Renuka Mahari de Silva, Ph.D.
Department of Teaching, Leadership & Professional Practice
College of Education and Human Development
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I. EDUCATIONAL BACKGROUND

Ph.D. Indigenous Narratives and Storytelling
Dept: **Educational Foundations and Research (2019)** College of Education and Human Behavior, University of North Dakota
Concentration: Native and Indigenous Women of Hawai'i: *Exploring the Importance of Indigenous Narratives and Storytelling to Understand Ancestral Knowledge Systems*
Degree Conferred, August 2, 2019 (Advisor and Chair: Dr. Cheryl Hunter).

M.E.D. Educational Foundations (2012)
University of Hawai'i, Mānoa
Thesis Title: Ideas for Capacity Building and Educational Empowerment of Female Children in Rural Butaleja, Uganda: Applying the Central Human Capability Approach.

B.ED. (2004) Teacher Education: Junior/Intermediate: All Subjects
Special Emphasis: Visual Arts
Additional Qualifications: Special Education **(2005)**
York University, Toronto, ON, Canada
License Awarded 2004.

Post Graduate Certificate, Marketing Management (1993)
Humber College, Toronto, ON, Canada.

B.FA.-Visual Arts-Specialized Honors (1982)
Major: Photography/Graphic Design & Studio
Minor: Art History, Art & Architecture-European and Middle Eastern
York University, Toronto, ON, Canada.

II. PROFESSIONAL EXPERIENCE

Associate Professor, Tenured (2026)
Tenure Track Assistant Professor (2022–2026)
Assistant Professor (Clinical 2019-2021)
College of Education and Human Development
Department of Teaching, Leadership & Professional Practice
University of North Dakota.

Project/Program Director (2021-present)
Indigenous Teacher Education
University of North Dakota.

Project Director (2022-2023)
Indigenous Language Education
University of North Dakota.

Program Director (2020-2023)
Indigenous Language Education
University of North Dakota.

Program Coordinator (2019-2020)
Indigenous Language Education.

Elementary, Middle, & High School Teacher in Multiliteracies (2004-2017)
York Region District School Board (YRDSB), ON, Canada.

Lead Teacher: Elementary & Middle School-Differentiated Instruction (2009-2011), Multiliteracies & Humanities through the Arts. YRDSB, ON, Canada.

Middle & High School Teacher-Special Program Delivery (2006-2010)
YRDSB, ON, Canada.

High School Teacher-Voluntary (2001-2003)
Social Justice Education, Humanities, and Fashion Design and Marketing
Simcoe County District School Board, Barrie, ON, Canada.

III. COURSES TAUGHT

University of North Dakota (2019-present)
*Courses taught as online synchronous/asynchronous are starred.
UNDERGRADUATE
T&L 432 Learning Environments (Spring 2026, Face -to-Face)
T&L 433 Multicultural Education (*Spring 2026)
T&L 433 Multicultural Education (*Spring, *Fall 2025).
T&L 433 Multicultural Education (Spring, *Summer, *Fall 2024).
T&L 433 Multicultural Education (Spring, *Summer, Fall 2023).
T&L 433 Multicultural Education Spring, *Summer, Fall 2022).
*T&L 489 Senior Capstone: Responsive Teaching (Spring 2021).
*T&L 489 Senior Capstone: Responsive Teaching (Summer 2021).
*T&L 486 Indigenous Methods PK-5 & 6-12 (Fall 2020).
*T&L 487 Student Teaching (Summer 2021).
*T&L 486 Indigenous Methods PK-5 (Summer 2020).
* T&L 486 Indigenous Methods 6-12 (Summer 2020).
T&L 486 Indigenous Methods PK-5 & 6-12 (Spring 2020).
T&L 432 Learning Environments (Spring 2020).
T&L 433 Multicultural Education (Spring 2020).
T&L 418: Curriculum and Pedagogy in Indigenous Education (Fall 2019).
T&L 432: Learning Environments (Fall 2019).
T&L 432: Learning Environments (Spring 2019).
T&L 250: Introduction to Education(Spring 2019).

GRADUATE
T&L 545 Adult Learners (Fall 2025).
*EFR 527 Education Policy: Theories and Research (Fall 2024).
*EFR 520 Transnational and Pluralistic Designs in Qualitative Research (Fall 2023).
*T&L 572 Teacher Education, Focus on the Learner (Fall 2023).
*EFR 520 Transnational and Pluralistic Designs in Qualitative Research (Summer 2023).
*EFR 520 Transnational and Pluralistic Designs in Qualitative Research (Spring 2023).

*EFR 520 Advanced Qualitative Research Methods (Summer 2020).
T&L 572 Teacher Education, Focus on the Learner (Fall 2019).

GRADUATE/UNDERGRADUATE LESSONS DELIVERED BY INVITATION (2012-2018).
Invited by: Dr. Veselina Lambrev, College of Education, University of Hawai‘i, Mānoa.
EDEF 683: Social and Cultural Contexts of Education.
EDEF 310: Education in American Society.

GRADUATE STUDENT ADVISING (2021-present).
Doctoral (chaired in bold).
Charles Grolla (E.D.D., Educational Practice & Leadership), 2023- Present.
Leinora Alimboyoguen (E.D.D., Educational Practice & Leadership), 2023-Spring 2025.
Steve Fraser (E.D.D., Educational Practice & Leadership), 2023- Present.

