

# Donald R. Easton-Brooks, Ph.D.

## PROFESSIONAL SUMMARY

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- Over 25 years in higher education, 15 years in a leadership role
- Extensive experience in budgets, strategic planning, collaborative partnerships
- Strong communication and problem-solving skills
- Deep commitment to employee and student success
- Robust experience in leadership development and building organizational cultures
- Experience in external relations and stakeholder engagement
- Award-winning author in Culturally Responsive Practice

## ADMINISTRATIVE EXPERIENCE

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**Dean, College of Education and Human Development**  
**University of Nevada-Reno**

**July 2019 – present**

### University Level Engagement

- Assisted in executing strategic communications efforts, in collaboration with the university, to messaging related to the crisis resulting from COVID-19, financial challenges, and diversity/equity
- Chaired search committees for the Engineering Dean
- Chaired search committees for the Director of Athletics and assisted with contract negotiations
- Co-Chaired the university's new budget model committee
- Served on the university's 9-month strategic planning group and steering committee
- Served on the president's leadership cabinet
- Lead strategies to increase international programs, students, and offerings on campus

### Leadership/Management

- Provide academic leadership for the three departments: Teacher Preparation, Human Development, Family Science, Counseling, and Educational Studies, supporting 11 undergraduate programs, 35 master's programs, eight doctoral programs, and six centers. The 508 faculty and staff serve our 45% student-of-color population of 510 graduate students, 1,180 undergraduate students, and 35,000 children and families across the state, which has a \$200M economic impact on the region.
- Direct reports: three department chairs, two Associate Deans, one Assistant Dean, 12 dean office staff, and 81 core faculty, 508 total employees
- Led the re-visioning for the college around elevating our world-class status
- Led the re-organization of the college from divisions to departments, changed directors to chairs, and changed the college name to be more inclusive of the entire college.
- Led the creation of an Economic Impact Report, which was presented to legislators, donors, and other external stakeholders to demonstrate the college's economic impact and increase opportunities for investing in the college
- Managed the merge of the acquisition of Nevada Sierra University's education program and our College of Education and Human Development, consisting of over 200 students, and the acquisition of 7 faculty and staff

### Budget/Resource Management/Fundraising

- Oversight and implementation budget of \$40M over 421 accounts
- Develop systems to increase external grants and contracts. Annually, it has increased from \$8M in 2019 to \$17M in mid-2022. Proposal amounts increased by \$17M from 2018 to 2022. During this time, the number of proposals increased by 20, and the number of awards increased by 12.
- Led efforts to increase donor funds. Grow annually from \$700k in 2019 to \$2.9M in 2021, with an increase in donors by 24% and an increase in gifts by 14%

- Developed the College's Alumni Advisor Group to assist with fundraising and annual funding raising event
- Secured \$250K for a STEM Learning Lab, which is a cross-disciplinary lab that includes the College of Engineering, College of Science, and College of Liberal Arts
- Assisting in efforts for \$4M from the state to create the First-Gen Network across the state to get more first-gen students into college

#### **New Programs and initiatives**

- Develop relationships with Korea National University of Education to engage in student and faculty exchange programs and research opportunities.
- Online Master's Program in Instructional Technology
- Undergraduate concentration in manufacturing and computing for Teacher Prep Students and Teachers
- NevadaPack – a collaboration with the College of Liberal Arts for secondary teachers to graduate with two degrees
- Extended NevadaTeach to the College of Engineering; College of Agriculture, Biotechnology & Natural Resources; and School of Public Health
- Ph.D. in Human Development and Family Studies
- Undergraduate degree in Early Childhood Education
- Graduate Certificates in STEM instructional-related fields
- Pups To Pack Teacher Pathway Program
- Raggio Center STEM for Advancement in STEM+
- Increased funds and summer funds for International Graduate Students
- Created first even Research Faculty in a Research Center on campus
- Assisted in creating promotional levels from Academic Advisors
- Initiated the conversation on dual and concurrent credits
- Funded the Annual Graduate Research Forum, started in 2022
- Dorm living for students with intelliential disabilities

#### **Enrollment**

- 21% increase in graduate students from 392 (2019) to 497 (2022)
- 80% growth in graduate students since 2020
- 42% growth in graduate students of color

#### **Diversity and Equity**

- Appointed an Associate Dean of Equity and Diversity and undergraduate programs to enhance the college's efforts in equity, diversity, inclusion, and anti-race/anti-hate
- Created internal initiatives to diversify our workforce to match our 45% student of color population. Over the past two years, 60% of our hires have been of color.
- Hired a director of our Nevada Center for Excellence in Disabilities who has a disability
- Worked with the university to provide an opportunity for those students in our Path To Independence Program for students with disabilities to walk across the stage during graduation and live in the dorms, and funded a resource center for these students.
- Funded the annual Diversity and Equity Speaker Series, which has included lectures on LGBTQ+, disabilities, cultural responsiveness, and critical race theory
- A part of two significant videos and a podcast to promote diversity and equity on campus
- Write articles for Nevada Today Blog on Diversity and Equity
- Testified on policy matters to state legislators and the U.S. Office of Civil Rights on issues related to Equity in Education
- Worked with the Director of the Dean Future Scholars program and State Legislator to secure \$4M to make the college's pathway-to-college program for 6<sup>th</sup> to 12<sup>th</sup> grades statewide. The outreach program is designed to target first-generation students, and 90% of the 400 students in the program are of color.

