. **Brooks, B. R.** (PI) & Young, C. Reading assessments for grades 5-8. Submitted, Protocol number 2017-08-36169. Sam Houston State University. Exempt from IRB Review, October 2017.
3. **Brooks, B. R.**, (PI), Votteler, N.K., & Gerber, H.R. Opt-In: At-risk African American adolescents gaming, coding, and learning. Submitted, Protocol number 28483. Sam Houston State University. Full Board Approved, April 2016.
2. **Brooks, B. R.** (PI). An online study abroad experiences for preservice teachers in the United States and South Africa. Protocol number 25644. Sam Houston State University. Full Board Approved, October 2015, Renewed 2018-2019.
1. **Brooks, B. R.** (PI), Votteler, N.K., & Miller, M. Rural families write together: Sam Houston Writing Project's impact on student writing and parent involvement in their children's writing development. Protocol number 21706. Sam Houston State University. Full Board Approved, March 2015.

AWARDS & NOMINATIONS

Sam Houston State University

Recipient	David Payne Academic Community Engagement Award (October 2022)
Recipient	The College of Education Inclusion Award (August 2020)
Recipient	Orange Keys -Keys of Excellence Award (November 2018)
Recipient	The College of Education Outstanding Civic Engagement Award (August 2017)

University of Nevada, Las Vegas

Recipient Thomas Wilson Award for Civic and Community Service (May 2010)

Johnson C. Smith University

Recipient Department of Languages and Literature Most Outstanding Senior Investigative Paper Award (May 1996)

TEACHING & ADVISING**UNIVERSITY LEVEL TEACHING EXPERIENCE****University of Nevada, Las Vegas**

#New prep *Undergraduate +Master's ^Doctoral level x Co-taught w/colleague

Courses Taught

1. Fall 2023	CIL 772^	Cognitive Foundations of Literacy
2. Spring 2024	EDU 107X#*	The Pursuit of Happiness: A Joyful Humanities Exploration Across the Globe
3. Summer 2024	EDU 107X*	The Pursuit of Happiness: A Joyful Humanities Exploration Across the Globe
4. Summer 2024	CIS 533+	Teaching Secondary English
5. Fall 2024	CIG 790^x	Doctoral Research Seminar
6. Fall 2024	EDU 107X*	The Pursuit of Happiness: A Joyful Humanities Exploration Across the Globe
7. Spring 2025	CIL 722^	Cognitive Foundations of Literacy

Courses Taught While a Doctoral Student at the University of Nevada, Las Vegas

1. Summer 2007	CIL 728^	Literacy Issues for a Diverse Society
2. Summer 2006	ICG 458/610+^	Content Area Literacy
3. Summer 2005	ICS 201*	Perspectives in Secondary Teaching
4. Spring 2005	ICS 403+	Teaching Literature in Secondary Schools
5. Fall 2005	ICG 420+	Literature for Young Adults

Sam Houston State University**Courses Taught**

1. READ 3373*- Content Area Reading in the Middle Grades
2. READ 3374*- Vocabulary and Word Study in the Middle Grades-4-8
3. READ 3375*- Reading/Language Arts in the Middle Grades
4. READ 4325+- Multiliteracies Seminar
5. READ 5313+- Digital Literacy and Pedagogy
6. READ 5311+- Literacy and Learning Grades 8-12
7. READ 5317+- Politics in Literacy
8. LITC 7088: Special Topics^- Literacy for Social Justice
9. LITC 7088: Special Topics^- Academic Writing and Research

COURSE DEVELOPMENT

1. Fall 2024- EDU 107: The Pursuit of Happiness: A Joyful Humanities Exploration Across the Globe (16-week course; 3 credits) High school students enrolled in the Youth Rebel Start Academy's dual-credit program will participate at Mater Academy Charter School in Las Vegas and in Elko County. In spring 2025, the program will be offered in a synchronous/lab setting at Mater Academy and asynchronously for students in Elko County.
2. Sp. 2024 – Fall 2024- EDU 107X: The Pursuit of Happiness: A Joyful Humanities Exploration Across the Globe (5 wk. course; 3 credits) Undergraduate Pre-Apprenticeship Program; Department of Teaching and Learning.
3. Sum 2024- CIS 533: Teaching Secondary English (5 wk. course; 7-12; 3 credits); Department of Teaching and Learning.

