STEPHANIE MASTA

Curriculum Studies · College of Education · Purdue University
100 N. University St., Beering Hall 4154, West Lafayette, IN 47907

EDUCATION

Ph.D.   Education, Iowa State University, 2013

M.Ed.   Higher and Postsecondary Education Administration, Arizona State University, 2003

B.A.   Political Science, University of Michigan, 2001

ACADEMIC APPOINTMENTS

2021—present	Associate Professor, Purdue University
	Affiliate Faculty, College of Liberal Arts, Purdue University
	Affiliate Faculty, School of Engineering Education, Purdue University
2014—2021	Assistant Professor, Purdue University
2013—2014	Postdoctoral Research Associate, Iowa State University
2010—2013	Research Assistant, Iowa State University

PROFESSIONAL APPOINTMENTS

2006—2010	Hall Director, Iowa State University
2003—2006	Residence Life Coordinator, Grinnell College

HONORS AND AWARDS

2021   Outstanding Graduate Faculty Mentor, College of Education, Purdue University
2021   Fellow, Spencer Foundation Convening Task Force on the Future of Indigenous Education
2018   Outstanding Graduate Faculty, American Studies Graduate Student Organization, Purdue University

RESEARCH

PEER REVIEWED PUBLICATIONS
∗ Notes graduate/undergraduate student authorship

Seniuk Cicek, J., Masta, S., Goldfinch, T., and Kloot, B. (Accepted). Decolonisation in engineering education. In A. Johri's (Ed.) *International Handbook of Engineering Education Research.* Routledge.

Yother, T., Masta, S., & Greenan, J. (Accepted). Exploration of the training, educational experiences, and technical competencies of entry-level manufacturing engineers in the commercial space industry. *Career and Technical Education Research.*

Masta, S., Grant, J.*, & Holly, Jr., J. (2022). Theoretical intersections: Using CRT and Afropessimism to understand current bans on CRT. *Journal of Philosophy and Theory in Higher Education, 4*(3), 49-63.

Masta, S. (2022). Theory-to-practice: Researching Indigenous education in the United States. *International Journal of Multicultural Education, 24*(1), 1-15.

Masta, S. & Holly, Jr., J. (2021). Making whiteness visible: The promise of critical race theory in engineering education. *Journal of Engineering Education, 110*(4), 798-802.

Masta, S. (2021). Classroom counterspaces: Centering Brown and Black students in doctoral education. *Teaching in Higher Education, 26*(3), 354-369.

Masta, S. & Secules, S. (2021). When ethnography leaves the field and enters the engineering classroom: A scoping review. *Studies in Engineering Education, 2*(1), 35-52.

Azmat, A.* & Masta, S. (2021). Power, positionality, and purpose: Employing indigenous methods as a non-indigenous scholar. *International Journal for Qualitative Studies in Education, 34*(10), 974-987.

Masta, S. (2019). Challenging settler colonial ideology in educational spaces. *Berkeley Review of Education, 8*(2), 179-194.

Masta, S. & Rosa, T. J. K* (2019). Understanding the dominant discourse of colonialism: A qualitative single case study of an 8th grade U.S. history classroom. *The Social Studies, 110*(3), 146-154.

Reano, D*, Masta, S., & Harbor, J. (2019). Changing Future Faculty Perceptions of SoTL. *International Journal for the Scholarship of Teaching and Learning*, *13*(2), 1-11.

Masta, S. (2018). What the grandfathers taught me: Lessons for an Indian Country researcher. *The Qualitative Report, 23*(4), 841-852.

Masta, S. (2018). Strategy and resistance: How Native American students engage in accommodation in mainstream schools. *Anthropology & Education Quarterly, 49*(1), 21-35.

Masta, S. (2018). "I'm exhausted: everyday occurrences of being Native American. *International Journal of Qualitative Studies in Education, 31*(9), 821-835.

