

## CURRICULUM VITAE

### Leisy Thornton Wyman

Associate Professor  
Language, Reading and Culture Program  
Department of Teaching, Learning and Sociocultural Studies  
College of Education  
University of Arizona  
lwyman@email.arizona.edu

### EDUCATION HISTORY

Ph.D., Language, Literacy and Policy Program  
Ph.D. Minor, Social and Cultural Anthropology  
*Stanford University Graduate School of Education, 2004*  
Thesis: Language Shift, Youth Culture and Ideology: a Yup'ik Example. Director: Shirley Brice Heath

Alaska Secondary Education Certificate, Multiple Subjects. Teach for Alaska Program.  
*University of Alaska, Fairbanks, 1992*

B.A. History. *Duke University, 1989*

### Major Fields

Anthropology of Education, Educational Linguistics, Indigenous Education, Multilingualism, Language Planning and Policy, Qualitative Research Methods, Research Ethics, Youth Studies, Youth Learning and Development.

### EMPLOYMENT

#### **College of Education, University of Arizona.**

Language, Reading and Culture Program.  
*Assistant Professor, 2005 to 2011.*  
*Associate Professor, 2011 to present.*

Second Language Acquisition and Teaching Program. University of Arizona.  
*Affiliate Faculty, 2005 to present.*

American Indian Studies Program. University of Arizona.  
*Affiliate Faculty, 2008 to present.*

American Indian Language Development Institute.  
*Faculty Member, 2007-2009.*

#### **Stanford University Graduate School of Education.**

Language, Literacy and Policy Program.  
*Research Assistant, 1997-1999.* Identifying, Teaching, and Evaluating the Talented Through Linguistic and Cultural Lenses. National Center for Gifted and Talented Research Project. Co-Principal Investigators: Shirley Brice Heath, Guadalupe Valdés, Robert Sternberg.

#### **Lower Kuskokwim School District, southwestern Alaska.**

*Public School Teacher, English Language Development, multiple subjects grades 7-12, 1992-1995.*

### HONORS AND AWARDS

College of Education Graduate Student Mentoring Award, University of Arizona, 2008.  
Departmental Fellowship, Stanford School of Education, Stanford University, 1996.  
Lower Kuskokwim School District Appreciation Award, Alaska, 1995.

## SCHOLARSHIP

### Grants

Co-Principal Investigator with Dr. Sheilah Nicholas (2010) \$13,760. Smith Junior Faculty, Erasmus Foundation and Pima Education Research Council Joint Award. College of Education, University of Arizona.

Principal Investigator (2007) \$9,624. Vice Provost Faculty Small Grant. University of Arizona.

Principal Investigator (2000) \$11,853. National Science Foundation Doctoral Dissertation Improvement Grant in Linguistics. Joint Award with Arctic Social Sciences.

Principal Investigator (2000) \$20,000. Spencer Foundation Dissertation Fellowship for Research Related to Education.

Grant Writer and Facilitator. (1995). \$100,000. Administration for Native Americans Language Implementation Grant. *For the Kipnuk Language and Culture Preservation Project administered by the Kipnuk Traditional Council.*

### Publications

#### Scholarly Books

**Wyman, L.**, McCarty, T., & Nicholas, S. (Eds.) (2013) *Indigenous youth and multilingualism: language identity, ideology, and practice in dynamic cultural worlds*. Routledge. (Reviewed in *Critical Multilingualism Studies*)

**Wyman, L.** (2012) *Youth culture, language endangerment and linguistic survivance*. Bristol, UK: Multilingual Matters. (Reviewed in *Anthropology of Education Quarterly*, *Critical Multilingualism Studies*, *Journal of Language, Identity and Education*, *Language Policy*)

Fredson, A., Mann, M. J., Dock E. & **Wyman, L.** (Eds.) (1998). *Kipnermiut tiganrita igmirtitrit: Qipnermiut tegganrita egmirtitrit: Knowledge of the Kipnuk elders*. Fairbanks, AK: Alaska Native Language Center. (Reviewed in *Etudes Inuit: Inuit Studies*)

#### Edited Volumes

Warriner, D. & **Wyman, L.** (Guest Eds.) (2013) Special Issue: Experiences of simultaneity in contemporary linguistic ecologies. *International Multilingual Research Journal*, 7(1).

