

# Manya C. Whitaker, Ph.D.

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## EDUCATION

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- 2011 VANDERBILT UNIVERSITY, Nashville, TN  
Ph.D., Psychology  
Developmental Psychology, Urban Education
- 2008 VANDERBILT UNIVERSITY, Nashville, TN  
M.S., Psychology  
Developmental Psychology + extensive coursework in Leadership and Organizational Performance (formerly Leadership, Policy, & Organizations)
- 2006 DARTMOUTH COLLEGE, Hanover, NH  
B.A., Psychology with Honors

## ACADEMIC APPOINTMENTS

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### Colorado College

- July 2024- present                      *Professor of Education, Department of Education*
- February 2019- June 2024              *Associate Professor of Education, Department of Education*
- July 2020- July 2023                      *David and Lucile Packard Professor*
- May 2013- February 2019                *Assistant Professor of Education, Department of Education*
- August 2011- May 2013                 *Postdoctoral Fellow, Riley Scholar-in-Residence, Department of Education*

## LEADERSHIP POSITIONS

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### Colorado College

- July 2024- present                      *Interim President*

As the Interim President of Colorado College, my priorities focus on two key areas: reclaiming the liberal arts and enhancing institutional strength. Amidst ongoing debates about the value of a college degree, I am a staunch advocate for interdisciplinarity, applied learning, community engagement, social action, and continued education. My vision for a sustainable future includes improving access, affordability, and opportunity; reducing reliance on tuition through revenue generation and operational efficiency; and supporting students, faculty, and staff with expanded mental health and wellness resources. To achieve these goals, I develop and execute fundraising strategies, engage with alumni, faculty, staff, and students

to create a thriving community, provide executive oversight of the President's Cabinet, and collaborate with the Board of Trustees to implement a shared governance model and ensure the college's long-term financial health.

January 2022-June 2024      *Executive Vice President and Chief of Staff*

The Executive Vice President and Chief of Staff is the President's principal advisor and thought partner, representing the President's views to internal and external constituents in her absence. My primary responsibility was to advance institutional priorities by overseeing cross-divisional offices including the Fine Arts Center at Colorado College (FAC), the Office of Creativity and Innovation (C&I), the Office of the Ombuds, and the Office for Institutional Planning and Effectiveness. I supervised the Antiracism, Diversity, Equity, and Inclusion (ADEI) leadership team who implements the antiracism strategic plan. I was the executive point of contact for the Board of Trustees and cultivated and sustained external partnerships in support of institutional goals. My portfolio included 64 employees including 11 direct reports and \$4.4 million in operations and \$6 million in endowments and gifts.

July 2021-January 2022      *Director of the Crown Teaching Center*

The Director of the Crown Faculty Development Center (now the Crown Teaching Center) is responsible for designing professional development opportunities for 220 faculty across career stages and disciplines. The Dean of Faculty charged me with updating the Center's offerings to align with new curricular and pedagogical realities with the support of one part-time staff member. I oversaw a \$50k operating budget and \$10k in endowments and gifts.

January 2020-January 2022      *Director of Graduate Studies & Chair of Education*

Reporting to the Dean of Faculty, the Director of Graduate Studies and Chair of Education at Colorado College oversees the College's only masters programs, including the Master of Arts in Teaching 5<sup>th</sup> Year Program and the Master of Arts in Teaching, Dyslexia Specialist Program, as well as a 9<sup>th</sup> semester teacher licensure program, and an undergraduate major and minor. As Dean of the Graduate school, I worked closely with other deans of education throughout Colorado through the *Colorado Council of Deans of Education* (CCODE), advocating for state policies supportive of K-12 schooling and teacher preparation. Because the College offers no other graduate programs, the Director of Graduate Studies and Chair of Education must also be the Director of graduate admissions, financial aid, and communications/marketing. The Department of Education employs 14 staff members, including teaching supervisors (5), administrative assistants (2), the Director of Teacher Education (1) tenure-track and tenured faculty (4), visiting faculty (1), and lecturers (1). I stewarded an operating budget of \$494k and \$135k in endowments and gifts.

February 2020-July 2020

*Interim Director of the Butler Center*

At the request of the former Provost and former Dean of Students, I served as the Interim Director of the Butler Center during the height of the Covid-19 pandemic. The Butler Center (TBC) is Colorado College's multicultural student center, focused on identity development, coalition building, antiracist advocacy, and student mentoring. The Center offers robust programs, events, support groups, and initiatives for students, staff, and faculty, including the *First-Generation Collegiate Mentoring Program*, the *Queer and Trans Collective*, while also managing the *Enclave Living Learning Community*, a residency hall for students interested in learning about and practicing healthy self-care, peer support, and community development for social justice. I worked with a staff of 4 to support 18 multicultural student organizations while also transitioning programming online while maintaining fidelity of purpose and significance of impact. The Butler Center's operating budget was \$135k, supplemented by \$65k in gift funds.