#### **Student Success/Engagement/Recruitment/Retention**

- Raised over \$175K for the redesign and naming of the Ann Carlson and Ron Turek Student Success Center to enhance the space to advise and engage with students
- Appointed an Assistant Dean to increase the use of data for continuous improvement, recruitment opportunities, improve student retention, and connect with external reporting agencies

- Engage in student recruitment activities by meeting with potential Bay Area, Sacramento, and Las Vegas students. Also, meeting with on-campus student groups
- The head football coach left right before our bowl game, taking eight coaches with him. I set in and served as an assistant coach for the bowl game and learned a lot about the needs of our students and student-athletes, and assisted the university in strategies to deal with Title IX, mental health, and academic support issues

### **Community Outreach/Partnerships**

- Developed partnerships with businesses, government agencies, and community organizations
- Set an opportunity for our college's childcare center to partner with the City of Reno to provide childhood services at local city parks. This work included a relationship with the college and city on grant writing efforts
- Created and MCed a townhall for members of the Northern Nevada Early Childhood provides which included the governor, the university president, government agencies, business owners, and childcare providers
- Led a conversation with the Nevada State Superintendents to bridge PK-12 with universities across the state better. The meeting included university presidents, superintendents, government agencies, and other stakeholders
- Engaged in conversations and partnerships with Tesla related to enhancing STEM education teachers in Nevada schools

### **Building Community**

- Launched college-wide Happy Hour, which consisted of hikes, bar conversations, gathering a favorite spot around town
- Converted conference room space into conversation spaces for faculty and staff
- Established twice-a-semester meetings with Assistant Professors
- Created 4 student spaces in the college's main building

### **Rankings/Prestige**

- Raised the Graduate School ranking from #110 to #83 (out of 450 schools) in the U.S. News & World Report
- Ranked top 5 Land-grant colleges of education from Colorado to California in the U.S. News & World Report
- Ranked #1 for best Praxis pass rates in the state at 95%
- Human Development and Family Studies Program ranked #50 (out of 189) by College Factual

**Dean, School of Education,  
University of South Dakota, Vermillion, SD**

**June 2015 – June 2019**

### **University Level Engagement**

- Chaired the search committee for the Dean of the Graduate School
- Assisted with the recruitment of athletics and with faculty of color
- Served on the University Faculty Senate as a Dean representative
- Served on the university's budget planning team
- Co-created the university leadership program designed to train faculty and staff in leadership as a way to strengthen the university's leadership pathway

### **Leadership/Management**

- Provided academic leadership for the five divisions in the School of Education: Counseling and Educational Psychology, Curriculum and Instruction, Teacher Residency Education, Educational Leadership, Kinesiology, and Sport Management, supporting 15 undergraduate programs, 35 master's programs, seven doctoral programs (600 graduate students and 1,100 undergraduate students)
- Direct reports: four chairs, Assistant Dean, two Associate Deans, dean's office staff, and 67 core faculty
- Supervised and evaluated 137 faculty and staff
- Led the implementation of the School of Education Strategic Plan, which included a metric for measuring success and areas of improvement.
- Worked with the executive team and faculty on developing new majors at the undergraduate and graduate level
- Implemented the Educational Research Center and the Center for Policy, Equity, and Outreach
- Evaluated and oversaw the tenure process

- Member of the Dean's Council and Provost's Council

### **Budget/Resource Management/Fundraising**

- Oversight of responsibility-centered management (RCM) base budget model of \$10M left the School of Education with a resource of over \$3M.
- Unit's annual grant funds and contracts of \$4.6M
- Increase of annual grant funds of \$1.5M since Fall of 2015
- The number of grant submissions grew by 63%, and the number of awards grew by 69%
- The number of faculty submitting grants grew by 48%
- 14 faculty submitted grants with other schools/colleges
- Raised \$4.2M in funds in four years
- Students' scholarships per year grew 65% over three years
- Increased annual student scholarship funds from \$165K to \$265K
- Managed the oversight of \$620K and \$150K of major construction and major renovation projects
- Developed the Dean Alumni Advisory Group, which included members for Spotify, and industries across the cross
- Provided two-year start-up funded the college's Research Center, which led to the school's first \$20M grant, two faculty receiving research patents, an increase in the number of grants applied for and accepted, and grant contracts with other units on and off-campus

### **Diversity and Equity**

- Engaged with a network of scholars of color to hire six faculty of color and three staff of color
- Developed the Dean's Culturally Responsive Lecture Series, which was a three-day engagement between national/international scholars, the university faculty and staff, and professionals in the field
- Created recruitment infrastructure, which increased enrollments of Students of Color by 20%

### **Community Outreach/Partnerships**

- Engaged with Major League Baseball to provide opportunities for students of color to engage in the Office of the Commissioner at Major League Baseball's Front Office and Field Staff Diversity Pipeline Program
- Collaborated with the local school district to receive funding for a school-based technology learning lab
- Engage Tesla to be a part of hiring practices for STEM professionals
- Engage with the City of Reno for talks on providing childcare services to City of Reno employees throughout the city
- Added new alumni advisory board members from various industries across the country
- Engaged with the Nevada Women's Funds to promote scholarships for women

### **Student Success/Engagement**

- Engaged in student recruitment and retention activities
- Developed relationships with area schools to create a diverse teacher pathway program, which has seen over 600 students enter the Pathway Program in high school, with 75% (450) coming to the university and 38% (171) joining the teacher education program.
  - 75% of the students who took the dual credit courses came to the university
  - A significant increase from FA2018 – FA 2019 of Teacher Pathway student enrollment in teacher education programs resulted in an 8% growth.
  - Due to COVID-19, enrollment was down in the teacher education program by 16% for FA 2020. However, the number of Teacher Pathway students enrolled at USD with a teaching major has grown by 9%.
  - Between FA2018 and FA2020, 14% growth in enrollment was contributed to the pathway program.
  - By FA2021, the pathway program represented 18% of teacher education majors (118 students) and increased diverse enrollments by 6%.
  - Given those in the high school pathway program, it is projected that in FA22, these students will represent 20% of teacher education majors (145 students). In FA23, the students will represent 22% (160 students) of the teacher education major.