Masta, S. (2018). Settler colonial legacies: Indigenous student reflections on K-12 social studies curriculum. *Intersections: Critical Issues in Education, 2*(2), 76-88.

Masta, S. (2016). Disrupting colonial narratives in the curriculum. *Multicultural Perspectives, 18*(4), 185-191.

BOOK CHAPTERS

Masta, S. & Desmet, O. (2022). Pedagogical reflections: Teaching care in qualitative research classrooms. In V. Vasudevan, N. Gross, P. Nagarajan, & K. Clonan-Roy (Eds.), *Care-Based Methodologies: Reimaging Qualitative Research with Youth in U.S. Schools* (pp. 187-198)*.* London: Bloomberg Academic.

Masta Zywicki, S. (2016). Fitting "out:" American Indian counter stories in middle school classrooms. In T. Marsh & N. Croom (Eds.), *Envisioning a critical race praxis for leadership: Critical race counter-stories across the P-20 pipeline* (pp. 49-68)*.* Charlotte, NC: Information Age Publishing.

BOOKS

Raye, S*.*, **Masta, S.,** Cook, S., & Burdick, J. (Eds.). (2019). *Ideating pedagogy in troubled times: Approaches to identity, theory, teaching, and research*. Information Age Publishing.

INVITED KEYNOTES, LECTURES, AND PRESENTATIONS

Masta, S. (2022, November). *Understanding nanda-gikendan as an Indian Country researcher.* Invited keynote as the Senior Scholar for the Learning Institute for Visionary Epistemologies in STEM fields and Interdisciplinary Studies. University of California—Santa Barbara.

Masta, S. (2022, November). *The future is Native: Why Native perspectives and worldviews matter.* Invited panelist at the Environmental Protection Agency. Washington, DC.

Masta, S. (2022, August). *Maada'ookiiwin Gikendamowin: What Native youth can teach us about giftedness*. Invited keynote at the Second National Annual Symposium on Equity for Gifted Brown and Black Students. Washington, DC.

Masta, S. (2022, June). *The future is Brown and Black: Re-imagining our relationship with research.* Invited Distinguished Lecture at the American Society for Engineering Education annual convention. Minneapolis, MN.

Masta, S. & Holly, Jr., J. (2021, October). *Making whiteness visible in engineering education.* Presented for the Engineering and Science Education group at Clemson University.

Masta, S. & Pawley, A. L. (2021, March). *It's time to have the talk: A parallel conversation on diversity, equity, and inclusion in engineering education*. Presented at the Mechanical Engineering Distinguished Zoominar Series, University of Colorado-Boulder.

Masta, S., Pawley, A. L., & Lee, W. (2020, November). *Structures of racism in higher education: Bringing antiracism to STEM, Social Sciences, and Humanities Education*. Presented to the Department of History, Drexel University.

Masta, S. (2020, September). *No, we don't live in tipis and other misconceptions: Understanding the educational experiences of traditionally marginalized students*. Presented to the Department of Biology, Geology, and Environmental Science, University of Tennessee-Chattanooga.

Masta, S. & Pawley, A. L. (2020, September). *Examining the hard truths of whiteness and maleness in engineering education*. Presented at the Engineering Education Research program, University of Michigan.

Masta, S. (2020, February). *Educate, justify, & defend: Native students' stories of strength.* Keynote presentation given at the Racial Healing Project. Indiana University–Purdue University Indianapolis, Indianapolis, IN.

Masta, S. (2019, April). *Public scholarship: Creating critical thought in current times*. Keynote presentation at the Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG meeting. American Educational Research Association, Toronto, Canada.

Masta, S. (2018, September). *Navigating dual landscapes: Being Brown and Black in academic spaces*. Keynote presented at the Minority Engineering Program Graduate Student Success Seminar, Purdue University, West Lafayette, IN.

Masta Zywicki, S. (2013, September). *Education and critical race theory*. Keynote presented at the University Convocation Program, Bethel College, Newton, KS.