DOCTORAL COMMITTEE MEMBER
Brinda Sivaramakrishnan (Indigenous Health)
Shaylah Anderson (PhD., Counseling Psychology).
Ke‘alohilani Worthington (Ph.D., Indigenous Health).
Paula Aubrey (PhD., Indigenous Health).
Brinda Sivaramakrishnan (PhD., Indigenous Health).

GRADUATED
Montgomery Brown, BSED Elementary Education and Accelerated Masters in Elementary Education with specialization in Indigenous Education, Summer 2025. Program Director: Renuka de Silva, Indigenous Teacher Education.
Paula Aubrey (PhD., Indigenous Health), Summer 2024.

UND COURSES DEVELOPED
T&L 578 Curriculum and Pedagogy in Indigenous Education (2022).
T&L 433 Multicultural Education (Face-to-Face/Online) (2020).
T&L 418 Curriculum and Pedagogy in Indigenous Education (2020).
EDL 517 Leading Inclusive Schools: Removing the Margins (2020).

INDIGENOUS LANGUAGE TEACHER EDUCATION DEGREE PROGRAM (BSED).
This is the first of its kind, North Dakota Education Standards and Practices Board (ND ESPB) accredited Indigenous language teacher education degree program at the University of North Dakota. This program was established to address the shortfall of Indigenous language teachers in the state to teach endangered Indigenous languages (Lakota and Dakota). This highly specialized teacher education degree program is unique to the Dakotas.

First Cohort (2018-2023)-Graduated Students.
Renuka de Silva, Program Director.
Čhaŋté Ištá (Arlene Smith)-Summa cum laude (Spring 2021).
Ronald Walking Eagle-Suma cum laude (Spring 2021).
Chad Ward (Spring 2021).
Santana Fuentes-Cum laude (Summer 2021).
Paulette Driver (Spring 2025).

IV. SERVICE

DEPARTMENTAL SERVICE
FER Committee: Elected (Fall 2026)
Program Development: 4+1 Accelerated Master's (2021-2022).
BSED Early Childhood Education and Master's in Early Childhood Education with Specialization in Indigenous Teacher Education-program development and implementation (2020-2022).
Collaborative colleagues: Drs. Jo-Anne Yearwood, Grace Keengwe, and Kristen Votova.
BSED Elementary and Master's in Elementary with Specialization in Indigenous Teacher Education. Program development and implementation (2020-2022). Collaborative colleague: Dr. Bonni Gourneau.
N.D. Indigenous Teacher Mentoring Program initiative- Governor Bergum's office initiative (October 2021-May 2022).
Indigenous Teacher Education Program Development: Program website, catalog, handbook (2021).
T&L 433 Multicultural Education: Course Revalidation (2021).
T&L 418 Curriculum and Pedagogy in Indigenous Education: Course Revalidation (2021).
Undergraduate Mentoring: Lakota/Dakota language/I.T.E. students (2019-2025).
Praxis Tutoring for Lakota/Dakota Language undergraduate students (2019-2022).
Indigenous Education grant development (2019-2020).
Middle & Secondary Program development (2019-2021).
Curriculum & Instruction: M.S. Program Development (Fall 2019).

COLLEGE SERVICE
CEHD Research Committee--Elected (Fall 2025-present)
CEHD DEIA Fall Book Read: Nice Racism, Organizer and Planner with Dr. Azizova (Summer 2023-Spring 2024).
CEHD DEIA Racial Healing Webinar, Organizer and Planner with the DEIA Committee (2023).
CEHD DEIA (Diversity, Equity, Inclusion& Advocacy) Committee: Chair (2021-2024).
CEHD Strategic Planning Steering Committee: Member-Stage 1 (Summer 2023).
Search Committee: Member, TLPP Chair Search (2021).
North Dakota Social Emotional Learning Network (ND SEL Network) (2021-2022).
CEHD Syllabi Review Team: Social Justice Initiative: Member (2020-2022).
CEHD Justice & Equity Committee: Member (2020-2022).
CEHD Diversity Committee: CEHD Mission/Vision Development Taskforce: Member (2020).
Search Committee: Member, TLPP Chair Selection-Internal (2020).
Search Committee: Member, HE Faculty Search for Assistant Professor (2020).
Search Committee: Member, TLPP Faculty Search for Assistant Professor (2020).

UNIVERSITY SERVICE
Member: University Faculty Senate D.E.I. Committee (2023-2024).
Member: University of North Dakota Council of Women + (UCW+) (2022-present).
Vice Chair, University Faculty Senate D.E.I. Committee (2022-2023).
Senator: University Senate, University of North Dakota (2022-2023).

CEHD PROGRAM COMMITTEES
Member: Middle/Secondary Committee (Fall 2025-Spring 2026).
Member: Early Childhood Education (E.C.E.) (2021-Spring 2025).
Member: North Dakota Social Emotional Learning (ND SEL) Collaborative Committee (2021-2022).
Member: Middle/Secondary Committee (2019-Spring 2021).

PROFESSIONAL ASSOCIATION SERVICE
AERA Qualitative Research SIG # 82 QR SIG Travel Award Committee (Summer 2025-present)
AERA Qualitative Research SIG # 82 Executive Committee, Co-Chair: Elected (2022-Spring 2025).
PhD Candidate Reviewer for American Educational Research Association (AERA) SIG-Narrative Research, AERA 2019 Annual Meeting (2018).