DOCTORAL/MASTER'S STUDENT RESEARCH

(C) COURSEWORK IN PROCESS (E) COMPREHENSIVE EXAMS COMPLETED (P) PROPOSAL APPROVED *ITALICS* – DEFENDED/GRADUATED

Doctoral/Master's Students	Department (Program)	Role
1. Quinndolyn Jegede (C)	T&L (CSIEME)	Pre-committee Formation
2. <i>Alana McCall- Master's Thesis Defense, Fa. 24</i> <i>Thesis Title: It's time to turn the page: A thematic analysis of award-winning African American picture books</i>	<i>T & L (C&I)</i>	<i>Co-chair/Sophie Ladd</i>
3. Angella Baldwin (E), Fa. 24	EPHLE	Graduate Representative
4. Traci Holloway (E), Fa. 24	EPHLE	Graduate Representative
5. Kat Hallford (P) Fa. 24; (E), Fa. 23	T&L (C&I)	Committee Member
6. Benjamin Morse (C) Sp. 24	T&L (C&I)	Co-advisor/ Chyllis Scott
7. William Woods (C)	T&L (CSIEME)	Committee Member
8. Michelle Parkes (C) Fa. 24	T&L (MAT in Teaching Secondary Education)	Advisor
9. Kayla Pena (C) Sp. 25	T&L (MAT in Teaching Secondary Education)	Advisor

Doctoral Student	Department (Program)	Role
Borna Nemet Fa. 24	T & L (C&I)	Mentor; Co-taught EDU 107x: The Pursuit of Happiness: A Joyful Humanities Exploration Across the Globe in Fall 2024; Committee Member; co-author on research article on teacher candidates and well-being literacy
Sinéad Pelleschi Sp. 24, Sum 24	T & L (C&I)	Mentor; Co-taught EDU 107x: The Pursuit of Happiness: A Joyful Humanities Exploration Across the Globe in Spring and Summer 2024; co-author on research article on teacher candidates and well-being literacy
Cherish Olson Fa. 24	T&L (C&I)	Mentor; Co-author on systematic literature review on instruments used to measure well-being
Amy Wolfe Fa. 24	EPHLE	Mentor; NIAE research project; Co-author research article on school-based wraparound support services
Nazanin Kamalisarvestani Fa. 23, Sp. 24, Fa. 24	T&L (C&I)	Mentor; T&L Graduate Assistant
Claudia Chiang-Lopez T&L (CSIEME)	T&L (CSIEME)	Mentor; Holmes Scholar
Kamilah Bywaters	(EMS)	Mentor; Holmes Scholar

Sam Houston State University

Doctoral Student	Department (Program)	Degree	Role
<i>Candi Ward, Summer 2023</i> <i>Dissertation Title: Increasing student success through academic vocabulary strategies in 5thgrade science</i>	<i>T&L (Literacy)</i>	<i>Ed.D.</i>	<i>Co-chair/ Lory Haas</i>
<i>Tia Locke Simmons, Fa. 21</i> <i>Dissertation Title: Black women speak: How executive level aspirants perceive their plights to the Texas public school superintendency</i>	<i>Educational Leadership</i>	<i>Ed.D.</i>	<i>Committee Member</i>

<i>Matthew Panozzo, Fa. 2020</i> <i>Dissertation Title: Caught between closets: A social fiction on the orientation and perspectives of queer K-12 educators in the digital age</i>	<i>Educational Leadership</i>	<i>Ed.D.</i>	<i>Committee Member</i>
<i>Kim Athans, Fa. 2018</i> <i>Dissertation Title: National Writing Project Fellows' Perceptions of Themselves as Writers and as Teachers of Writing</i>	<i>T&L (Literacy)</i>	<i>Ed.D.</i>	<i>Committee Member</i>
<i>Alana Morris, Fa. 2018</i> <i>Dissertation Title: Processes, practices, and policies as potential pathways toward literacy achievement among 8th grade students</i>	<i>T&L (Literacy)</i>	<i>Ed.D.</i>	<i>Committee Member</i>
<i>Brandolyn Jones, Fa. 2015</i> <i>Dissertation Title: Rural elementary school principals' influence on school cultures that support African American student development in reading</i>	<i>Educational Leadership</i>	<i>Ed.D.</i>	<i>Committee Member</i>