SELECTED CONFERENCE PRESENTATIONS

∗ Notes graduate/undergraduate student authorship

Masta, S., *Werner, M., & *Grant, J. (2022, October). School handbooks as racialized and gendered texts. Paper presented at the Curriculum & Pedagogy Group annual conference. State College, PA.

Masta, S. (2022, October). Reflections on scholar activism. Paper presented at the Curriculum & Pedagogy Group annual conference. State College, PA.

Masta, S. (2022, October). Refusing erasure in curriculum studies. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.

*Olayemi, M., *Grant, J., Masta, S., & DeBoer, J. (2022, April). Students, scholars, activists: Teaching and learning scholar activism within the academy. Paper presented at the American Educational Research Association annual meeting. San Diego, CA.

*Grant, J., DeBoer, J., & Masta, S. (2022, April). Disrupting discipline of Black women in higher education from Foucauldian and Black Feminist Thought. Paper presented at the American Educational Research Association annual meeting. San Diego, CA.

Masta, S., *Grant, J., & DeBoer, J. (2022, April). The discipline, surveillance, and regulation of Black women in white spaces. Paper presented at the American Educational Research Association annual meeting. San Diego, CA.

Masta, S., Dickerson, D., Pawley, A., & Ohland, M. (2022, February). The minimization of microaggressions in engineering education. Paper presented at the Collaborative Network for Engineering and Computing Diversity. New Orleans, LA.

Masta, S. (2021, December). Classroom counterspaces: Centering Brown and Black students in doctoral education. Paper presented at the Symposium for Research in Higher Education. (Virtual).

Masta, S. (2021, October). The teaching and learning of scholar activism. Paper presented at the Curriculum & Pedagogy annual conference. (Virtual).

Masta, S., Dickerson, D., Pawley, A., & Ohland, A. (2021, October). Are you a good teammate or are you a great teammate? The role of coded language in understanding racialized and gendered dynamics in engineering undergraduate teams. Poster presented at the Interdisciplinary Network for Group Research (INGRoup) annual conference. (Virtual).

Dickerson, D., Masta, S., Ohland, M. & Pawley, A. (2021, July). How can we identify teams at risk of marginalizing minoritized students, at scale. Paper accepted at the American Society for Engineering Education annual conference. (Virtual).

Masta, S. & Cropps, T. (2021, June). Black women as racialized, Indigenous women as colonized: Intersecting critical experiences in higher education. Paper accepted at the Cultivating Black and Native Futures in Education conference. (Virtual).

Masta, S. & Desmet, O. (2021, April). Caring and being there: Toward a framework for care-based research with youth in schools. Panel accepted at the American Educational Research Association annual meeting. Orlando, FL. (Virtual)

Masta, S. & *Stewart, L. (2020, October). Undue praise: A curriculum analysis of manifest destiny. Paper accepted at the Curriculum & Pedagogy Annual conference. (Virtual).

Secules, S. & Masta, S. (2020, October). Towards a framework for equity in engineering classrooms. Paper accepted at the Frontiers in Education Conference. Uppsala, Sweden. (Virtual).

Masta, S. (2020, May). Expanding futures: Developing critical and Indigenous scholars. Paper accepted at the International Congress of Qualitative Inquiry. Urbana-Champaign, IL. (Conference canceled).

Masta, S. (2020, April). Educate, justify, defend: Native women's stories of strength in higher education. Paper accepted at the American Educational Research Association annual meeting. San Francisco, CA. (Conference canceled).

Masta, S. (2020, May). Expanding futures: Developing critical and Indigenous scholars. Paper accepted at the International Congress of Qualitative Inquiry. Urbana-Champaign, IL. (Conference canceled).

Masta, S. (2019, October). Justify and defend: The experiences of Indigenous peoples in higher education. Paper accepted at the National Indian Education Association, Minneapolis, MN.

Masta, S. (2019, May). The experiences of Native women in higher education. Paper accepted at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Masta, S. (2019, April). Colonial discourses: Challenging dominant narratives in US history curriculum. Paper accepted at the American Educational Research Association annual meeting, Toronto, Canada.