ADVISORY BOARD MEMBER
Robinson, J., Hunter, J., Gourneau, B., Smart, K., Schlenker, J., & Bowman, F. River of Dreams (Project CuRRENT): Using integrated place-based watershed curriculum to increase teachers' self-efficacy with culturally relevant STEM. NSF DRK-12 (Awarded $500,000) (2023-2025).

COMMUNITY SERVICE
Tate Topa M.S. Devils Lake, Healing Garden work with students and Teachers (2021-present).
UluNiu Community Member 2022-present (Planning member of UluNiu Conference Hawai'i, 2024).
Member, Intercultural Advisory Council (I.A.C.), City of Grand Forks (2022-present).
Member, Greater Grand Forks Women's Leadership Cooperative (2022-2023) (through UND's UCW+).

COMMUNITY RESEARCH ALIGNED WORK
UluNiu Project, University of West O'ahu: A Hawaiian cultural landscaping and agroforestry project spearheaded and nurtured by Dr. Manulani Aluli-Meyer, Konohiki-Kūlana o Kapolei and Indrajit Gunasekara. This project connects students and communities in several Hawaiian Islands to support and sustain these nutritious food sources for the Hawaiian community. In my yearly visits, I help plant, and nurture niu plants (coconut plants) to be distributed throughout the Islands and work on research in support of regaining lost Indigenous knowledge systems to colonialism. Kupu ka niu kupu ke kanaka (When coconuts grow, humanity flourishes)-Dr. Manulani Aluli Meyer. (My involvement is ongoing-2017-present).
Planning and constructing an Indigenous Healing Garden (Dusty GoodBird) at Tate Topa Tribal Middle School to incorporate Indigenous knowledge systems to enhance Indigenous gardening practices. Exploring ways Indigenous preservice teachers can teach STEM concepts and inquiry-based learning on site to Native American students. Devils Lake, ND. (2021-present).
Hui Ku Like Kakou, Ka'ala Farms. Planting and harvesting lo'i kalo community project. Honolulu, HI. (2019).
Waimānalo Limu Hui (Limu restoration project to secure Hawaiian food sovereignty), Honolulu, HI (2019).
Amnesty International, *Love Wins* Event, Queen's Beach, Honolulu, HI (2018).
Collaborative coordination of the Pink Chair Event. E.F.R. Student Organization, UND (2018).
Construction of student artworks for the permanent mural. Al Palladini Community Center, City of Vaughan, ON, Canada (2011).
Created a permanent mural of students' Earth Hour banner for the City of Vaughan, ON, Canada (2011).
Collaborated, supported, and guided *Forgotten Remedy*, a local high school youth band who won the Recognizing Arts Vaughan Excellence (RAVE) Award, City of Vaughan, ON, Canada (2010).
Visual Arts Alive: Prepared multimedia Visual Arts banner to celebrate "Communities Making a Difference," published in *A Needle Pulling Thread* magazine (2010).
York Region Police-*International Day for the Elimination of Racial Discrimination*, City of Vaughan, ON, Canada (2007-2009).

V. PUBLICATIONS/PERFORMANCES/EXHIBITS/EDUCATIONAL PRODUCTS

Special International Recognition of Former Work is now published in an internationally edited book.

CHAPTER 19 **REFLECTING & CULTURALLY RELEVANT PEDAGOGY**

Gloria Ladson-Billings: Igniting Student Learning Through Teacher Engagement in Culturally Relevant Pedagogy: Igniting Student Learning Through Teacher Engagement in Culturally Relevant Pedagogy by **Renuka Mahari de Silva,** Rebecca Gleditsch, Christine Job, Shannon Jesme, Brittney Urness and Cheryl Hunter published in the Spring-Summer 2018 edition of *Multicultural Education*.
https://pressbooks.nscc.ca/ecediversepractice/chapter/reflecting-culturally-relevant-pedagogy/

West, J., Sampson, M., & Shortte, M. (2022). Reflecting & Culturally Relevant Pedagogy. *ECE: Diverse and Inclusive Practices in Nova Scotia*.

PEER-REVIEWED JOURNAL ARTICLES (12)

de Silva, R., & Fifita, P. (2025). Epilogue: Kupu Ka Niu Kupu Ke Kanaka: Transforming Understandings of An Ancient Ancestor through the Niu Now Movement. *Pacific Studies* 48(2): 327-345.

de Silva, R. M. (2025). How Does Poverty Affect Access to Continuing Education of Female Children in Rural Sri Lanka?. *Multicultural Education*, *32*.

de Silva, R. M., & Fifita, P. (2025). Voices From Within: Exploring Wahine Mana Through the Visual Medium. *International Review of Qualitative Research*, *0*(0). https://doi.org/10.1177/19408447251376333

de Silva, R. M., & Fifita, P. (2025). Nā Limu O Ke Kai: Inspiring Kānaka Health and Wellbeing. *Cultural Studies↔ Critical Methodologies*, 15327086251346129

de Silva, R. M. (2024). The divine feminine: Calling back the treasured Mo‘olelo from the forbidden past to heal the present. *Cultural Studies ↔ Critical Methodologies* https://doi.org/10.1177/15327086231224782.

de Silva, R. M., & Hunter, J. E. (2021). Puhi in the Tree and Other Stories: Unlocking the Metaphor in Native and Indigenous Hawaiian Storytelling. *Qualitative Report*, *26*(6).

de Silva, R. M., & Hunter, C. A. (2019). Art and the Voices Within: Exploring Kānaka Women’s Storytelling in the Visual Medium Through Portraiture and Kānaka ‘Ōiwi Methodologies. *Te Kaharoa*, *12*(1).

de Silva, R. M., Gleditsch, R. F., Jesme, S., Job, C., Torgerson, M. D., & Hunter, C. (2019). Championing Equity & Social Justice-Based Pedagogies: Appreciating Paul Gorski. *Multicultural Education*, *26*(2), 23-29.

de Silva, R. M., Gleditsch, R., Job, C., Jesme, S., Urness, B., & Hunter, C. (2018). Gloria Ladson-Billings: Igniting Student Learning Through Teacher Engagement in Culturally Relevant Pedagogy. *Multicultural Education*, *25*(3/4), 23-28.

