

## **Bernice Raveche Garnett, MPH Sc.D.**

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### **EDUCATION**

- Sc.D. Harvard School of Public Health, 2013  
Department of Social and Behavioral Sciences  
*Concentrations:* Maternal and Child Health & Health Communication
- M.P.H. Columbia University Mailman School of Public Health, 2008  
Department of Sociomedical Sciences  
*Concentration:* Health Promotion
- B.A. University of Pennsylvania, 2005  
*Major:* Health and Society  
*Minors:* Anthropology and Nutrition

### **PROFESSIONAL POSITIONS**

- 2018-present Adam and Abigail Burack Green and Gold Associate Professor of Education
- 2013-present Associate Professor, Department of Education,  
College of Education and Social Services, University of Vermont  
Associate Professor, Department of Public Health Sciences  
College of Nursing and Health Sciences, University Vermont
- 2009-2013 Research Assistant and Project Manager  
Institute for Community Health, Cambridge, MA

### **FELLOWSHIPS**

- 2022-2023 University of Vermont Research Leadership Academy
- 2015-2016 Sustainability Faculty Fellowship, University of Vermont
- 2014-2015 Center for Rural Studies Faculty Fellowship, University of Vermont
- 2008-2013 Presidential Fellowship, Harvard University
- 2011 Matina S. Horner, Summer Research Fellowship, Harris Center for Eating  
Disorders Research, Education and Advocacy at Massachusetts General Hospital
- 2009 Maternal and Child Health Information Resource Center Summer Fellow  
Oregon Department of Public Health and Human Services
- 2007 Council of Women World Leaders Summer Fellow  
Stockholm International Peace Research Institute

### **AWARDS & HONORS**

- 2024 University of Vermont, Graduate Student Senate, Excellence in Teaching Award

- 2022 College of Education and Social Services, Recognition of Knowledge (Peer Nominated)
- 2022 Inaugural Member of the UVM Research Leadership Academy, College Nominated and University selected
- 2018 Adam and Abigail Burack Green and Gold Professor of Education
- 2018 Cat-A-Mentor, University of Vermont

### PEER REVIEWED PUBLISHED JOURNAL ARTICLES (N=38)

1. Knox, P. N., **Garnett, B.**, Kervick, C., Simpfenderfer, A., Smith, L., & Moore, M. (2024). Exploring educator and school professional perspectives of restorative practices implementation climate. *Contemporary Justice Review*, 1–19.  
<https://doi.org/10.1080/10282580.2024.2340974>
2. Knox, P., **Garnett, B.R.**, DeCarolis, J & Haensch, J. (2024) Community School Implementation in Rural Vermont. *Educational Policy*. DOI: 10.1177/08959048241239893
3. Smith, L.C., Simpfenderfer, A., Knox, P., Kervick, C.T., & **Garnett, B.R.** (in press). How Bright is The Restorative Rainbow? The Experiences of Sexual/Affectual Minority Youth within a Restorative School District. *Professional School Counseling*
4. Kervick, C.T., **Garnett, B.R.**, Simpfenderfer, A.D., Moore, M., & Smith, L.C. (in press) Perspectives of youth with disabilities on restorative practice (RP) circle engagement and school belonging. *Journal of American Academy of Special Education Professionals*.
5. Simpfenderfer, A., **Garnett, B.R.**, Smith, L.C., Moore, M, Spark, H., Bedinger, L & Kidde, J (2023). Development and validation of a multi-domain survey assessing student experiences with school-based restorative practices implementation: Community Based Participatory Research at work for school equity. *Contemporary Justice Review*.  
<https://doi.org/10.1080/10282580.2023.2258904>
6. Moore, H., Boisvert, K., Bryan, M., Hoare, L., Gates, M., **Garnett, B.**, Kennedy, A., & Latreille, M. (July 11, 2023) Inspired to Garden: A Qualitative Study of Participants' Experiences in an Academic Medical Center Garden. *Cureus* 15(7): e41695.  
doi:10.7759/cureus.41695
7. Smith, L.C., Herbert, A., Payne, A., Grudev, N, Volkmar, S. S., **Garnett, B. R.**, & Aguda-Brown, F. (2021) "Real meaningful change comes from building relationships": School counselor's experiences implementing restorative practices. *The Journal of School Counseling*, 19 (48). [http://www.jsc.montana.edu/articles\\_2021.html](http://www.jsc.montana.edu/articles_2021.html)
8. Beattie, H., Fitzgerald, C., Koller, S., Scott, K, **Garnett, B.R** and Holmes, B. (2021). Impact of engaging students in survey data analysis and as full partners in school change: results from a mixed methods study. *Health Promotion Practice*. Advance Online Publication. <https://doi.org/10.1177/15248399211048461>