Masta, S. (2018, October). Make America Native again: Challenging Andrew Jackson's legacy in U.S. history classrooms. Paper accepted at the Curriculum & Pedagogy Conference, New Orleans, LA.

Masta, S. (2018, May). Qualitative classes as sites of decolonization. Paper accepted at the International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

Masta, S. (2017, April). Academic colonialism and the Indigenous student experience in the U.S. Paper accepted at the American Educational Research Association annual meeting, San Antonio, TX.

Masta, S. (2017, May). Developing qualitative researchers: Classroom insights and perspectives. Paper accepted at the International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

Masta, S. (2016, November). Decolonizing academic spaces: Indigenous student experiences in higher education. Paper accepted at the National Association for Multicultural Education. Cleveland, OH.

Masta, S. (2016, October). Rethinking research curriculum: A decolonization process. Paper accepted at the Curriculum & Pedagogy Conference. Cleveland, OH.

Masta, S. (2016, May). Teaching critical qualitative research: Lessons from the field. Paper accepted at the International Congress on Qualitative Inquiry. Urbana-Champaign, IL.

Masta, S. (2016, April). Rethinking methodological commitments: A historical and current analysis of research curriculum in the social sciences. Paper accepted at the American Association for the Advancement of Curriculum Studies annual meeting. Washington, DC.

Masta, S. (2015, November). Creating culturally relevant spaces for Indigenous students: Moving beyond curriculum representation. Paper accepted at the Curriculum & Pedagogy Conference, Cleveland, OH.

Masta Zywicki, S. & Burdick, J. (2015, May). Lenses don't change the eye: Indigenous methodologies as ethical imperatives. Paper accepted at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Masta Zywicki, S. (2015, April). New directions in American Indian educational research. Paper accepted at the American Educational Research Association annual meeting, Chicago, IL.

Masta Zywicki, S. (2014, April). Missed opportunities: What curriculum teaches about colonialism and race. Paper accepted at the American Educational Research Association annual meeting, Philadelphia, PA.

RESEARCH SUPPORT

External Funding

Spencer Foundation (#202300092), 2022-2023: Research Communication: Connecting Identity and Place: Understanding Indigenous Graduate Student Experiences in STEM ($15,000; PI).

Spencer Foundation (#201900228), 2019-2023: Connecting Identity and Place: Understanding Indigenous Graduate Student Experiences in STEM ($49, 945; PI).

National Science Foundation (#1936778), 2019-2021: I-MATTER: Identifying Marginalization and Allying Tendencies to Transform Engineering Relationships ($630, 836; Co-PI).

Internal Funding

Purdue University Undergraduate Research Training Award, 2021-2022: School handbooks and racialized and gendered texts ($1000; PI)

Purdue University Grant for Advancing Social Justice and Diversity in Graduate Education, 2021-2022: Scholarly activism: Using classrooms as a workspace for enacting change within systems of oppression ($5000; PI)

Susan Bulkeley Butler Enabling Inclusion Grant, 2020-2021: Enabling inclusion: Challenging faculty to disrupt surveillance and discipline of Black women in higher education ($5000; PI).

Purdue Research Foundation Award, 2020-2021: Knowing the world through mathematics ($19, 315; PI)

Purdue Research Foundation Award, 2019: Colonial discourses: Challenging dominant narratives in U.S. history curricula ($8000; PI).