Chanicka, J., **Mahari de Silva, R.**, & Merkley, K. (2018). An inclusive design vision for Canada–schooling as a process for participatory democracy and responsible citizenship. *Intercultural Education*, 1-15.

Jesme, S., Tamkong, D.N., **de Silva, R. M.,** Gleditsch, R., Job, C.,& Hunter, C. (2017). Narrating the Life of Multiculturalist Marybeth Gasman’s Refrain of Resilience. *Multicultural Education*, 25(1), 17-21.

de Silva, R. M. (2016). Ideas for Capacity Building and Educational Empowerment of Female Children in Rural Butaleja, Uganda: Applying the Central Human Capability Approach. *Contemporary Rural Social Work*, *8*(1), 79-90.

PEER-REVIEWED BOOK CHAPTERS IN PRESS (2)

de Silva, R. M. & Chinkondenji, P. Weaving Tapestries: A Story of Two Transnational Female Students in Higher Education. In N. K. Denzin & J. Salvo (Eds.). (Spring 2026). *Educational and Sustainability*: Constructing Meaning Through a Qualitative Lens. Gorham, ME. Myers Education Press.

Chinkondenji, P. & **de Silva, R. M**., Virtual futures in qualitative inquiry: The discomforts and freedoms of virtual data gathering using multi-modal tools in transnational digital storytelling. In N. K. Denzin & J. Salvo (Eds.). (Spring 2026). *Education and Technology*. Gorham, ME. Myers Education Press.

PEER-REVIEWED INVITED JOURNAL ARTICLES FOR SPECIAL ISSUE IN PRESS (1)

de Silva, Renuka, Mahari, Fifita, Patricia. Life-giving kalo, my shield, and my protector: *A woman's journey of hope and food security*. In Food Sovereignty in Oceania, Fifita, P., Riley, K., and J. Wagner (Eds). (Spring 2027). [Special Issue]. Pacific Studies.

PEER-REVIEWED INVITED JOURNAL ARTICLES FOR SPECIAL ISSUE UNDER REVIEW (1)

de Silva, R. M., Suazo-Flores, E., Livingston, R., Eastman, N. Grounding professional development in relational accountability and Indigenous Methodologies: Educators' stories around an Indigenous mathematics workshop. In Education Sciences: Rural Education in a Changing World: Complexity, Challenges, and Pathways Towards Equity, Seeberg, V, Yu, L (Eds). Fall 2026 [Special Issue].

PEER-REVIEWED MANUSCRIPTS UNDER REVISION (1)

de Silva, Renuka. Mayūri as a Methodology: A Sense of Belonging. Qualitative Inquiry. SAGE Journals. Proposed publication, Spring 2026

VI. PROFESSIONAL PRESENTATIONS

PEER-REFEREED NATIONAL / INTERNATIONAL & REGIONAL CONFERENCE PRESENTATIONS (21)

de Silva, R., DeCoteau, D., Suazo-Flores, E. Seeds of Dakota Resurgence: Grounding Professional Development in Relational Accountability and Indigenous Methodologies. CEHD Conference. (Spring 2026).

de Silva, R. Kupu ka niu kupu ke kanaka- When coconuts grow, humanity flourishes. Research, Remedy, and Repair: Toward Just Education Renewal, (SIG: Indigenous Peoples of the Pacific and Beyond). AERA, Denver, CO., U.S.A. (Spring 2025).

de Silva, R. & Chinkondenji, P. Re/imagining transformative storytelling by women in a digital era: *Traversing multiple spaces in Sri Lanka and Malawi*. In Highlighted Paper Session: Possibilities and Problematics for Gender Equity across Digital Technologies (SIG: Gender Justice). Comparative & International Education Society (CIES), Chicago, IL. (Spring 2025).

de Silva, R. & Chinkondenji, P. Weaving Tapestries: Exploring Stories of Transnational Female Students in Higher Education of Malawi and Sri Lanka. CEHD Research Fair, Grand Forks, ND. (Spring 2025).

de Silva, R. & Chinkondenji, P. Re/imagining Digital Storytelling in Transnational and Multi-cultural Contexts: North Dakota, Hawai'i, Sri Lanka, and Malawi. UND Multicultural Conference. Grand Forks, ND. (Fall 2024).

de Silva, R. Voices from Within: Exploring a Wahine's Mana through the Visual Medium. (SIG: Indigenous Peoples of the Pacific and Beyond). AERA, Chicago, U.S.A. (Spring 2023).

de Silva, R. Chaired (Fall 2022) Capabilities, Gender, and Public Policy session at the Human Development and Capability Association (HDCA). University of Antwerp, Belgium. I also presented a mixed-methods research paper, How is caste a long-sustained, unjust social structure affecting girls' higher educational trajectory and beyond in the rural *sector of Sri Lanka?* (2022).