FACULTY MENTOR

1. Spring 2024–Fall 2024: Mentored Dr. Omolola Odejimi, Assistant Professor in the Department of Educational Psychology, Leadership, and Higher Education (EPLHE), in designing a questionnaire for the NIAE funded pilot study on school-based wraparound supports, culminating in a conference poster presentation at the Northern Rocky Mountain Educational Research Association, Stateline, Nevada. Dr. Odejimi serves as Co-PI on the project. The project received IRB approval in September 2024. Data collection begins in spring 2025.
2. Summer 2024-Fall 2024: Mentored Dr. Erin Smith, Assistant Professor in Teaching & Learning and Dr. Alex Smith, Assistant Professor in Early Childhood, Multilingual & Special Education (EMS), in co-developing the Peer Tutor Talent Roadmap—online training modules designed to prepare high school students in the Youth Rebel Start Academy on how to build relationships and tutor elementary students in reading and mathematics. Drs. Erin and Alex Smith served as Co-PIs on the project.

INTERNATIONAL/NATIONAL SERVICE AND LEADERSHIP

University of Nevada, Las Vegas

Advisory Board (Member)

2023-2024 Member, EPS School Specialty Literacy Advisory Board

Annual Conference Proposal Review Committee

2024-present American Educational Research Association: SIG 041- Experiential Education and Community Engagement

Annual Conference Program Review Committee

2023 American Association of Colleges and Universities Conference on Diversity, Equity, and Student Success (AAC&U)

Book Reviewer

2022-2023 IGI Global: International Academic Publisher

UNIVERSITY SERVICE AND LEADERSHIP

UNIVERSITY OF NEVADA, LAS VEGAS (UNLV)

University

2023-2025 Member, Diversity, Equity, and Inclusion Committee
2024 Member, UNLV Student Conduct Code Review Task Force
2024-present Member, UNLV Faculty Writing Group

College of Education

2024-present Faculty Chair, College of Education
2024-present Member, College of Education Leadership Team (COELT)
2024-present Ex-officio/non-voting member, COE Dean's Advisory Council
2024-present Co-coordinator, African American Read-In Program
2024-present Member, Ad Hoc Committee on Teacher Education

Department

2023-present Member, Secondary Committee
2023-present Member, Associate Professor Working Group (promotion rubric)
2023-present Member, Literacy Committee

SAM HOUSTON STATE UNIVERSITY

University

2021-2023 Member, Council of Associate/Assistant Deans
2021-2023 Co-Founder, Diversity Education, Engagement, Development, and Support (DEEDS) Certificate Program
2020-2023 Professional Development Chair, Black Educators Resource Group (BERG)

2020-2021	Member, Provost Search Committee
2019-2023	Member, Diversity, Equity, and Inclusion Committee
2016-2019	Alternate Member, University IRB Committee
2017-2019	Member, Raven's Scholarship
2016-2019	Member, Women's Advisory Committee

College of Education

2020-2023	Member, Executive Council for Deans & Department Chairs
2020-2023	Member, Department Promotion and Tenure Advisory Committee (DPTAC)
2020-2023	Faculty mentor, Mentor Committee
2019-2023	Chair, Diversity, Equity, and Inclusion Committee
2019-2023	Faculty Advisor, Diversity, Equity, and Inclusion Undergraduate Student Advisory Board
2014-2019	Member, RULE: Undergraduate Research, College of Education
2014-2019	Co-Chair, Joan Prouty Conference

Department

2022-2023	Member, Secondary Education Program
2020-2023	Member, Literacy Doctoral Program
2018-2023	Member, Graduate Program in Reading
2016-2021	Chair (2016-2018), Undergraduate Professional Concerns Committee
2015-2019	Program Coordinator (2018-2019), Middle-Level Education Program
2016-2019	Member, Curriculum Committee

OTHER SERVICE AND LEADERSHIP

INTERNATIONAL COMMUNITY ENGAGEMENT

2024-present	Academic Partner and Facilitator , Teaching Happiness Inc., Setauket, New York
	Collaborated with Teaching Happiness Inc., a 501(c)(3) nonprofit organization dedicated to promoting well-being and depression prevention through the Science of Happiness. Supported the implementation of “Ubuntu in Action: Black adolescent girls becoming transformative leaders in peer support and wellbeing”, a two-year longitudinal study. Teaching Happiness Inc. contributed resources, expertise, and content grounded in evidence-based practices to empower Black adolescent girls through peer support and leadership development. This initiative reflects an international commitment from scientists to fostering resilience and enhancing well-being among youth through interdisciplinary approaches.