McCarty, T. & **Wyman, L.** (Guest Eds.) (2009). Special Issue: Indigenous youth and bilingualism. *Journal of Language, Identity and Education*, 8(5).

#### Journal Articles

**Wyman, L.** (2013). Indigenous youth migration and language contact: a Yup'ik example. *International Multilingual Research Journal*, 7(1), 66-82.

Warriner, D. & **Wyman, L.** (2013) Experiences of simultaneity in contemporary linguistic ecologies: Implications for theory, method and practice. *International Multilingual Research Journal*, 7(1), 1-14.

McCarty, T., Nicholas, S. & **Wyman, L.** (2012). Re-emplacing place in the “global here and now”: Critical ethnographic case Studies of Native American language planning and policy, *International Multilingual Research Journal*, 6(1), 50-63.

**Wyman, L.**, Marlow, P., Andrew, C. F., Miller, G., Nicholai, C. R. & Rearden, Y. N. (2010a). Focusing on long-term language goals in challenging times: Yup'ik examples. *Journal of American Indian Education*, 49 (1 & 2), 22-43.

**Wyman, L.**, Marlow, P., Andrew, C. F., Miller, G., Nicholai, C. R. & Rearden, Y. N. (2010b). High stakes testing, bilingual education and language endangerment: a Yup'ik example. *International Journal of Bilingual Education and Bilingualism*, 13(6), 701-721.

**Wyman, L.** (2009). Youth, linguistic ecology, and language endangerment: a Yup'ik example. *Journal of Language, Identity and Education*, 8 (5), 335-349.

McCarty, T. & **Wyman, L.** (2009). Indigenous youth and bilingualism-Theory, research, praxis. *Journal of Language, Identity and Education*, 8 (5), 279-290.

Arenas, A., Reyes, I. & **Wyman, L.** (2007). When Indigenous and modern education collide. *World Studies in Education*, 8 (2), 33-64.

Roach, A., **Wyman, L.**, Brookes, H., Chávez, C., Heath, S. & Valdés, G. (1999). Leadership Giftedness: Models Revisited. *Gifted Child Quarterly*, 43 (1), 13-24.

## Chapters in Scholarly Books

**Wyman, L.**, McCarty, T., & Nicholas, S. (2013). Beyond endangerment – Indigenous youth and multilingualism. In Wyman, L., McCarty, T., & Nicholas, S. (Eds.) *Indigenous youth and multilingualism: language identity, ideology, and practice in dynamic cultural worlds* (pp. 1-25). New York: Routledge.

**Wyman, L.** (2013). Youth linguistic survivance in transforming settings: A Yup'ik example. In Wyman, L., McCarty, T., & Nicholas, S. (Eds.) *Indigenous youth and multilingualism: language identity, ideology, and practice in dynamic cultural worlds* (pp. 90-110). New York: Routledge.

Gilmore, P. & **Wyman, L.** An ethnographic long look: Language and literacy over time in Alaska Native communities. (2013). In K. Hall, T., Cremin, B. Comber & L. Moll (Eds.) *International Handbook of Research on Children's Literacy, Learning and Culture* (pp. 121-138). Malden, MA: Wiley-Blackwell Publishers.

McCarty, T. L., **Wyman, L.** & Nicholas, S. (2013). Activist ethnography with Indigenous youth – lessons from humanizing research on language and education. In Paris, D. & Winn, M. (Eds.) *Humanizing research: Decolonizing qualitative inquiry with youth and their communities* (pp. 81-104). Malden, MA: Wiley-Blackwell.

**Wyman, L.**, Marlow, P., Andrew, C. F., Miller, G., Nicholai, C. R. & Rearden, Y. N. (2011). Focusing communities and schools on Indigenous language maintenance: A Yup'ik example. In M.E. Romero-Little, S. J. Ortiz, and T. L. McCarty, with R. Chen, (Eds.) *Indigenous languages across the generations—Strengthening families and communities* (pp. 262–280). Tempe: Arizona State University Center for Indian Education.