Purdue University Undergraduate Research Training Award, 2017-2018: Understanding 8th graders' historical thinking on colonialism ($1000; PI)

Purdue University CRDI Faculty Incentive Grant, 2016: Decolonizing academic spaces: Indigenous student experiences on campus ($500; PI)

Purdue University Diversity Transformation Award, 2015-2018: Four directions: Building a foundation for Native scholars ($141,000; Co-PI)

Purdue University Undergraduate Research Training Award, 2015-2016: Decolonizing academic spaces: Indigenous students' experiences on campus ($1000; PI)

Susan Bulkeley Butler Research Fellowship, 2014-2015: Creating Place: The Experiences of Native Women in Higher Education ($2700; PI)

Purdue University Undergraduate Research Training Award, 2014-2015: Disrupting educational colonialism through Indigenous methodologies ($900; PI)

TEACHING AND ADVISING

COURSES INSTRUCTED

Purdue University

Graduate
Qualitative Research Methods in Education
Data Collection and Analysis in Qualitative Research
Critical Approaches to Qualitative Inquiry
Critical Theories in Education Research
Decolonizing Research Methodologies
Critical and Indigenous Methodologies
Research Methods in Scholar Activism

Undergraduate
Multiculturalism and Education

Iowa State University

Graduate
Introduction to Qualitative Research
Advanced Multicultural Foundations of Schools and Society
Student Development Theory II (Social identity in Educational Spaces)

Undergraduate
Multicultural Foundations of Schools and Society
The Paper Bag Princess and Other Social Justice Lessons in Children's Texts
The Sociopolitical Commentary on The Twilight Zone

ADVISING AND COMMITTEE SERVICE

Chair: Graduated
(4 Ph.D., 4 M.S.) (∗ Indicates co-chair)

*Ariel Smith, Ph.D., American Studies (Fall 2022)
    Dissertation: *Black Food Trucks Matter: A Qualitative Study Examining the (Mis)Representation, Underestimation, and Contribution of Black Entrepreneurs in the Food Truck Industry.*
    Current position (starting July 2023): Assistant Teaching Professor, Center for Entrepreneurship, Wake Forest University
*Stephanie Oudghiri, Ph.D., Curriculum Studies (Fall 2021)
    Dissertation: *"Struggling to find our way:" Rural educators' experiences working with and caring for immigrant students.*
    Current position: Clinical Assistant Professor, Curriculum Studies, Purdue University
Melissa Esh, Ph.D., Curriculum Studies (Spring 2021)
    Dissertation: *Sex education and new materialism.* (Completed posthumously)
*Darryl Reano, Ph.D., Earth, Atmospheric, and Planetary Sciences (Spring 2019)
    Dissertation title: *Geoconnections: The impacts of geoscience education informed by Indigenous research frameworks.*
    Current position: Assistant Professor, School of Earth and Space Exploration, Arizona State University.
LaMarcus Hall, M.S., Curriculum Studies (Spring 2019)
Janelle Cronin, M.S., Curriculum Studies (Spring 2018)
    Thesis: *Living in a liminal space: Standing Rock and storytelling as a tool of activism*
Tinqing Yao, M.S., Curriculum Studies (Spring 2017)
Meng Zhang, M.S., Curriculum Studies (Spring 2017)

Chair: In Progress
(4 Ph.D., 2 M.S.) (∗ Indicates co-chair)

Janelle Grant, Ph.D., Curriculum Studies (ABD)
    Dissertation: *Watching from Below: How Black Students Make Sense of Power in Schools*
Janelle Cronin, Ph.D., Curriculum Studies
*Virginia Gleghorn Womack, Ph.D., Engineering Education
*Austin Peters, Ph.D., Engineering Education
Jessica Peterson, M.S., Curriculum Studies
Crystal Snow Webb, M.S., Curriculum Studies

Committee Member: Graduated
Camille Griffith, Ph.D., Forestry and Natural Resources (Fall 2022)
Casey Wright, Ph.D., Chemistry (Summer 2022)
Lori Pence, Ph.D., Educational Studies (Summer 2022)
Michael Lolkus, PhD., Math Education (Summer 2022)
Rachel Bonini, Ph.D., American Studies (Spring 2022)
Pamela Moore, Ph.D., Educational Studies (Spring 2022)
Donovan Colquitt, Ph.D., Engineering Education (Fall 2021)
Chanel Beebe, Ph.D., Engineering Education (Fall 2021)
Anthony Randolph, Ph.D., Management (Fall 2021)
Alia Azmat, Ph.D., Counseling Psychology (Summer 2021)