9. Brinkman, J., **Garnett, B.**, Kolodinsky, J., Wang, W., & Pope, L. (2020). Intra-and Interpersonal Factors Buffer the Relationship Between Food Insecurity and Mental Well-Being Among Middle Schoolers. *Journal of School Health*. Advance Online Publication. <https://doi.org/10.1111/josh.12982>
10. **Garnett, B.R.**, Kervick, C.T., Moore, M., A., Ballysingh, T.A., Smith, L.C. (2020). School Staff and Youth Perspectives of Tier One Restorative Practices Classroom Circles during Year One Implementation at a Diverse Urban Elementary School. *School Psychology Review*. Advance Online Publication. <https://doi.org/10.1080/2372966X.2020.1795557>
11. Kervick, C. T., **Garnett, B.**, Moore, M., Ballysingh, T. A., & Smith, L. C. (2020). Introducing Restorative Practices in a Diverse Elementary School to Build Community and Reduce Exclusionary Discipline: Year One Processes, Facilitators, and Next Steps. *School Community Journal*, 30(2).
12. Taylor, J., **Garnett, B.R.**, Horton, A., Farineau, G., (2020). Universal Free School Meals Programs in Vermont Show Multi-domain Benefits. *Journal of Hunger and Environmental Nutrition*, 15(6), 753-766. DOI: <https://doi.org/10.1080/19320248.2020.1727807>
13. Gonell, E., Smith, L.C., **Garnett, B.R.**, Clements, L., (2020). Practicing youth participatory action research for school equity: A pedagogical model. *Action Research*. Advance Online Publication. <https://doi.org/10.1177/1476750319894052>
14. Kervick, C.T., Moore, M., Arambula Ballysingh, T., **Garnett, B.R.**, Smith, L.C., (2019) The Emerging Promise of Restorative Practices to Reduce Discipline Disparities Affecting Youth with Disabilities and Youth of Color: Addressing Access and Equity. *Harvard Educational Review: Winter 2019, Vol. 89, No. 4*, pp. 588-610. <https://doi.org/10.17763/1943-5045-89.4.588>
15. Kervick, C. T., Smith, L. C., **Garnett, B.**, Moore, M., & Ballysingh, T.A. (2019). A pedagogical design for surfacing student voice by integrating youth participatory action research, restorative practices and critical service learning. *International Journal of Student Voice*, 5(2).
16. **Garnett, B.R.**, Beattie, H., Koller, S., Moore, M., Scott, K., Maseroni, M., Holmes, B. (2019). Participatory youth risk behavior survey data analysis as catalyst for empowering youth as change agents. *Health Promotion Practice*, 20(4): 483-488. DOI: <https://doi.org/10.1177/1524839919849029>
17. **Garnett, B.R.**, Smith, L. C, Kervick, C., Ballysingh, T., Moore, M., (2019). The emancipatory potential of mixed methods designs: Informing youth participatory action research and restorative practices within a district-wide school transformation project. *International Journal of Research and Method in Education*, 42(3), 305-316. DOI: <https://doi.org/10.1080/1743727X.2019.1598355>