### **Facilities**

- Oversaw \$750K for construction projects for the Kinesiology program to be housed in the Sanford Coyote Sports Center
- Secured \$120K to create the Center for Student and Professional Services

## **Eastern Oregon University, La Grande, OR**

### **Leadership/Management**

- Provided academic leadership for the Colleges of Business and Education with five program areas: Business, Economics, Education, Fire Services, Military Science, and Physical Activity and Health, supporting 20 undergraduate programs, four master's programs, four specialist degrees, 1,650 students (undergraduate, graduate, online, and branch campus students)
- Direct reports: Associate Dean of Business, Associate Dean of Education, the Chair of Physical Activity and Health, an Operations Manager, Assessment Coordinator, Instructional Technologist, dean's office staff, 50 core faculty members, and 12 full-time staff members
- Supervised and evaluated 62 faculty and staff
- Developed policies and processes for tenure and promotion oversight; evaluated and tenure process.
- Participated in the Oregon State System State-wide Deans of Colleges of Education Committee
- Member of the Dean's Council and Provost's Council
- Member of the President's Cabinet

### **Budget**

- Oversaw and implemented a \$6.5M budget and resource allocation for the colleges
- Secured \$1M for STEM, Equity & Diversity, & H.S. Pathway funding

### **Community Outreach/Partnerships**

- Set in partnerships with Walmart Distribution, Con Ag, and State Farm Insurance to create internships designed for opportunities to increase the number of people of color in supervisory roles
- Collaborated with the state community colleges to create a seamless entry into our college
- Collaborated with the state's Department of Education to create a module base self-pace
- Career and Technical Education (CTE) program

### **Diversity and Equity**

- Director of the Oregon Teacher Pathway Program. A program designed to promote culturally responsive teachers and increase the number of diverse teachers in rural Oregon
  - As of SP2020, 249 students have gone through the program, with 38% attending Eastern Oregon University (94 students)
  - The program has a 92% retention rate
  - 80% of the students in the program mentioned that they would not have been able to attend college if not for the tuition reduction
  - Given dual credit, these students, on average, took 3.5 years to graduate.
  - Increase grant funding and state funding opportunities by \$450,000/year
- Co-directed the Center for Culturally Responsive Practice
- Created a Diversity Score Card for the Oregon Educator Equity Advisory Group
- Co-created and Chaired the Oregon Educator Equity Advisory Group, designed to implement policies and practices to promote equity and diversity in both PK-12 and universities

**Associate Dean, School of Education  
Hamline University, St. Paul, MN**

**August 2010- June 2013**

### **Leadership/Management**

- Interacted with 42 core faculty members, approximately 150 adjuncts, 22 full-time staff members, and 12 programs on multiple levels
- Hired adjunct faculty
- Responsible for state and NCATE accreditation
- Worked with the School's Personnel Committee to develop policies and processes for tenure and promotion process
- Directed the Center for Excellence in Urban Teaching (2011) and worked with the center's team to develop strategies to obtain future grants. Funding for the center totaled \$1,118,000.

**Budget Management**

- Worked as part of the Dean’s Office in setting the school budget of approximately \$11 million

**Major Professor, ECE Masters & Post Bachelor, University of North Texas-Denton****June 2006- August 2010**Coordinated the Early Childhood Master’s Program and the Early-4<sup>th</sup> grade Post-Bachelor Licensure program

- Restructured offerings for the ECE Master’s Program
- Recruited local, state, national, and international students
- Advised students
- Recommended adjunct faculty for hire
- Developed SPA and NCATE reports for the Early Childhood Education program
- Member of the Faculty Senate Executive Board

**Assistant Dean/Director, Liberal Arts and Sciences Advisory Center, 2000-2001, University of Connecticut-Storr**

Worked with over 9,000 students in 50 majors and over 4,000 course offerings per semester in the College of Liberal Arts and Sciences

- Supervised 12 advisors
- Oversaw the unit’s budget
- Oversaw the day-to-day operations of the center, which included supporting and promoting the strategic plan of the university and the college
- Implemented and upheld university and college rules, regulations, policies, and procedures
- Acted as a resource for CLAS faculty and staff advisors through training and outreach
- Acted on behalf of the Dean of the College of Liberal Arts and Sciences to resolve undergraduate education issues

**Coordinator and Lead Instructor, Child and Family and Bilingual Education, 1996-1997, Seattle Central Community College**

- Oversaw the day-to-day operations of the programs
- Hired, supervised, and evaluated adjunct faculty
- Developed and maintained partnerships with four-year colleges and universities
- Oversaw community outreach activities
- Responsible for recruiting, advising, and retaining students
- Oversaw the unit’s budget

**RELEVANT EXPERIENCES**

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2019-present	Full Professor, Education	University of Nevada-Reno
2015-2019	Full Professor, Education	University of South Dakota
2013-2015	Full Professor, Education	Eastern Oregon University
2010-2013	Associate Professor, Education	Hamline University
2006-2010	Assistant Professor, Education	University of North Texas
2004-2006	Lecturer of Education	Central Washington University
2000-2004	Research Assistant	The Denver Children’s Hospital
2004	Visiting Professor, Sociology	Eastern Nazarene College
2000-2004	Adjunct, Ethnic Studies	University of Colorado Denver
1999-2000	Lecturer, Human Development & Family Studies	University of Connecticut
1997-1999	Lecturer, Human Development	University of Rhode Island
1996-1997	Instructor, Health and Human Services	Seattle Central Community College
1996	Adjunct Faculty, Human Development	Pacific Oaks College, Seattle WA

**AFFILIATIONS AND MEMBERSHIPS**

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2002-Present	American Education and Research Association (AERA) SIG: Research Focus on Black Education
2002-Present	AREA Division G: Social Context of Education
2020-2022	National Center for Research on Educator Diversity: Infrastructure Subcommittee Meeting
2003-2020	National Association of Multicultural Education (NAME)

2002-2006 National Black Child Development Institute  
2002-2008 National Association of Early Childhood Education (NAEYC)

### PROFESSIONAL SERVICE: BOARDS

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2021-present Co-Founder of the Coalition of Black Education Deans  
2021-present: WestEd Board of Directors  
2020-present: Executive Board Member of The Council of Academic Deans from Research Education Institutions (CADREI)  
2018-present: Learning and Education Academic Research Network (LEARN)  
2020-2021: Nevada System of Higher Education – Dual-credit Taskforce  
2017-2020: Board Member of the American Association of Colleges for Teacher Education (AACTE)  
2015-2019: Board Member of the South Dakota Technology & Innovation (TIE)  
2014-2015: Chair of the Oregon Educator Equity Advisory Group for the Oregon Education Investment Board  
2014-2015: Oregon Talent and Gifted Standards Committee with the Oregon Department of Education  
2014-2015: Member of the Multicultural Education Act Advisory Meeting for the Oregon Education Investment Board (OEIB)