August 2017-December 2019 *Associate Chair of Education*

As the Department of Education's inaugural Associate Chair, I crafted an administrative position to support the operations of a department with only 4 faculty but an undergraduate major/minor, two graduate programs, and a 9<sup>th</sup> semester teacher licensure program. Reporting to the Department Chair, I was responsible for onboarding and mentoring new tenure-track faculty and year-long visitors, including syllabi development and review, teaching observations, analyzing course evaluations, and co-creating professional development plans. I also oversaw the undergraduate curriculum, including directing the undergraduate thesis proposal process, writing and submitting departmental course proposals to the Committee on Instruction, and chairing the department's assessment committee.

## RESEARCH INTERESTS

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

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

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

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

Valtierra, K. M. & **Whitaker, M.C.** (2021). Beliefs or Classroom Context: What Matters Most to Novice Urban Teachers' Enactment of Culturally Responsive Pedagogy? *The Urban Review*, 53(5), 857-880. DOI: 10.1007/s11256-021-00599-x

Caldera, A., **Whitaker, M.C.**, & Popova, D. (2020). Classroom Management in Urban

Schools: Proposing a Course Framework. *Teaching Education*, 31(3), 343-361 DOI: [10.1080/10476210.2018.1561663](https://doi.org/10.1080/10476210.2018.1561663)

**Whitaker, M.C.**, & Valtierra, K.M. (2019). *Schooling Multicultural Teachers: A Guide for Professional Development and Program Assessment*. Emerald Publishing.

**Whitaker, M.C.** (2019). Us and Them: Using Social Identity Theory to Explain Teacher-Student Relationships in Urban Schools. *The Urban Review*, 52, 691-707 DOI: [10.1007/s11256-019-00539-w](https://doi.org/10.1007/s11256-019-00539-w)

**Whitaker, M.C.**, & Grollman, E.A. (Eds.) (2018). *Counternarratives from Women of Color Academics: Bravery, Vulnerability and Resistance*. New York, NY: Routledge/Taylor Francis.

**Whitaker, M.C.**, & Valtierra, K.M. (2018). Enhancing Preservice Teachers Motivation to Teach Diverse Learners. *Teaching and Teacher Education*, 73, 171-182.

**Whitaker, M.C.**, & Valtierra, K.M. (2018). The Development of the Dispositions for Culturally Responsive Pedagogy Scale. *Journal for Multicultural Education*, 12(1), 10-24.

**Whitaker, M.C.** (2016). *Learning from the inside-out: Child development and school choice*. Lanham, MD: Rowman & Littlefield Publishers.

**Whitaker, M.C.** (2016). (Re)Defining academic rigor: From theory to praxis in college classrooms. *Currents in Teaching and Learning*, 8(1), 4-17.

**Whitaker, M.C.** & Holum, B. (2015). A Community-based learning approach for changing students' beliefs about poverty. *Understanding and Dismantling Privilege*, 5(2), 57-81.

**Whitaker, M.C.**, & Hoover-Dempsey, K.V. (2013). School influences on parents' role beliefs. *The Elementary School Journal*, 114(1), 73-99.

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

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**Whitaker, M.C.** (2024). Don't sell yourself short: Starting your own business as an academic. In Denise & Louis (Eds.), *Conditionally Accepted: Navigating Higher Education from the Margins*. Austin, TX: University of Texas Press.

**Whitaker, M.C.** & Fhagen, P. (2023). Anti-oppressive pedagogy: Connecting theory to practice within faculty learning communities. In Rainville, Title, & Desrochers (Eds.), *Faculty Learning Communities Working Towards a More Equitable, Just, and Antiracist Future in Higher Education*. Information Age Publishers.

Valtierra, K.M. & **Whitaker, M.C.** (2023). The inclusive instructional observation protocol: A framework for faculty instructional coaching. In Rainville, Title, & Desrochers (Eds.), *Faculty Learning Communities Working Towards a More Equitable, Just, and Antiracist Future in Higher Education*. Information Age Publishers.