de Silva, R. Indigenous Pedagogy: Assessment through Indigenous Methods. *Why is this a significant factor in Indigenous students' engagement and success?* UND DEI Conference (Fall 2022).

de Silva, R. Calling Back the Treasured Mo'olelo From the Past to Transform the Pedagogy of the Present Qualitative Research Study (Paper). (SIG: Indigenous Peoples of the Pacific and Beyond). Roundtable Session: Accepting Educational Responsibility: The Importance of Indigenous Research and Praxis. AERA Virtual Conference (2021).

de Silva, R. Calling Back the Treasured Mo'olelo from the Forbidden Past to Heal the Present. Qualitative Research Study (Paper). Native American and Indigenous Studies Association (NAISA) Conference in Aotearoa-New Zealand (2019).

de Silva, R. & Hunter, J. Unlocking the Metaphor in Native (Kānaka 'Ōiwi) and Indigenous (Kānaka Maoli) Hawaiian Women's Storytelling. Qualitative Research Study (Paper). Roundtable Session; Setting the Record Straight in the Post-Truth Era: The Importance of Indigenous Research and Praxis, American Educational Research Association (AERA), Toronto, Ontario, Canada (2019).

de Silva, R. Art and the Voices Within: Looking at Hawaiian Native and Indigenous Women' Arts Through Storytelling. Qualitative Research Study (Paper). The International Academic Forum (iafor), Honolulu, Hawaii. U.S.A. (2019).

de Silva, R. & Hunter, J. How narrative research resounds with Native and Indigenous ways of knowing to de-colonize education. Qualitative Research Study (Paper). Ethnographic & Qualitative Research Conference (EQRC), Las Vegas, NV, U.S.A. (2018).

Tomchuk, M., **de Silva, R.,** Hunter, Students' Perceptions of Racism at a Predominantly White Institution (PWI). A Mixed-Methods Study (Paper). Ethnographic & Qualitative Research Conference (EQRC), Las Vegas, NV U.S.A. (2018).

Brodal Syversen, Hill E., Hunter C., **de Silva. R.** Is Diversity Curriculum Enough? University Students' Perceptions of Racism and Institutional Efforts to Improve Diversity Awareness Climate. A Mixed-Methods Study (Paper). Ethnographic & Qualitative Research Conference (EQRC), Las Vegas, NV, U.S.A. (2018).

de Silva, R. Concept of *Death* as a Conduit to Broaden Perspectives in Philosophical Education. Theoretical Study (Paper). Philosophy of Education Society of Australasia (PESA), Newcastle, Australia (2017).

de Silva, R. What are the implications of Amartya Sen's theoretical perspectives to girls' primary education in rural Sri Lanka? Theoretical Study (Paper). 20th Biennial International Symposium of International Consortium for Social Development, Zagreb, Croatia (2017).

de Silva, R. Gleditsch, R., Job, C., Jesme, S., & Hunter, C., Dr. Gloria Ladson-Billings: Igniting student learning through teacher engagement in *Culturally Relevant Pedagogy.* 20th Biennial International Symposium of International Consortium for Social Development, Zagreb, Croatia (2017).

de Silva, R. Dr. Gloria Ladson-Billings: Igniting student learning through teacher engagement in *Culturally Relevant Pedagogy* (Poster), University of North Dakota (UND), Grand Forks, ND. U.S.A. (2017).

de Silva, R. How can "bodily health" of central human capability approach be applied to educational empowerment of female children in Butaleja, Uganda? Panel Discussion/Presentation. Human Development and Capability Association (HDCA), Georgetown University, Washington, D.C., U.S.A. (2015).

de Silva, R. How can "Bodily health" of the *Central Human Capability Approach* be applied to the educational empowerment of female children in Butaleja, Uganda? Theoretical Study (Paper). Comparative and International Education Society (CIES), Washington, D.C., U.S.A. (2015).

de Silva, R. How can "Bodily health" of the *Central Human Capability Approach* be applied to the educational empowerment of female children in Butaleja, Uganda? Theoretical Study (Paper). Comparative and International Education Society (CIES), Toronto, Ontario, Canada (2014).

de Silva, R. Intrinsic Awareness Leads to a Social Conscience – The Journey of Two Students (Action research paper/video). International Graduate Student Conference, University of Hawai'i (2012).

INVITED SPEECHES, DISCUSSIONS & PRESENTATIONS

Renuka de Silva, Panelist Speaker, speaking on behalf of all Native American teacher retention grantees across the United States on grant writing and design to support in-service teaching excellence. Department of Education, Office of Indian Education. Washington, D.C. Spring 2026.

Renuka de Silva, **Speaker (Conference)**, ***Online: Centering Technology as a Pathway to Student Success: Digital Stories.*** World Conference on Education and Training WCET 2025 Conference, Tokyo, Japan. (2025).

Renuka de Silva, **Speaker (Symposium)**, ***Dissecting Global Trends in Pursuing Gender Equity.*** CIES Conference, Chicago, IL. (2025).

Renuka de Silva, ***Panelist Speaker,*** **Human Rights Are Everyone's Rights,** 18th International Human Rights Summit at the United Nations Headquarters, 2024. N.Y., NY.

Renuka de Silva, ***invited guest speaker*** **for the Women Around the World Panel:** International Education Week on November 15, 2023, at the International Center, UND.