### OTHER PROFESSIONAL SERVICE

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2022: Review Panel for the National Science Foundation: Research Security Training for the United States (U.S.) Research Community  
2021-2022: Panelist on *A Vision and Roadmap for Education Statistics in 2030 and Beyond* for the National Center for Education Statistics (NCES) and the Committee on National Statistics of the National Academies of Sciences, Engineering, and Medicine (CNSTAT)  
2019-2021: Member of the Washoe County Schools Equity and Diversity Taskforce  
2019-2021: Member of Nevada State Department of Education Northwest Regional Professional Development Program (NWRPDP) Governing Board  
2016-2021: Education Deans for Justice and Equity's Community  
2014-2018: Member of the Meetings and Professional Development Committee for the American Association of Colleges for Teacher Education (AACTE)  
2012: Mentor for the American Educational Research Association (AERA), the Committee on Scholars of Color in Education (CSCE), Research-Mentoring Program  
2010-2011: International Research Fellow with the Velma E. Schmidt Critical Childhood Public Policy Research Initiative at the University of North Texas  
2009-2011: Senior Research Fellow of the Center for Education Policy and Reform at the University of North Texas  
2008-2010: Past President/President - Texas Chapter of National Association of Multicultural Education  
2006-2008: Board Member of Denton Christian Preschool  
2004-2006: Member of the Washington State's Multi-Ethnic Think Tank

### EDITORIAL BOARD & REVIEW

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2012-2022: Editorial Review Board Member Urban Education Journal  
2016-2020: Editorial Review Board Member Intersections Journal  
2017-2019: Reviewer for Journal of Teacher Education  
2020: Reviewer for American Educational Research Journal  
2013: Reviewer for Oregon Department of Education Closing the Achievement Gap for African American Students Grant  
2009-2011: Senior Research Fellow: Center for Education Policy and Reform at the University of North Texas  
2010: Guest Reviewer: Special Edition (Experiences, Stress, and Resilience in the Face of a Natural Disaster) of the Journal of Family Issues  
2010: Guest Reviewer – Special Edition (Black Education) of Educational Foundations  
2009: Guest Editor - National Forum of Multicultural Education Journal  
2008-2012: Reviewer – Education Evaluation and Policy Analysis  
2010: Guest Reviewer – Urban Education

- 2009: Reviewer of presentation proposals for the 2010 American Educational Research Association (AERA) Annual Meeting, Division D: Measurement and Research
- 2009: Guest Reviewer - Educational and Psychological Measurement
- 2009: Guest Reviewer - Early Childhood Education Journal
- 2009: Reviewer - Texas Chapter of the National Association of Multicultural Education Annual Conference
- 2008-2009: Reviewer - Educational Evaluation and Policy Analysis Journal

## PUBLICATIONS

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- Kaashifh & Easton-Brooks, D. (in review). *Pre-Collegiate Academic Enrichment Programs and Graduate Rates Among Title 1 Students*.
- Mitchell, S. & Easton-Brooks, D. (2023). Black faculty serving Black students during Covid-19: reflections on impact, experiences, and best practices in higher education. *Special Issue of JNE, Black Education Matters: Promoting Post-Pandemic Excellence in Black Education*.
- Easton-Brooks, D., Young, J. & Martinez, J. (2022). *Educational Impact*. In Travis J. Bristol. & Gist, C. D. Handbook on the Research on the Impacts of Teachers of Color. NY: AERA.
- Young, J. & Easton-Brooks, D. (2022). *The impact of teachers of color on school belonging: A conceptual framework*. In Travis J. Bristol. & Gist, C. D. *Handbook of Research on Teachers of Color and Indigenous Teachers*. NY: AERA.
- Easton-Brooks, D., Martinez, J., & Young, J. (2022). *The value of teachers of color*. In Travis J. Bristol. & Gist, C. D. *Handbook of Research on Teachers of Color and Indigenous Teachers*. NY: AERA.
- Easton-Brooks, D. Garcia, M., Ortiz, M, & Kaashifh (2022). *Summer Program: Mentoring as a model for success*. Technical Reports
- Easton-Brooks, D. & Kaashifh (2022). *Benefits of At-Risk Student Intervention: Nevada solution to amplify graduation rates*. Technical Reports
- Easton-Brooks, D. & Collins, M. (2021). *STEM Education Learning Lab<sup>2</sup>: To enhance life-long learning*. Technical Reports.
- Gist, C. D., Bristol, T. J., & Easton-Brooks, D. (2021). The positive effects of Teachers of Color and Indigenous Teachers in Building a more ethnoracially diverse teaching force: New directions in research, policy, and practice A Kappan Special Report.
- Easton-Brooks, D. (2021). Ethnic-matching in Urban Education in Milner, H. R. & Kofu, L. (Eds). *The Handbook on Urban Education Edition 2*. Taylor & Francis, NY.
- Young, J. & Easton-Brooks, D. (2020). Present but unaccounted for: Practical considerations for the recruitment and retention of Black Female Teachers. *Theory Into Practice*.
- Easton-Brooks, D. (2019). *Ethnic Matching: Academic Success of Students of Color*. Lanham, MD: Rowman & Littlefield.
- Easton-Brooks, D., & Kindle, K. J. (2019). Building Partnerships with Multiple Districts: The Role of the Residency Instructor in Washington, A. R., Goings, R. & Henfield. M. (Eds). *Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices*.
- Ginsberg, R., Chval, K., & Easton-Brooks, D. (2019). The Crises Are Coming: Social Media Challenges Facing Higher Education Leadership. *The Journal of Higher Education Management*, (32)2, 49-59.
- Easton-Brooks, D., Robinson, D., & Williams, S. M. (2018). Schools in Transition: Creating a diverse school community in Goings, R. & Young, J. (Eds). *Teachers College Record 2018 Yearbook: The Every Student Succeeds Act: Critical Multicultural Perspectives from the Field*.
- Villagomez, A., Easton-Brooks, D., Lubbes, T., Gomez, K. (2016). Oregon Teacher Pathway: Responding to National Trend. *Equity & Excellence in Education*, (49)1, 100-114.
- Easton-Brooks, D. (2015). Bridging the Gap Teacher Education in Drakeford, L. (Ed). *The Race Controversy in American Education*. Praeger Publishing.
- Easton-Brooks, D. (2013). Ethnic-matching in Urban Education in Milner, H. R. & Kofu, L. (Eds). *The Handbook on Urban Education Edition 1*, pp. 97 – 113. Taylor & Francis, NY.
- Easton-Brooks, D. (2013). *State of Mind: A Journey Through the Hills and Valleys of Life*. US, Amazon Digital Services LLC.
- Easton-Brooks, D. (2012). The conceptual context of knowledge in G. S. Cannella & S. R. Steinberg (Eds.) *Critical Qualitative Research Reader*, pp. 33 – 42. Peter Lang Publishing, NY.
- Boazman, J. K., Sayler, M. F. & Easton-Brooks, D. (2012). Mediating Factors of Personal Wellbeing in Gifted College Students: Early-College Entrants and Honors College Students. *Journal of Social Research & Policy* 3(2).
- Eddy, C. M. & Easton-Brooks, D. (2011). Ethnic Matching, School Placement, and Mathematics Achievement of American Students from Kindergarten Through Fifth Grade. *Urban Education* 46(6), pp. 1280 – 1299.