González, N., **Wyman, L.** & O'Connor, B. (2011). The past, present and future of “funds of knowledge”. In M. Pollock & B. Levinson (Eds.) *Companion to the Anthropology of Education* (pp. 481-494). Malden, MA: Wiley-Blackwell Publishers.

Arenas, A., Reyes, I., & **Wyman, L.** (2010). When Indigenous and modern education collide in the global culture. In J. Zajda (Ed.), *Global pedagogies: Schooling for the future* (pp. 85-110). Dordrecht, The Netherlands: Springer. [Abridged and reprinted from *World Studies in Education*, 8(2), 33-64]

Reyes, I., **Wyman, L.**, González, N., Rubinstein Avila, E., Spear-Ellinwood, K., Gilmore, P. & Moll, L. C. (2009). What do we know about the discourse patterns of diverse students in multiple settings? In L. M. Morrow, R. Rueda, & D. Lapp (Eds.) *Handbook of research on literacy instruction: Issues of diversity, policy and equity* (pp. 55-76). Guilford Press.

**Wyman, L.** & Kashatok, G. (2008). Getting to know the communities of your students. In M. Pollock (Ed.) *Everyday antiracism: Getting real about race in school* (pp. 299-304). New Press.

## Conference Proceedings

Marlow, P., **Wyman, L.**, Andrew, F., Crow, R., Miller, G., Nicholai, R., Rearden, N., & Winkelman, V. (2014). Local policy makers: Fostering understanding through language planning. *LED 2011 3<sup>rd</sup> International Conference on Language, Education and Diversity*. Auckland, NZ.

Valdés, G., Chávez, C., Enright, K., Angelleli, C., González, M. & **Wyman, L.** (2000). Bilingualism from Another Perspective: The Case of Young Interpreters from Immigrant Communities. In R. Ana (Ed.), *Proceedings of the 17th Conference on Spanish in the United States*. Somerville MA: Cascadilla Press. Pp. 42-79.

## Non-refereed Scholarly Publications

**Wyman, L.**, Valdés, G., Chávez, C., Angelleli, C., Heath, S. B., Brooks, H., & Ramirez, R. (2000). Developing a tacit knowledge inventory for young interpreters. *Identifying, teaching and assessing the talented through linguistic and cultural lenses* project final report to the National Center for Gifted and Talented at the University of Connecticut, part II. Palo Alto, CA: Stanford University.

## Scholarly Presentations

### Invited presentations

**Invited Lecture.** (2014). *Introducing qualitative research and developing research sensitivities*. School of Education, University of Michigan, Ann Arbor, MI.

**Invited Lecture.** (2014). *Youth, multilingualism and language policy: Working through complexity for educational equity*. School of Education, University of Michigan, Ann Arbor, MI.

**Plenary Speaker.** (2014). *Looking carefully at Indigenous youth multilingualism in a global world*. Second Language Acquisition and Teaching (SLAT) Colloquium. University of Arizona.

**Invited Lecture.** (2013). *Understanding and investigating Indigenous youth language*. Project SEED (Scholarships for Education and Economic Development). University of Arizona. In Spanish.

**Invited Lecture.** (2013). *Indigenous youth language learning in dynamic worlds*. American Indian Language Development Institute (AILDI) symposium on the state of Indigenous language revitalization efforts. University of Arizona.

**Invited Lecture.** (2012). *Yup'ik funds of knowledge and curriculum development efforts*. PROEIB-Andes. Cochabamba, Bolivia. In Spanish.

**Invited Lecture.** (2011). *Policy disjunctures and Indigenous language programs in the U.S.: Yup'ik examples*. American Indian Studies (AIS) Colloquia Series, University of Arizona.

**Invited Lecture.** (2010). *Focusing on long-term language planning in challenging times: Yup'ik examples*. American Indian Language Development Institute (AILDI) Brown Bag Series, University of Arizona.

**Invited Lecture.** (2008). *Youth culture at the crossroads of linguistic theory, research and practice: a Yup'ik example*. Second Language Acquisition and Teaching (SLAT) Colloquia Series, University of Arizona.