Renuka de Silva, ***Healing Gardens as A Way of Life to Creating Abundance.*** L'Association des Français du Nord, Red Lake Falls, MN. (2023).

Facilitator, Book Read of ***Academic Ableism***, TTaDA (2023).

de Silva, R., Ozaki, C., Azizova, Z., Newman R. (moderator). ***Panel Discussion: Can We Talk about this? A Conversation about Teaching Systemic Racism in Schools and Universities.*** UND DEI Conference (Fall 2022).

Renuka de Silva, ***Taking Small, Unified Steps Impact Sustainable Changes. How Are We Inclusive?*** Presentation: UND's Inclusive Ambassadors (Fall 2022).

Renuka de Silva, Zarrina Azizova and Ray Mitic, ***Critical Epistemologies. Renuka: Indigenous Pedagogy: Assessment through Indigenous Methods***. UND (2022).

Renuka de Silva, ***Identities Matter: Decolonizing Syllabi Through Inclusive Education.*** Fall Assessment Retreat: Talk and Presentation for College of Education & Human Development, UND (2021).

Renuka de Silva, ***Identifying Qualitative Research Frameworks, and Methodologies***. Discussion, EDD 999, Dissertation in Practice class, UND (2021).

Renuka de Silva, ***Tolerance and Diversity, do they intersect?*** Era Bell Thompson Multicultural Center University of North Dakota (2017).

Renuka de Silva, ***Power of One-Oppression is Anchored in Privilege.*** Talk and Discussion, Tunnel of Oppression, UND (2017).

Renuka de Silva, ***Elusive Paradise.*** This episode of Perspectives on Global Justice briefly reviews how en-gendering descriptions left a legacy of marginalization of Native and Indigenous women during colonization. ThinkTech Hawaii, https://youtu.be/4P4C5doNMgo (2017).

Renuka de Silva, ***Paradise Eluded****.* This episode of Perspectives on Global Justice briefly reviews engendered descriptions of marginalization of women and children in Hawaii and in Sri Lanka; and how post-colonial caste systems and levels of poverty structures contribute to a *paradise eluded* in Hawaii and in post colonized spaces across the globe. ThinkTech Hawaii, https://youtu.be/gVMEaiZ0CF8 (2017).

VII. GRANTS AND CONTRACTS SUBMITTED/FUNDED

EXTERNAL
Federal Training Grants – **Funded**

Principal Investigator: **Renuka de Silva** (2025-2028). U.S. Department of Education, Indian Education & Professional Development Program, Indian Education – Special Programs for Indian Children, Project Title: *Knowledge, Utility & Access (KUA): An Indigenous Teacher Retention Initiative* 84.299B ($976,145.00). Co-Principal Investigator: Elizabeth Suazo-Flores.

Principal Investigator: **Renuka de Silva** (2021-2026). U.S. Department of Education, Indian Education & Professional Development. Project Title: Indigenous Teacher Education, CFDA 84.299B ($1,440,000.00). Co-Principal Investigators: Joshua Hunter & Julie Robinson.

Principal Investigator and Project Director **(**2022-2023), U.S. Department of Education, Indian Education & Professional Development. Project Title: CFDA 84.299B. Lakota Education Action Plan ($1,347,966).

INTERNAL-UND GRANTS FUNDED
de Silva, Renuka. Dr. Clair T. Blikre Family Faculty Support Award-$1000.00, CEHD (2025).
de Silva, Renuka & Robinson. UND CONNECT project (Fall 2024-Spring 2025) "Creating Ribbon Shirts and Skirts with Dakota Students: Sustaining Dakota Oyate Cultural Pride." ($5000.00).
de Silva, Renuka. Faculty Instructional Development Committee (FIDC) Educational Presentation Research Travel Grant (2025). Comparative and International Education Society (CIES) Conference, Chicago, IL ($2,000.00).
de Silva, Renuka. CEHD Mini Research Grant (2024). Traditional Healing Practices: Culture, mental health, and wellbeing among working Sinhala rural women in Sri Lanka ($2,995.00).

INTERNAL-UND GRANTS NOT FUNDED
de Silva, R., **(PI)** Gourneau, B. (Co-PI), Brandt, S. (Co-PI) (2023).
Peace Certificate, Grant ($60,000), CEHD, UND.

EXTERNAL- GRANTS NOT FUNDED
Chinkondenji, P. (PI) & **de Silva, R. (Co-PI),** Lumivero, LLC. Early Career Research Grant (2024). Transnational Digital Stories of Recent Women Graduates in Higher Education ($20,000).
Newton, Charmeka (PI), **de Silva, Renuka (Co-PI),** & Nelson, Katherine (Co-PI) (2023)
William T. Grant: RISE-UP Anti-Racism Research Lab ($600,000).
Gupta, Surojit (P.I.), **de Silva, Renuka (Co-PI)** (2023)
Research and Entrepreneurial Experience for Undergraduates, Veterans, and Minority Communities (REUVM) in Advanced Materials Research ($150,000.00), Air Force Office of Scientific Research. College of Engineering & Mines.
June-Yung Kim (PI), Wendelin Hume (Co-PI), **Renuka de Silva (Co-PI),** Social Determinants of Prenatal Drug Use among Native American Women: Evidence Mapping, Emerging Themes, and Future Direction. Indigenous Trauma & Resilience Research Center (ITRRC) Pilot Grant Program ($60,000). Department of Social Work (2023).