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- O'Keefe, L., Hayes, D., & Easton-Brooks, D. (2010). Advanced Placement, Dual Credit, and Four-Year College Graduation. *The Enrollment Management Journal*.
- Easton-Brooks, D. & Brown, A. (2010). The effects of age at kindergarten entry on the reading proficiency of African American and European American students. *Journal of Research in Childhood Education* 24(2), 97-111.
- Easton-Brooks, D., Lewis, C. & Zhang, Y. (2009). Ethnic-matching: The influence of African American teachers on the reading scores of African American students. *The National Journal of Urban Education & Practice* 3(1), 230-243.
- Easton-Brooks, D. (2009). Using personal history and culturally relevant variables in multicultural research. *National Forum of Multicultural Issues Journal*, 7(2) pp. 12-13.
- Easton-Brooks, D. & Davis, A. (2009). Teacher qualification and the reading achievement gap in early primary grades. *Education Policy Analysis Archives* 17(10).
- Easton-Brooks, D. (2008). *African American's Academic Outcomes*. Germany: VDM Verlag Dr. Mueller
- Easton-Brooks, D. & Davis, A. (2007). Wealth, traditional SES indicators, and the achievement debt. *Journal of Negro Education* 76(4).
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- Easton-Brooks, D. R. (2003). *Evaluation report for Reading Nurse Family Partnership Program, Reading, Pennsylvania from initiation through July, 2003*. Denver CO: NFP.
- Easton-Brooks, D. R. (2003). *Evaluation report for Montgomery Nurse Family Partnership Program, Montgomery, Pennsylvania from initiation through July, 2003*. Denver CO: NFP.
- Easton-Brooks, D. R. (2003). *Evaluation report for Luzerne Nurse Family Partnership Program, Luzerne, Pennsylvania from initiation through July, 2003*. Denver CO: NFP.
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- Easton-Brooks, D. R. (2003). *Evaluation report for Lawrence Nurse Family Partnership Program, Lawrence, Pennsylvania from initiation through July, 2003*. Submitted to the Lawrence Department of Public Health. Denver CO: NFP.
- Easton-Brooks, D. R. (2003). *Evaluation report for Easton Nurse Family Partnership Program, Easton, Pennsylvania from initiation through June, 2003*. Submitted to the Easton Department of Public Health. Denver CO: NFP.
- Easton-Brooks, D. R. (2003). *Evaluation report for Lackawanna Nurse Family Partnership Program, Lackawanna, Pennsylvania from initiation through June, 2003*. Denver CO: NFP.
- Easton-Brooks, D. R. (2003). *Evaluation report for Harrisburg Nurse Family Partnership Program, Harrisburg, Pennsylvania from initiation through June, 2003*. Denver CO: NFP.
- Easton-Brooks, Don R. (2003). *Evaluation report for Fayette County Nurse Family Partnership Program, Fayette County, Pennsylvania from initiation through June, 2003*. Denver CO: NFP.
- Easton-Brooks, D. R. & Raha, D. (2003). *Evaluation report for Chester Nurse Family Partnership Program, Chester, Pennsylvania from initiation through February, 2003*. Denver CO: NFP.
- Easton-Brooks, D. R. & Raha, D. (2003). *Evaluation report for Bethlehem Nurse Family Partnership Program, Bethlehem, Pennsylvania from initiation through January, 2003*. Denver CO: NFP.
- Easton-Brooks, D. R. & Raha, D. (2003). *Evaluation report for Lycoming Nurse Family Partnership Program, Lycoming, Pennsylvania from initiation through January, 2003*. Denver CO: NFP.
- Easton-Brooks, D. R. & Raha, D. (2003). *Evaluation report for Lancaster Nurse Family Partnership Program, Lancaster, Pennsylvania from initiation through January, 2003*. Denver CO: NFP.
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- Easton-Brooks, D. R. & Raha, D. (2002). *Evaluation report for Luzerne Nurse Family Partnership Program, Luzerne, Pennsylvania from initiation through October 2002*. Denver CO: NFP.
- Easton-Brooks, D. R. & Raha, D. (2002). *Evaluation report for Erie Nurse Family Partnership Program, Erie, Pennsylvania from initiation through October 2002*. Denver CO: NFP.
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- Easton-Brooks, D. R. & Raha, D. (2002). *Evaluation report for Philadelphia NFP Program, Philadelphia, Pennsylvania from initiation through June 2002*. Denver CO: NFP.
- Easton-Brooks, D. R. & Raha, D. (2002). *Evaluation report for York Nurse Family Partnership Program, York, Pennsylvania from initiation through August 2002*. Denver CO: NFP.