**Invited Lecture.** (2008). *Language ideologies and language socialization trajectories in bilingual communities: Yup'ik examples*. Linguistics Department Colloquia Series, University of Arizona.

**Invited Lecture.** (2006). *Using community funds of knowledge in Indigenous classrooms and language documentation efforts: a Yup'ik example*. American Indian Language Development Institute (AILDI) Brown Bag Series, University of Arizona.

## Colloquia

**Organizer.** (2014). Session Title: *Learning from Indigenous heritage language learners and scholar-activists*. Second International Conference on Heritage and Community Languages. UCLA, Los Angeles, CA.

**Co-organizer.** (with Inge Kral). (2013). Session Title: *Youth language, hybridity and new publics in diverse global contexts*. Annual Meeting of the American Anthropological Association. Chicago, IL.

**Organizer.** (2010). Session title: *Attending to 'missing' youth and opportunities for language activism in Indigenous language contexts*. Annual Meeting of the Native American and Indigenous Studies Association. Tucson, AZ.

**Chair** (Doris Warriner, Organizer). (2010). Session title: *Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice*. Annual Meeting of the American Educational Research Association. Denver, CO.

**Co-organizer** (with Doris Warriner). (2010). Session title: *Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice*. Annual Meeting of the American Association for Applied Linguistics. Atlanta, GA.

**Co-organizer** (with Sheilah Nicholas) (2009). "A Dialog: Native American languages and youth" American Indian Language Development Institute (AILDI) 30<sup>th</sup> Anniversary Symposium. University of Arizona. Tucson, AZ.

**Co-organizer** (with Teresa McCarty). (2009). Session Title: *Indigenous youth and bilingualism: 'applying' applied linguistics in language shift/maintenance/revitalization contexts*. Annual Meeting of the American Association of Applied Linguistics. Denver, CO.

**Organizer.** (Ofelia Zepeda, Chair). (2006). Invited Session Title: *Critical intersections, dangerous issues: Considering Indigenous youth in language shift and language maintenance/revitalization efforts*. Annual Meeting of the American Anthropological Association. San Jose, CA.

## Select Recent Conference Papers

McCarty, T., Nicholas, S., & **Wyman, L.** (2014). 50(0) years out and counting: Decolonizing language education in 21<sup>st</sup> century Native America. Invited Session Title: Heritage language education as a civil right- policy and practice in Indigenous, Latino/a, Asian American and African American Communities. Annual Meeting of the American Educational Research Association, Philadelphia, PA.

**Wyman, L.** (2014). Indigenous youth linguistic survivance in historical and contemporary life: Yup'ik examples. Session Title: *Learning from Indigenous heritage language learners and scholar-activists*. Second International Conference on Heritage and Community Languages. UCLA, Los Angeles, CA.

**Wyman, L.**, McCarty, T., & Nicholas, S. (2013). "*Beyond endangerment: Engaging youth language ideologies, practices, and activism in Native North America*" Session Title: Youth language, hybridity and new publics in diverse global contexts. Annual Meeting of the American Anthropological Association. Chicago, IL.

Nicholas, S., **Wyman, L.** & McCarty, T. (2011). "*Place and persistence in the 'global here and now': Critical ethnographic case studies of policymaking in Native America.*" Annual American Anthropology Association Meeting.

McCarty, T., Nicholas, S., & **Wyman, L.** (2011). "*Critical ethnographic case studies of Indigenous language planning and policy in Native America.*" American Association of Applied Linguistics.

**Wyman, L.**, Marlow, P., Miller, G., Andrew, F., & Nicholai, R. (2011). "*Using collaborative research to negotiate policy disjunctures in school systems and Indigenous endangered language settings: lessons from a longitudinal Yup'ik project*" Session Title: Documenting constraints and imagining opportunities: The effects of Federal Policy in Alaska and Arizona. Annual Meeting of the American Educational Research Association, New Orleans, LA.