INTERNAL RESEARCH FUNDING RECEIVED

College of Education and Human Development, UND. Grant submitted to fund Human Development and Capability Association Virtual Conference presentation-$185.00 (2022).
College of Education and Human Development, UND. Grant submitted to fund AERA Virtual Conference presentation-$185.00 (2021).
College of Education and Human Development Mini-Grant, UND. Grant submitted to fund conference travel, AERA conference presentation-$500.00 (2019).
Research Faculty Development Committee (R.F.D.) Mini-Grant UND Grant submitted to fund conference travel, IAFOR presentation $500.00 (2019).
School of Graduate Studies Mini-Grant-Travel award, EQRC presentation-$500.00 (2018).
College of Education and Human Development Mini-Grant, UND. Grant submitted to fund conference travel, PESA Conference, Australia-$500.00 (2017).
College of Education and Human Development Mini-Grant, UND. Grant submitted to fund conference travel, Croatia, BISICSD-$500.00 (2017).
College of Education and Human Development Mini-Grant, UND. Grant submitted to fund conference travel, CIES, D.C.-$500.00 (2017).
College of Education and Human Development, UND. Diversity Research Mini-Grant Grant-$200.00 (2017).

VIII. PROFESSIONAL EDUCATION/CERTIFICATES AND LICENSURES/MEMBERSHIPS/ EXPERIENCE

PROFESSIONAL EDUCATION

CEHD DEIA (Diversity, Equity, Inclusion & Advocacy) Leadership Pathway Fellow Training Program (2022-2023).
Developing Tools for Analysis using Narrative-AERA half-day workshop, Chicago, IL (2023).
Implications of A.L. for Higher Education -TTaDA (2023).
Research, Equity and Publication-4 workshops by Dr. Kakali Bhattacharya Consulting LLC., (2023).
The Possibilities and Pitfalls of Community-Engaged Research-Dr. Bianca Baldridge, Harvard Graduate School of Education (2023).
De/colonial Approaches to Qualitative Research. Dr. Kakali Bhattacharya, University of Florida (2023).
Beyond Marginality: Understanding the Intersection of Race, Ethnicity, Gender, and Difference in Educational Leadership Research-EHBS- E.F.R. (2022).
National Center for Faculty Development & Diversity (sponsored by CEHD). A 12-week interactive curriculum connections in small group settings (2022).
Johnny Saldaña: Styles of Qualitative Writing and Reporting. The Qualitative Report, Nova Southeastern University-Virtual Workshop (2022).
Strength-2-Strength Mentoring for Academics (Interactive 8-week course). Dr. Kakali Bhattacharya, Professor, University of Florida (U.F.) (2021).
Identifying, Understanding, and Using Theoretical Frameworks. Dr. Kakali Bhattacharya, Webinar and interactive workshop, Professor, U.F. (2021).
Doing Justice-Oriented Qualitative Research: Navigating the Landscape. Dr. Kakali Bhattacharya, interactive virtual workshop, Professor, U.F. (2021).
Inductive, Narrative, and Creative Approaches to Data Analysis. Dr. Kakali Bhattacharya, Interactive Workshop, Professor UF (2021).
Teaching and Learning Qualitative Research Methods Principles. Through Popular Film Clips. Jonny Saldana, AERA Professional Development (2021).
Diversity's Promise for Excellence in Education: Panel Discussion-TTaDA (2021).
Innovative Learning Symposium: Strategies for Building Belonging. TTaDA (2021).
EYDI/Indigenous Pedagogy Virtual Academy: 6 Sessions; 1) Aatisooke-Inini (The Storyteller), 2)

Aatooskaanan (Winter Stories), 3) Indigenous Storytelling for Social Change in the Technological Age, 4) The Importance of Preserving Traditional Storytelling, 5) Indigenous Knowledge in the Physical Sciences, 6) Healing Through Storytelling (Spring 2021).
EYDI/Indigenous Pedagogy Virtual Academy: 5 Sessions; 1) Trauma-informed Classrooms and Functional Behavior Interventions To Improve Student Outcomes, 2) Anishinaabe Algorithms: Indigenous ethnocomputing with quilting, wigwams, beadwork and more, 3) A View From All Sides: Perspective-taking to Support Family Engagement, 4) Čhokáta Nážiŋ: Indian Education in the 21st Century, 5) Mindfulness as a Protective Factor to Promote Healthy Outcomes (Fall 2020).
Pronouns and Gender for Academic Writing, Surveys and Teaching. TTaDA (Spring 2020).
Reach Everyone and Teach Everyone with Universal Design for Learning. TTaDA (Spring 2020).
Expanding Learner Choices. TTaDA (Spring 2020).
Implementing High Impact Practices Across Modalities. TTaDA (Fall 2019).
Effectively Engaging Students Across Modalities. TTaDA (Fall 2019).
Alice T. Clark Mentor Program-TTaDA. First Year Faculty (2019-2020). *This year long program required a commitment to half-day faculty workshops monthly that focused on developing teaching, mentoring, grant writing, and faculty involvement in the University of North Dakota.*
Graduate Student Workshop: Fostering Interdisciplinary Collaboration. The School of Graduate Studies (Spring 2018).
Understanding and Using Tools for Determining Journal Quality and Metrics. The School of Graduate Studies, UND (Spring 2018).
Professional Communication-Effective Writing & Presenting Workshop. The School of Graduate Studies, UND (Fall 2017).
Grant Writing Workshop for Graduate Students. The School of Graduate Studies, UND (Fall 2017).
Research Philosophy, Methods, & Ethics Workshop. The School of Graduate Studies, UND (Fall 2017).