- Easton-Brooks, D. R. & Raha, D. (2002). *Evaluation report for Allentown Nurse Family Partnership Program, Allentown, Pennsylvania from initiation through August 2002*. Denver CO: NFP.
- O'Brien, R., Zhaoxing, P., Easton-Brooks, D. R., Van Buhler, G., and Raha, D. (2002). *Evaluation report for the Commonwealth of Pennsylvania, Nurse Family Partnership Program, the State of Pennsylvania from initiation through June 2002*. Denver CO: NFP.
- Easton-Brooks, D. R. & Raha, D. (2002). *Evaluation report for Luzerne County Nurse Family Partnership Program, Luzerne County, Pennsylvania from initiation through June 2002*. Denver CO: NFP.
- Easton-Brooks, D. R. & Raha, D. (2002). *Evaluation report for Erie Nurse Family Partnership Program, Erie, Pennsylvania from initiation through June 2002*. Denver CO: NFP.
- Easton-Brooks, D. R., & Raha, D. (2002). *Evaluation report for Reading Nurse Family Partnership Program, Reading, Pennsylvania from initiation through March 2002*. Denver CO: NFP.
- Zhaoxing, P., & Easton-Brooks, D. R. (2002). *Evaluation report for the Help Me Grow Program, Butler County, Ohio from initiation through February 2002*. Denver CO: NFP.
- O'Brien, R., & Easton-Brooks D. R. (2001). *Evaluation report for San Diego Nurse Family Partnership Program, San Diego, California from initiation through October 2001*. Denver CO: NFP.
- O'Brien, R., McClatchey, M., & Easton-Brooks, D. R. (2001). *Evaluation report for the Washington State Consortium Nurse Family Partnership Program, Washington State from initiation through August 2001*. Denver CO: NFP.
- Easton-Brooks D. R., O'Brien, and McClatchey, M. (2001). *Evaluation report for Oregon Nurse Family Partnership Program, Multnomah County, Oregon from initiation through January 2001*. Denver CO: NFP.
- Easton-Brooks D. R., O'Brien, R., and Zhaoxing, P. (2001). *Evaluation report for Wichita-Sedgwick County Nurse Family Partnership Program, Wichita, Kansas from initiation through January 2001*. Submitted to the Wichita-Sedgwick County Department of Health.
- O'Brien, R., McClatchey, M., Easton-Brooks D. R., and Farina, A. (2000). *Evaluation report for The Building Blocks Program, the State of Missouri from initiation through December 2000*. Denver CO: NFP.
- O'Brien, R., & Easton-Brooks D. R. (2000). *Evaluation report for San Diego Nurse Family Partnership Program, San Diego, California from initiation through October 2000*. Denver CO: NFP.
- Easton-Brooks, D. R., Farina, A. M., and O'Brien, R. (2000). *Evaluation report for Washington State Consortium Nurse Family Partnership Program, Washington State from initiation through August 2000*. Denver CO: NFP.

## **SPEAKING ENGAGEMENTS**

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### **Keynotes**

- Easton-Brooks, D. (2023). *A Nation on The Move: Paralleling The Women's Rights Movement To Diversity and Equity Today*. American Association of University Women (AAUW) – Reno Branch.
- Easton-Brooks, D. (2022). *With increasing "NOISE" how do I find my path?* Sigma Lambda Gamma Sorority.
- Easton-Brooks, D. (2022). *Opportunities and Growth*. University of Nevada Upward Bound.
- Easton-Brooks, D. (2021). *Critical Race vs. Inclusive Education*. The Carson City Democratic Party.
- Easton-Brooks, D. (2021). *Culturally Responsive & Relationship Building*. Northern Nevada Council of Social Studies. Virtual.
- Easton-Brooks, D. (2020). *Kizzie: Creating a Pathway*. Lassen Community College. Susanville, CA.
- Easton-Brooks, D. (2020). *Ethnic-Matching: Academic Success of Students of Color*. Drexel University. Critical Conversations in Urban Education. Philadelphia, PA.
- Easton-Brooks, D. (2019). *Ethnic-Matching: Building a Diverse Educator Workforce*. Council of Academic Deans from Research Education Institutions (CADREI). Annual Fall Meeting. Clearwater, FL.
- Easton-Brooks, D. (2017). *Change in school demographics: How do we move forward?* Keynote for the South Dakota Education Conference Annual Kickoff.
- Easton-Brooks, D. (2014). Keynote speaker, 3rd Annual Celebrate, Educate and Appreciate Diversity (CEAD) Conference at Eastern Oregon University.
- Easton-Brooks, D. (2014). Keynote speaker, Martin Luther King Celebration at Eastern Oregon University.
- Easton-Brooks, D. (2010). Keynote speaker, Greenville University Graduate Student Graduation Commencement.

### **Presentations/Workshops (\*Refereed)**

- \*Easton-Brooks, D (2023). *The Urgent Need to Diversify the Educator Workforce*. The 26-Annual AERA Meeting: Charting the Landscape of Research on Teachers of Color and Indigenous Teachers.
- Easton-Brooks, D, Pope-Davis, D., Kinloch, V., Lynn, M., & White-Smith, K. (2023). *Coalition of Black Education Deans - Truth and Consequences: Leading in a Post-Truth Era*. The 26-Annual AERA Meeting: Charting the Landscape of

Research on Teachers of Color and Indigenous Teachers. AERA: Presidential Session.