Jocelyn Nardo, Ph.D., Chemistry Education (Spring 2021)
Young Chun, Ph.D., Curriculum Studies (Spring 2021)
Tracy Yother, Career/Technical Education (Fall 2020)
Lacey Bowman, Art Education (Fall 2020)
Robert Nyaga, Communications (Spring 2020)
Sharlane Cleare, Technology/Leadership (Spring 2020)
Jairo Funez, Curriculum Studies (Spring 2020)
Torrie Cropps, Agricultural Sciences Education Spring 2020)
Anne Grey, Gifted Education (Fall 2019)
Nastaran Karimi, Curriculum Studies (Fall 2019)
Rohit Kandakatla, Engineering Education (Fall 2019)
Marcela Poirier, Anthropology (Spring 2019)
James Holly, Jr., Engineering Education (Spring 2018)
Tiffany Karalis, English Education (Spring 2018)
Brooke Max, Mathematics Education (Spring 2018)
Neva Stumberger, Communications (Spring 2017)
Qing Wang, Curriculum Studies (Spring 2017)
Jamel Miller, Curriculum Studies (Spring 2017)
Trina Fletcher, Engineering Education (Spring 2017)
Lauren Terruso, Curriculum Studies (Spring 2017)
Denise Hott Heinrich, Curriculum Studies (Spring 2017)
Canek Philips, Engineering Education (Spring 2016)
Ana Margarita Miller, Curriculum Studies (Spring 2016)

Committee Member: In Progress
Shalin Raye, Ph.D., Curriculum Studies
Kayla Maxey, Ph.D., Engineering Education
Sean Barry, Ph.D., Curriculum Studies
 Khanh Tran, Ph.D., Biology Education
Mary Erin Hoying, Ph.D., Nursing
Yousef Alrashdi, Ph.D., Technology
Margie Cubillo Araya, Ph.D., Curriculum Studies
Alankrita Chhikara, Ph.D., Curriculum Studies
Alyssa Obradovich, Ph.D., Communications
Erin Rondeau-Madrid, Ph.D., Curriculum Studies
Hector Rodriguez, Ph.D., Engineering Education
Cyndy Keeling, PhD., Career/Technical Education
Justin Guild, Ph.D., Communications

Undergraduate Research Mentoring
Melanie Werner, 2021—2022
Alyssa Eaton, 2020—2021
Tiffany Tran, 2020
Elizabeth Gallagher, 2020
Logan Stewart, 2019—2020
T.J. Rosa, 2018—2019
Sarah Weaver, 2016-2017
Nicole Cory, 2015—2016
Kayla Blackburn, 2014—2015

SERVICE

National

Chair, Equity, Culture, and Social Justice in Education Division, American Society for Engineering Education, 2022-2023

Program Chair, Equity, Culture, and Social Justice in Education Division, American Society for Engineering Education, 2021—2022

Chair, Indigenous Peoples of the Americas SIG, American Educational Research Association, 2018—2019

Program Co-Chair, Indigenous Peoples of the Americas SIG, American Educational Research Association 2017—2018

Awards Committee, Indigenous Peoples of the Americas SIG, American Educational Research Association, 2016—2017

Purdue University

Leadership Team, Sloan Indigenous Graduate Program, 2016–present

Advisory Board, Native American Educational and Cultural Center, 2015–present

Member, University Grievance Committee, 2016–2017

Program Coordinator, Qualitative Research Graduate Certificate, 2016—present

Advisor, Curriculum & Instruction Graduate Student Association, 2016—2021

Chair, College of Education Faculty Affairs, 2021—2022

Chair, College of Education Diversity Committee, 2021—2022

Member, College of Education Curriculum Committee, 2016—2018

Member, College of Education Strategic Plan Refresh, 2018