COMMUNITY ENGAGEMENT

2024-present	Academic Partner and Facilitator , Teaching and Uniting Ladies to Inspire Positive Success (T.U.L.I.P.S.), North Las Vegas, NV
	Collaborated with Teaching and Uniting Ladies to Inspire Positive Success (T.U.L.I.P.S.), a nonprofit organization focused on empowering young women aged 13–21 through mentorship, education, and leadership development. Partnered on “Ubuntu in Action: Black adolescent girls becoming transformative leaders in peer support and wellbeing”, an initiative designed to inspire and empower Black adolescent girls by developing leadership skills, fostering mentorship, and promoting well-being. This partnership aligns with T.U.L.I.P.S. mission to pair mentees with mentors who support their academic,

professional, and personal growth while cultivating a cycle of mentorship and positive leadership.

2024	Volunteered , Nevada Reading Week, UNLV Teacher Development and Resource Library (TDRL) Read Malcolm Mitchell's picture book, <i>My Very Favorite Book in the Whole Wide World</i> to students from Paradise Elementary.
2024	Site visits , Northern Nevada, Elko, NV Traveled to Northern Nevada in February and July to visit schools with Teacher Apprenticeship candidates, met with community partners (NNRPDP & Boys & Girls Clubs Staff) and attended the community building professional development at Owyhee Combined School. Additionally, I explored adapting the EDU 107X "Happiness" course to better fit the Youth Rebel Start Academy, enhancing its relevance and impact for high school participants.
2024	Virtual site visit , City of Henderson Safekey, Henderson, NV Joined NIAE for a virtual site visit to meet with the City of Henderson Safekey team at Legacy High School in preparation for the pilot study on school-based wraparound supports.
2023	Site visit , Communities in School of Southern Nevada, Las Vegas, NV Joined NIAE for a site visit to meet with Communities in Schools (CIS) Leadership in preparation for the pilot study on school-based wraparound supports.

ADDITIONAL PROFESSIONAL DEVELOPMENT

2024	EDU 107X Panopto Recording Training, University of Nevada, Las Vegas
2024	Community Building Professional Development, Elko, NV & Owyhee
2024	MENTOR, National Mentoring Summit, Washington, DC
2024	10 th Annual Summit on Nevada Education, University of Nevada, Las Vegas
2023	NV Forward, Educators LEAD: Dr. Gloria Ladson-Billings, University of Nevada, Las Vegas
2023	9 th Annual Summit on Nevada Education, University of Nevada, Las Vegas
2023	Learning Loss Forum, Sam Houston State University
2022	Inaugural Bearkats Build a Burnout Resistance CAMP, Sam Houston State University
2022	Search Advocate Training, Oregon State University
2020- 2021	Standards of Professional Practice Institute, National Association of Diversity Officers in Higher Education (NADOHE)
2019- 2020	Texas Academic Leadership Academy (TALA), Texas Council of Chief Academic Officers

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

2024- present	Association of Teacher Educators (ATE) <ul style="list-style-type: none">• Vice President, Nevada Association of Teacher Educators
2023	American Association of Colleges & Universities Conference on Diversity, Equity, and Student Success (AAC&U) <ul style="list-style-type: none">• Planning Committee, Conference on Diversity, Equity, and Student Success
2018- present	American Educational Research Association (AERA) <ul style="list-style-type: none">• Experiential Education and Community Engagement- SIG 41 (Recruitment and Retention Officer- 2024-present)

2014- present Member, International Literacy Association (ILA)
2016- 2022 Member, Association for Middle-Level Education
2014- 2022 Member, National Council of Teachers of English (NCTE)