- Anderson, J. D., Easton-Brooks, D., & Lomotey, K. (2023). *Men of Color in Academe: Roles That Must Be Undertaken and Sustained*. The 26-Annual Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education. AERA: Presidential Session.
- Easton-Brooks, D. (2022). Discovering Oneself Through an Equity Lens. Educators LEAD.
- Edmundson, S., Easton-Brooks, D. & Guerra-Lopez, I. (2022). Pathway to Deanship. The Council of Academic Deans from Research Education Institutions (CADREI) Annual Fall Conference.
- Easton-Brooks, D. (2022). *Equity in Education*. Texas Women’s University College of Education Lecture Session.
- Easton-Brooks, D. (2021). *Critical Race Theory (CRT)*. Face the State Program on 2News Reno.
- Easton-Brooks, D. (2021). *COVID-19 Magnifies Inequities in Education*. Testimony to the Education Equity in the Virtual Environment: Nevada Advisory Committee to the U.S. Commission on Civil Rights.
- Dantley, M., Poe-Davis, D., Easton-Brooks, D., Kinloch, V., Wood, L, & Lynn, M. (2021) *Leading (while black) through a pandemic: A conversation with the founders of the Coalition of Black Education Deans*. AERA Virtual Annual Meeting: Presidential Session.
- Easton-Brooks, D.; Monterosa, V.; Yun Gi Woong; Grewal, T.: COEHD Diversity Committee Virtual Event: *The Diversity Committee will be hosting a virtual panel focused on empowering our students and the greater Nevada community in using social.*: Panel Discussion.
- Easton-Brooks, D. (2021). *Educational Impact. Co-Editors - Introduction: The Impact of Teachers of Color*. AERA Round Table Session: Faculty of Color Handbook.
- Anderson, J. D., Easton-Brooks, D., & Lomotey, K. (2021). *Men of Color in Academe: Roles That Must Be Undertaken and Sustained*. The 24-Annual Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education. AERA: Presidential Session
- Easton-Brooks, D. (2020). *Recruiting and Retaining Faculty of Color*. University of Kansas: School of Education. Zoom.
- Easton-Brooks, D. (2020). *Equity, Cultural Responsiveness, and Resiliency in Education*. Northern Nevada Museum of Arts. Zoom.
- \*Easton-Brooks, D., Martinez, J., & Young, J. (2020). *Educational Impact: The Impact of Teachers of Color on School Belonging: A Conceptual Framework* [Invited Roundtable]. AERA Annual Meeting. San Francisco, CA: <http://tinyurl.com/us4p8xf>. CANCELLED COVID-19.
- Easton-Brooks, D. (2020). *Anti-Blackness: Next Steps for Higher Education*. University of Kansas: School of Education Virtual Summer Conference, Zoom.
- Easton-Brooks, D. (2020). Moderator or the Associated Students of the University of Nevada (ASUN) Town Hall - Proud to be Black at Nevada.
- Easton-Brooks, D. (2020). *Disrupting Racial and Ethnic Inequities in Urban and Rural Special Education – Deans' Panel*. Ohio State University. Columbus, OH. CANCELLED COVID-19
- Easton-Brooks, D. (2020). *Ethnic-Matching: Academic Success of Students of Color*. Illinois State University, (Zoom).
- Easton-Brooks, D. (2020). *Quantitative research does shape educational policy and practice, are you in?* The 24-Annual Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education. CANCELLED COVID-19.
- Easton-Brooks, D. (2019). *Quantitative research does shape educational policy and practice, are you in?* The 23-Annual Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education.
- \*Ginsberg, R., Chval, K., & Easton-Brooks, D. (2018). *Social media and social crises in the academy: Issues for publicly engaged scholars and campus leaders*. American Education Research Association (AERA) Division E. 2018 Annual Meeting. New York, NY.
- Easton-Brooks, D., Gapp, S., Shudak, N. (2017, April 11). Culturally Responsive Pedagogy in Educator Preparation Programs [Webinar]. In *Collaboration for Effective Educator Development. Accountability and Reform (CEEDAR/AIR) Webinar Series*.
- Easton-Brooks, D. (2017). Workshop on *Culturally Responsive Practice*. South Dakota Education Conference.
- Ginsberg, R., Chval, K., & Easton-Brooks, D. (2017). *Social media and social crises on campus issues for deans to consider*. Council of Academic Deans from Research Education Institutions.
- \*Easton-Brooks, D. & Robinson, D. (2017). *Strategies for Working with Today’s Diverse School Climate*. Presented at the Teacher Diversity Matters: A National Symposium, Highland Heights, KY.
- \*Easton-Brooks, D. (2017). *Sustainable funding for residency programs: Moving beyond grants for financial support—presentation* at the AACTE’s 69<sup>th</sup> Annual Meeting, Tampa, FL.
- \*Lubbes, T, Easton-Brooks, D., Thorstad-Milton, H., Johnson, K., & Gomez, K. (2015). Responding to the rural

opportunity gap through partnership initiatives centered on culturally responsive practices. Presented at the 25<sup>th</sup> National Association of Multicultural Education (NAME) Conference, New Orleans, LA.

- \*Bianco, M., Easton-Brooks, D., & Gallegos, P. (2015). *Pathways2Teaching Model: Responding to a moral imperative to diversify the teaching profession*. Presentation at the AACTR's 67<sup>th</sup> Annual Meeting, Atlanta.
- Easton-Brooks, D. (2015). Presentation: *Engaging with Diverse Students*. College of Education at the University of Pittsburg.
- \*Larke, P., Easton-Brooks, D., Sullivan, E., Webb-Johnson, D., Collins, D., and Lea, (2010). *Applying Critical Race Theory to Examine Texas State Mandated Tests by Race, Class and Gender for the Years, 1993-2009*. Presentation at the American Education Research Association (AERA) 2010 Annual Meeting, Denver, CO.
- \*Easton-Brooks, D. (2009). *The effects of African American teachers on the academic achievement of African American students*. Center for Research, Evaluation & Advancement of Teacher Education 2009 Research Conference on Teacher Education, Houston, TX.
- \*Eddy, C. M., Easton-Brooks, D., Thompson, R., & Ward, E. (2009). *Establishing validity of the MTEBI for incoming preservice elementary teachers*. Presentation at the Association of Mathematics Teacher Educators Annual Conference, Orlando, FL.
- \*Eddy, C. M., Easton-Brooks, D., & Ward, E. (2008). *Establishing validity of the MTEBI for incoming preservice elementary teachers*. Presentation at the School Science and Mathematics Association, Raleigh, NC.
- \*Thompson, R., Eddy, C.M., Easton-Brooks, D., & Ward, E. (2008). *On developing a longitudinal research agenda for mathematics and science teachers' preparation*. Presentation at the School Science and Mathematics Association, Raleigh, NC.
- Eddy, C. & Easton-Brooks, D. (2008). *Securing grants to fund research*. UNT Doctoral Students Association Conference.
- Easton-Brooks, D. (2007). *Wealth and African American education*. UNT Chapter of the National Alliance of Black School Educators.
- Easton-Brooks, D. (2007). *African American families in poverty*. Presented in the course *Current Research and Issues in Family Sciences* at Texas Woman's University
- Easton-Brooks, D. (2007). *Using Play to enhance children's cognitive development*. The 2006 Velma E. Schmidt Programs Fall Conference on Early Childhood Education.
- \*Easton-Brooks, D. (2006). *Wealth and African American students' academic outcomes*. Presented: Hawaii International Conference on Education in Honolulu, HI.
- \*Easton-Brooks, D. (2004). *Exploring academic achievement scores: Within the African American community*. Presentation: National Black Child Development Institute's (NBCDI) 34<sup>th</sup> Annual Conference in Los Angeles, CA.
- \*Easton-Brooks, D. (2003). *The Impact of language and dialect on literacy development*. Presented at the Hawaii International Conference on Education in Honolulu, HI.
- \*Easton-Brooks, D. (2002). *Language, literacy, and culture*. Round Table Discussion at the Northern Rocky Mountain Educational Research Association (NRMERA) 20th Annual Conference in Estes Park, CO.