**Whitaker, M.C.** (2023). It's complicated: White preservice teachers' motivation to teach in urban

- schools. In T. Flowers (Ed.), *The Foundations of Urban Education: Key Issues*. London, UK: Cambridge Scholars Publishing.
- Whitaker, M.C.** (2020). Utilizing feminist pedagogy to foster preservice teachers' cultural consciousness. In C. Clausen and S. Logan (Eds.), *Integrating social justice education in teacher preparation programs* (pp. 76-100). Hershey, PA: IGI Global
- Whitaker, M.C.** (2019). The Hoover-Dempsey and Sandler model of the parent involvement process. In S. Sheldon and T. Turner-Vorbeck (Eds.), *The Wiley handbook of family, school, and community relationships in education* (pp. 421-433). Hoboken, NJ: Wiley Press.
- Whitaker, M.C.** (2018). Urban charter schools. In W. Pink (Ed.), *Oxford research encyclopedia of education*. New York, NY: Oxford University Press.
- Whitaker, M.C., & Hines-Datiri, D.** (2018). Teaching what we don't know: Community-based learning as a tool for critical race praxis. In T. Meidl and M.M. Sulentic Dowell (Eds.), *Service-learning initiatives in teacher education programs* (pp. 315-332). Hershey, PA: IGI Global.
- Whitaker, M.C.** (2014). Multicultural education. In S. Thompson (Ed.), *Encyclopedia of diversity and social justice* (pp.531-532). Lanham, MD: Rowman & Littlefield Publishers.
- Hoover-Dempsey, K.V. & **Whitaker, M.C.** (2010). The parental involvement process: Implications for literacy development. In K. Dunsmore & D. Fisher (Eds.), *Bringing literacy home* (pp. 53-82). Newark, Delaware: International Reading Association.
- Hoover-Dempsey, K.V., **Whitaker, M.C.**, & Ice, C.L. (2010). Motivation and commitment to family-school partnerships. In Christenson, S.L., & Reschly, A.L. (Eds.), *Handbook on school-family partnerships for promoting student competence* (pp. 30-60). New York, NY: Routledge/Taylor and Francis Group.
- Cummings, T., **Whitaker, M.**, Darrow, C. & Milner, H.R. (2009). Identity development. In K. Lomotey (Ed.) *Encyclopedia of African American Education* (pp. 1:351-353). Thousand Oaks, CA: Sage Publications.
- Hoover-Dempsey, K.V., Ice, C.L., & **Whitaker, M.C.** (2009). Why and how does Does parental involvement during adolescence make sense? In Hill, N., & Chao, R. (Eds.), *Family, school, and the adolescent: Connecting research, policy, and practice* (pp. 19-36). New York, NY: Teachers College Press.
- Walker, J. M. T., Hoover-Dempsey, K. V., Ice, C. L., & **Whitaker, M. C.** (2009). Parental involvement supports better student learning. In R. Deslandes (Ed.), *International perspectives on student outcomes and homework: Family-school-community partnerships* (pp. 25-38). New York, NY: Routledge/Taylor & Francis Group.

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

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

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

## CONFERENCE PRESENTATIONS

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

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

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

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

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

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

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

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

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

Whitaker, M.C. (2013, September). *White Boards, Black Erasers: Strategies for Dealing with White Privilege in the Classroom*. Panelist at the annual meeting of the Critical Ethnic Studies Association, Chicago, IL.

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

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

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

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

## FELLOWSHIPS & GRANTS

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

## SERVICE TO THE DISCIPLINE

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2020-present	Educational Equity Development Advisory Board, <i>National Geographic Society</i>
2023-2024	Board Member, <i>National Alliance on Mental Illness (NAMI)</i>
2019-2023	Vice President, <i>African American Youth Leadership Conference</i>

2021-2023	Editorial Board, <i>Association of Independent Liberal Arts Colleges for Teacher Education</i>
2019-2022	<i>Colorado Council of Deans of Education</i>
2014- 2019	Advisory Board, Matrix Center for the Advancement of Social Equity and Inclusion, <i>University of Colorado, Colorado Springs</i>
2016-2018	Board Member, <i>Pikes Peak Prep Charter School</i>
2011-2013	Advisor & Ambassador, Pathways to College Readiness and Success Program, <i>El Pomar Foundation</i>

### **REGULAR COURSES**

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Teaching and Learning Across Communities (*CC100/CC120*); Diversity and Equity in Education (*Equity & Power*); Educational Psychology (*Society and Human Behavior*); Tradition of African American Education; Educational Assessment in a Political Context; Policy and Politics in American Education; Education Reform in the 21<sup>st</sup> Century; Classroom Research Methods for Effective Teaching (*MAT*); Teacher and Teaching Identities (*MAT*)