**Wyman, L.** (2010). "*Recognizing youth migration in linguistic ecologies and educational efforts: Yup'ik examples*" Session title: Attending to 'missing' youth and opportunities for language activism in Indigenous language contexts. Native American and Indigenous Studies Association Conference. Tucson, AZ.

**Wyman, L.** (2010). "*Indigenous migration, schooling and linguistic ecologies: A Yup'ik example*" Session title: Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice. American Educational Research Association, Denver, CO.

**Wyman, L.** (2010). "*Indigenous migration, schooling and linguistic ecologies: A Yup'ik example*" Session title: Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice. American Association for Applied Linguistics, Atlanta, GA.

**Wyman, L.**, Marlow, P., Andrew, F., Miller, G., Nicholai, R. & Rearden, N. (2009). "*Focusing on long-term language goals in challenging times: Yup'ik examples*" Stabilizing Indigenous Languages Conference, Phoenix, AZ.

**Wyman, L.** (2009). "*Youth, linguistic ecologies, and language endangerment: A Yup'ik example*" Session Title: Indigenous Youth and Bilingualism: 'Applying' Applied Linguistics in Language Shift/Maintenance/Revitalization Contexts. American Association of Applied Linguistics, Denver, CO.

**Wyman, L.**, Marlow, P., Andrew, F., Miller, G., Nicholai, R. & Rearden, N. (2008). "*Collaborations and critical investigations in setting of language endangerment: A Yup'ik Example*" Annual Meeting of the American Anthropological Association, San Francisco, CA.

**Wyman, L.** (2008). "Navigating the intersections of research, schooling, and language planning in endangered language communities: Examples from southwestern Alaska" Annual Meeting of the International Linguistics Association, Westbury, NY.

**Wyman, L.** (2007). "School ideologies of bilingualism, state mandates, and endangered language communities: A Yup'ik example" Annual Meeting of the American Educational Research Association, Chicago, IL.

**Wyman, L.** (2006). "The 'Last real speakers': a reflexive look at the critical intersections of youth culture, young adulthood, and community language tip in a Yup'ik village" Session title: Critical intersections, dangerous issues: Considering Indigenous youth in language shift and language maintenance/revitalization efforts. Annual Meeting of the American Anthropological Association, San Jose, CA.

**Wyman, L.** (2006). "School constraints, local spaces, and Indigenous language ideologies: A Yup'ik example" Society for Applied Anthropology, Vancouver, BC

## **TEACHING**

### **Undergraduate Courses**

Youth in Diverse Communities  
Curriculum and Instruction in Bilingual and Second Language Settings  
Language and Youth Culture in Indigenous Contexts  
Action Research (In development)

### **Graduate Courses**

#### **General Topics**

Language and Culture in Education  
Educational Linguistics  
Indigenous Perspectives on Human Development (Site instructor for video course with scholars and students in Washington, Hawaii, Alaska and Arizona)  
Indigenous Perspectives on Well-being (Site instructor for video course with scholars and students in Hawaii, Alaska, Canada, New Zealand and Arizona)

#### **Research Methodology Courses**

Introduction to Qualitative Research Methods  
Language and Youth Culture  
Indigenous Languages, Cultures and Schooling  
Grant Writing for Developing Scholars

## **SERVICE**

### **National Service**

#### **Professional Associations**

American Educational Research Association, *Division G Social Contexts of Education, Indigenous Peoples of the Americas SIG, Writing and Literacies SIG*  
American Anthropological Association, *Council of Anthropology and Education, Society for Linguistic Anthropology, Political and Legal Anthropology*  
American Association of Applied Linguistics  
Native American and Indigenous Studies Association  
Society for the Study of the Indigenous Languages of the Americas

### **Editorial Board Membership**

*Journal of Literacy Research (2013-present)*

*Journal of American Indian Education. (2010-present)*

*Anthropology and Education Quarterly. (2010-2013)*

### **Reviewer**

*National Science Foundation, Division of Research on Learning, Arctic Social Sciences Program*

*Association of Applied Linguistics, Language policy and planning strand*

*Council of Anthropology and Education, Indigenous education committee*

*Multiple Journals, including International Journal of Bilingual Education and Bilingualism,*

*Language Policy Research, Anthropology and Education Quarterly, Journal of American Indian Education*

## **University Service**

### **Committee Membership**

2015. Member. University of Arizona Cluster Hire Proposal Review Committee. Area: Second Language Learning.

2014-present. Member. Executive Committee. Second Language Acquisition and Teaching Program.