### Video/Audio/Podcast Materials/Interviews

- Easton-Brooks, D. (2022). Critical Race Theory: What it is and what it is not on 2News Reno
- Easton-Brooks, D. (2021). 2021 State of the College for the College of Education & Human Development
- Easton-Brooks, D. (2020). Black History Month and The Right to Vote for the University of Nevada
- Easton-Brooks, D. (2017). Dr. Christine Sleeter's conversation with Dr. Donald Easton Brooks
- Easton-Brooks, D. (2016). Dr. Geneva Gay's interview on the future of culturally responsive education
- Easton-Brooks, D. (2005). Becoming human in the eyes of our peers

### Blogs/Op-Ed/Editorial

- Easton-Brooks, D. (2021, August 15). Are we trying to erase pluralism with critical race theory cancel culture? [editorial]. Retrieved from <https://www.rgj.com/story/opinion/voices/2021/08/16/we-trying-erase-pluralism-critical-race-theory-cancel-culture-easton-brooks/8148772002/>.
- Easton-Brooks, D. (2019, September 06). My children of color are in a predominantly white school. How can I be an effective advocate for them? [editorial]. Retrieved from <https://www.unr.edu/nevada-today/news/2019/atp-child-advocate>.

- Easton-Brooks, D. (2019, May 21). Students can benefit from ‘ethnic matching’, says dean of UNR’s College of Education [Op-Ed]. Retrieved from <https://www.rgi.com/story/opinion/voices/2019/05/21/students-can-benefit-ethnic-matching-says-dean-unrs-college-education/3756154002/>.
- Easton-Brooks, D. (2017, May 28). Equity & Gifted Children: A Father’s Perspective [Blog post]. Retrieved from <https://hawkhopesblog.wordpress.com/2017/05/28/equity-gifted-children-dean-donald-easton-brooks-shares-a-fathers-perspective/>.

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## GRANTS RECEIVED (TOTAL FUNDING: \$5,640,489.00)

- Deans Future Scholars Program. \$4,000,000. (D. Easton-Brooks – CO-PI). U.S. Department of Education 2021.
- Positive Behavior Support-Nevada Family Services. \$320,000. (D. Easton-Brooks – PI). Nevada Clinical Services Inc.
- Professional Development through Multi-Tiered System of Supports: \$64,999. (D. Easton-Brooks – PI). U.S. Department of Education 2021.
- Oregon Teacher Pathways Grant: Minority Teacher Education Pipeline: \$170,000 (D. Easton-Brooks- PI). Oregon Department of Education – 2014 – 2016.
- Center for Culturally Responsive Practice: \$198,000 (T. Lubbes- PI, D. Easton-Brooks – Co-PI). Oregon Department of Education – 2014 – 2016.
- Title II Teacher Assistance Grant: Literacy and Pedagogy Training \$240,000. (D. Easton-Brooks – Co-PI, K. Gómez - Co-PI). Oregon Department of Education – 2014 – 2016.
- Literacy Teaching Training for High Needs Students: \$156,000. (D. Easton-Brooks – PI). Twin Cities United Way – 2010-2011.
- Center for Urban Education (CUE): Training and Minority Teacher Recruitment Grant: \$328,000. (D. Easton-Brooks – PI). (2010-2011) Minnesota Department of Education – 2010 - 2011.
- Greater Minnesota Teach Preparation Campaign: \$50,000. (D. Easton-Brooks - PI). Otto Bremer – 2010-2011.
- Math-masters: \$55,000. (D. Easton-Brooks – PI). Medtronic Foundation – 2010 – 2011. Urban Education Renewal: \$50,000. (D. Easton-Brooks – PI). Travelers Foundation – 2010 - 2011.
- The effects of African American male teachers on the academic outcomes of elementary level African American students: \$5,000. (D. Easton-Brooks – PI). Junior Faculty Summer Research Fellowships 2009– University of North Texas.
- Nurturing Children’s Social Competence: \$5,490 (D. Easton-Brooks – PI). Learning Enhancement Grant 2008- University of North Texas.
- Accountability: School models and the reading proficiency of African American students from kindergarten through 4<sup>th</sup> grade; \$5,000 (D. Easton-Brooks – PI). Junior Faculty Summer Research Fellowships 2007– University of North Texas.

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## HONORS, AWARDS, & RECOGNITIONS

2020	2020 Neuner Award for Excellence in Professional-Scholarly Publication by the American Association of University Administrators (AAUA) for <i>The Crises are Coming: Social Media Challenges Facing Higher Education Leadership</i> in the Journal of Higher Education Management with Rick Ginsberg and Kathryn Chval
2019	2019 Phillip C. Chinn Multicultural Book Award by the National Association of Multicultural Education for <i>Ethnic Matching: Academic Success of Students of Color</i>
2016/2018	Recognized for support to the International Urban Education Center
2010	Recognized for service on the Texas NAME Board
2009	Recognized for serving as Texas NAME Board President
2008	Recognized as an understanding alumnus by the College of Education at the University of Colorado at Denver
1994	Awarded the ECE Multicultural Family Studies Scholarship at the University of Colorado at Denver

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## EDUCATION

Ph.D. University of Colorado at Denver

Major: Educational Leadership

Dissertation: Using socioeconomic indicators to predict the academic outcomes of African- American students

M.A. University of Colorado at Denver

Major: Early Childhood Special Education Minor: Multicultural Family Studies

B.A. Greenville University, IL,

Major: Sociology

University of Texas-El Paso, TX,

Major: Criminal Justice