WORKSHOPS DELIVERED

de Silva, R. Harnessing the best of coconuts, creating cultural fusions- sharing Sri Lankan cooking methods using coconut milk. "Aha Niu: International Coconut Summit @ FestPAC, Honolulu, Hawai'i (Summer 2024).
de Silva, R. 3-Sister Gardening. Indigenous best practices of planting. Tate Topa Tribal School, Fort Totten, Devils Lake. (Spring, 2023 & 2024).
de Silva, R., Votava, K., Johnson, C. Student Engagement in Online Learning Environments, UND (Fall 2019).
de Silva, R. Emigration and Human Experiences: Developing Critical Perspectives through Student Voices. Markham, ON, Canada (Summer 2016).
de Silva, R. Rasool, Yusra. Critical Inquiry and Global Perspectives on Marginalized Children and Silenced Voices, Youth for Human Rights, 10th Annual Human Rights International Symposium, Toronto, ON, Canada (Spring 2016).
How can I be the change I want to see? Inquiry-based learning for the intermediate classroom A teacher training video for professional development, Markham, Ontario, Canada https://youtu.be/FtV93XSWW3Q (2016).
de Silva, R. Social Justice Inquiry Process, a presentation on behalf of the York Region District School Board, (East) to the Danish delegation from the Elementary and Secondary school panels from Denmark, Toronto, ON, Canada (Fall 2015).
de Silva, R. Social Justice, and Multiculturalism: A Critical Look at Learning Spaces video presentation, Markham, ON, Canada (Spring 2015).
Artspiration: Developing and delivering themes from social justice through visual and dramatic arts for the classroom. Teacher Training/Support in partnership with York Region School Board (East), ON, Canada (2015).

One Earth, Many Voices, collaborative arts, and language literacy inquiry unit developed in partnership with York Region District School Board, Curriculum, and Instructional Services. Toronto, ON, Canada (2011).
Member of the Ontario Ministry of Education's Revision Team for the *Revised Visual Arts Curriculum* document, 2009. Toronto, ON, Canada (2008).

CERTIFICATES AND LICENSURES
College Teaching Certificate (2019)
University of North Dakota, Grand Forks, ND, U.S.A.

Ontario College of Teachers (2004)
Teaching License Awarded (Current Status: Good Standing)
Toronto, ON, Canada.

United for Human Rights International, Human Rights Certificate (2024).

Mental Health First Aid (MHFA), U.S.A. Certificate (2021).

PROFESSIONAL MEMBERSHIPS
American Educational Research Association (AERA), **Div. D,** Measurement and Research Methodologies**,** Indigenous Peoples of the Pacific SIG & Qualitative Research SIG.
Comparative and International Education Society (CIES).
Native American and Indigenous Studies Association (NAISA).
Human Development& Capability Association (HDCA), **SIGs:** Indigenous Peoples, Human Rights.
National Indian Education Association (NIEA).
Member of Indian Horse Next 150 Challenge, recognition of Indigenous Experiences across the Turtle Island.

PROFESSIONAL EXPERIENCE (NON-ACADEMIC)
Owner/Designer, Wee Me Inc., International Business in Children's Fashion, ON, Canada (1993-2000).
Editorial featuring Renuka de Silva's designs, Vogue Bambini, Condé Nast, New York (1998).
Editorial featuring Renuka de Silva's designs, Vogue Bambini, Condé Nast, New York (1997).
Top 10 Fashion Designer, Oakville, Ontario, Canada (1992).
Graduate Research Assistant**.** Educational Foundations & Research (E.F.R.**).** University of North Dakota (2017-2018).
Graduate Service Attendant**-** Program Coordinator**.** Era Bell Thompson Multicultural Center, University of North Dakota (2016-2017).

IX. HONORS/AWARDS

OCAF Outstanding Teaching, Research/Creative Activity and Service - Faculty Scholar Award (2026).
OCAF Outstanding Undergraduate Teaching Award (2026).
Excellence in Research and Scholarship Award (2025-2026)
Excellence in Undergraduate Teaching Award-CEHD nomination (2024).
Excellence in Service Award-CEHD nomination (2024).
Endowed Faculty Fellow-Hopper Danley, CEHD, UND (2023).
Excellence in Undergraduate Teaching Award-CEHD nomination (2023).
Excellence in Service Award-CEHD nomination (2023).
Award, Best Research Poster Presentation, CEHD University of North Dakota (2017).

Award, Peer-Reviewed Journal Publication, Educational Foundations and Research, University of North Dakota (2017).
Award, RAVE-Recognizing Arts Vaughan Excellence for Art Educator/Mentor, City of Vaughan, ON, Canada (2011).
York Region Educator with Character, nomination, City of Vaughan, ON, Canada (2011).
York University Faculty of Education Alumni Association (YUFEAA) Excellence in Teaching Award, nomination, ON, Canada (2010).
Award, Educator with Character, Character Conference, York Region District School Board, Aurora, ON, Canada (2007).
Academic Excellence Scholarship-$3,000.00. Faculty of Education, York University, Toronto, ON, Canada (2004).
Award, Academic Excellence & Educational Dedication-$500.00. Faculty of Education Student Association (FESA), York University, ON, Canada (2004).
Award, Robert A. Caco Entrepreneurial Award- $1,000.00. Business and Marketing Management, Humber College, ON, Canada (1993).