2013-2014. Chair. Indigenous Education Search Committee. Department of Teaching, Learning and Sociocultural Studies.

2013-present. Certified Member. University of Arizona Institutional Review Board (IRB).

2013-2014. Member. College of Education Institutional Review Board (IRB).

2012-present. University of Arizona Graduate Student Council.

2012-present. Chair. Student Affairs Committee. Language, Reading and Culture Program.

2012. Member. Promotion and Tenure Review Committee. Teaching Learning and Sociocultural Studies Program.

2008-2012. Member. Student Affairs Committee. Language, Reading and Culture Program.

2009, 2010, 2015. Member, Annual Review Committee. Language, Reading and Culture Program.

2009. Member. Student Review Committee. American Indian Studies Program.

2008. Member. Indigenous Faculty Hire Task Force. Language, Reading and Culture Department.

2005-2008. Member. Curriculum Committee. Language Reading and Culture Department.

2005-2008. Member. American Indian Language Development Institute Planning Committee.

### **Discussant**

LRC Graduate Student Colloquy. University of Arizona, 2007, 2008, 2010, 2011.

Arizona Anthropology and Education Exchange (ANEX). University of Arizona, 2011.

Tinker Symposium: Graduate Research in Latin America. University of Arizona, 2007.

### **Faculty Advisor**

Indigenous Thinkers to Indigenous Scholars Graduate Student Organization, University of Arizona, 2005-2007.

## **Community Service and Outreach**

*Kipnuk Language and Culture Preservation Project. Kipnuk, AK. 1993-present.*

Organized an intergenerational community-based language documentation project. Facilitated, funded and served as co-editor on related volumes of elders' narratives in two Yup'ik orthographies.

*Fundación Machaqa Amawta. La Paz, Oruro & Cochabamba, Bolivia. 2012.*

Gave invited presentations in Spanish to groups of Indigenous educational district leaders, Indigenous teachers, university students and PROIEB-Andes foundation leaders, professors and masters' students about Yup'ik knowledge, educational reform, and Indigenous youth language and education.

*Lower Kuskokwim School District Academic Instruction Department. Bethel, AK. 2011.*

Co-authored a 28-page report of research on administrators' perspectives of high stakes testing and district language planning efforts for district administrators with Dr. Patrick Marlow.

*Lower Kuskokwim School District*. Bethel, AK. 2008-2009.

Lead authored a 50-page report of collaborative research analyzing NCLB-related progress scores, bilingual program histories, and local language planning efforts in 22 Yup'ik village schools with Dr. Patrick Marlow. Presented research to district school board members in Bethel, Alaska.

*Second Language Acquisition, Teaching and Education Program*, University of Alaska Fairbanks. Fairbanks, AK. Summer 2008.

Presented research on bilingual assessment and Yup'ik language maintenance/shift to Yup'ik graduate students representing four Alaskan school districts.

*YNQ Adult Second Language Immersion Project*, University of Alaska Kuskokwim. Akiuk, AK. Summers 2006, 2007.

Helped Yup'ik instructors document pedagogies in a Yup'ik immersion program. Observations appear in Alexie, O., Alexie, S. & Marlow, P. (2009). Creating space and defining roles: Elders and adult Yup'ik immersion. *Journal of American Indian Education* 48(3), 1-18.

*Yup'ik Language Institute, Lower Kuskokwim School District*. Bethel, AK. Summer 2006.

Gave invited presentations on language shift, youth culture, and Yup'ik/English code-switching to Yup'ik educators.

*American Indian Language Development Institute*. Tucson, AZ. Summer 2006.

Gave invited presentations on theory and practice in language documentation, and building credibility, momentum and outside support into grant proposals for a cohort of Indigenous NSF-Documenting Endangered Language (DEL) grant recipients.