18. **Garnett, B.**, Moore, M., Kidde, J., Ballysingh, T. A., Kervick, C. T., Bedinger, L., ... & Sparks, H. (2020). Needs and readiness assessments for implementing school-wide restorative practices. *Improving Schools*, 23(1), 21-32. DOI: <https://doi.org/10.1177/1365480219836529>
19. **Garnett, B. R.**, & Brion-Meisels, G., (2018). Exploring the Utility of Theory-Informed Methodological Approaches in Youth Harassment Research. *Journal of Interpersonal Violence*, 36(11-12), 5558-5580. DOI: [10.1177/0886260518803607](https://doi.org/10.1177/0886260518803607)
20. Pope, L., **Garnett, B.**, & Dibble, M. (2018). Lessons learned through the implementation of an ehealth physical activity gaming intervention with high school youth. *Games for health journal*, 7(2): 136-142. DOI: [10.1089/g4h.2017.0164](https://doi.org/10.1089/g4h.2017.0164)
21. Smith, L., **Garnett B.R.** et al., (2018). The Hand of Professional School Counseling Meets the Glove of Restorative Practices: A Call to the Profession. *Professional School Counseling*, 20(1): 1-10. DOI: 10.1177/2156759X18761899
22. Pope, L., **Garnett, B.**, & Dibble, M. (2017). Engaging Adolescents to Inform the Development of a Mobile Gaming App to Incentivize Physical Activity. *JMIR Research Protocols*, 6(8).
23. **Garnett, B. R.**, & Brion-Meisels, G. (2017) Intersections of victimization among middle and high school youth: associations between polyvictimization and school climate. *Journal of Child and Adolescent Trauma*, 10(4): 377-384. DOI: 10.1007/s40653-017-0183-7
24. Olofson, M., **Garnett, B. R.**, (2017) Measuring professional development of student-centered teaching pedagogies: a mixed methods study. *Professional Development in Education*, 44(3): 1-14. DOI: 10.1080/19415257.2017.1347805
25. Brion-Meisels, G & **Garnett, B.R.**, (2017) Exploring adolescents' talk about bullying on an online message board: Broadening and Complicating Understandings of Victimization. *Journal of Aggression, Maltreatment & Trauma*, 26(9): 952-971. DOI: 10.1080/10926771.2017.1322653
26. **Garnett, B. R.** (2017). Teaching social determinants of health in an undergraduate elective course on public health through peer wellness coaching, documentaries and self-reflection. *Pedagogy in Health Promotion*, 3(2) 100-107. DOI: 10.1177/2373379916658059
27. **Garnett, B. R.**, Vierling, D., Gleason, C., Becker, K., DiCenzo, D. & Mongeone, L. (2017). A mixed methods evaluation of the Move it Move it! before school incentive-based physical activity program. *Health Education Journal*, 76(1) 89-101. DOI: 10.1177/0017896916652432
28. Conner, D. & **Garnett, B. R.** (2016). Economic and environmental drivers of fruit and vegetable intake among rural socioeconomically diverse adults in Vermont, *Journal of Hunger and Environmental Nutrition*, 11(2) 263-271. DOI:

10.1080/19320248.2015.1128862

29. Brion-Meisels, G. & **Garnett B. R.** (2016). Toward an integrated theory of relational harm: Articulating the intersections of bullying, discrimination and harassment in research, policy, and practice. *Contemporary School Psychology*, 20(3), 240-253. DOI: 10.1007/s40688-015-0080-8
30. Kroshus, E., **Garnett, B. R.**, & Baugh, C. M. (2016). Engaging teammates as proactive bystanders in the prevention of harm from concussions, *Health Education and Behavior*, 43(4): 442-451. DOI: 10.1177/1090198115602676
31. Kroshus, E., **Garnett, B. R.**, Baugh, C. M., & Calzo, J. P. (2015). Social norms theory and concussion education. *Health Education Research*, 30(6),1004-1013. DOI: 10.1093/her/cyv047
32. **Garnett, B. R.**, Wendel, J., Banks, C., Goodridge A., Harding R., Harris, R., Hacker, K., & Chomitz V. R. (2015). Challenges of data dissemination efforts within a community based participatory project about persistent racial disparities in excess weight. *Progress in Community Health Partnerships: Research, Education and Action*, 9(2), 289-298. DOI: 10.1353/cpr.2015.0047
33. Kroshus, E., **Garnett, B. R.**, Hawrilenko, M., Baugh, C. M., Calzo, J. (2015). Concussion under-reporting and pressure from coaches, teammates, fans, and parents. *Social Science and Medicine*, 134, 66-75. DOI: 10.1016/j.socscimed.2015.04.011
34. **Garnett, B. R.**, Masyn, K. E., Austin, S. B., Williams, D. R., & Viswanath, K. (2015). Coping styles of adolescents experiencing multiple forms of discrimination and bullying: Evidence from a sample of ethnically diverse urban youth. *Journal of School Health*, 85(2),109-117. DOI: 10.1111/josh.12225
35. **Garnett, B. R.**, Masyn K. E., Bryn S. B., Miller M., Williams D. R., & Viswanath, K. (2014). The intersectionality of discrimination attributes and bullying among youth: An applied latent class analysis, *Journal of Youth and Adolescence*, 43(8), 1225-1239. DOI: 10.1007/s10964-013-0073-8  
Special Designation: Finalist considered for the 2015 Emerging Scholar Article Award from the *Journal of Youth and Adolescence*
36. **Garnett, B. R.**, Buelow, R., Franko, D. L., Becker, C., Rodgers, R. F., & Austin, S. B. (2014). The importance of campaign saliency as a predictor of attitude and behavior change: A pilot evaluation of social marketing campaign Fat Talk Free Week®. *Health Communication*, 29(10) 984-995. DOI: 10.1080/10410236.2013.827613
37. Carman, C., **Garnett, B. R.**, Wendel, J., Hyde, J., & Rall Chomitz, V. (2013). Community asset identification in support of a place-based, early childhood obesity prevention and school readiness Initiative. *Frontiers in Public Health Services and Systems Research*, 2(3), 5.

38. **Garnett B. R.**, Rosenberg K. D., & Morris D. S. (2012). Consumption of soda and other sugar sweetened beverages by 2 year olds: Findings from a population-based survey, *Public Health Nutrition*, 16(10) 1760-1767. DOI: 10.1017/S1368980012004399

### MANUSCRIPTS UNDER PEER REVIEW AND REVISION

1. Hinchey, D., **Garnett, B.R.**, Gambel J & Pope, E. “What you measure is what gets attended to”: Stakeholder Perspectives on Nutrition Education in Vermont High Schools. *Journal of School Health* (under review).
2. Hinchey, D., **Garnett, B.R.**, Gambel, J & Pope, E. Exploring Weight Inclusivity: A Qualitative Case Study on Health and Nutrition Education in Vermont High Schools. *Journal of School Health* (under review).
3. **Garnett, B.R.**, Moore, M., Kervick, C.T., Vogel, K., Bedinger, L., & Smith, L.C., Implementing virtual restorative practices community-building circles during the early stages and ongoing COVID-19 pandemic: mixed methods results from district staff and students perspectives. *Contemporary Justice Review* (under review – invited for special issue on COVID’s impact on restorative justice implementation).
4. Smith, L.C., Kervick, C.T., Contreras-Montesano, A., Payne, A., **Garnett, B.R.** Transforming Inequitable School Discipline and Dress Code Policies through Youth Participatory Action Research. *International Journal of Student Voice*
5. Smith, L.C., Simpfenderfer, A., **Garnett, B.R.**, Knox, P., & Kervick, C.T. (revise and resubmit). Queering Restorative Practices: The Experiences of Genderqueer Students in a Restorative School District. *Equity and Excellence in Education*.

### MANUSCRIPTS IN PREPARATION

1. Ballysingh, T. A., Gonell, E., Kervick, C. T., Moore, M., **Garnett, B. R.**, & Smith, L. S. (Re)claiming our purpose: Higher education mission fulfillment through community-university partnerships in support of equitable and inclusive school climates. *Planned to submit to Harvard Education Review*
2. **Garnett, B.R.**, Knox, P.N., DeCarolis, J., Haensch, J. Development of a Research-Practice-Partnership on Community School Implementation and Evaluation in Vermont: A University-State Agency of Education-Community Schools Partnership. *Planned to submit to Educational Policy*
3. **Garnett, B.R.**, Kervick, C.T., Knox, P.N. (In Progress) How Restorative Practice Circles can Foster Positive Team culture and identity: Perspectives of D-1 College Field Hockey Players on Circle Participation
4. Kervick, C.T., Knox, P.N., **Garnett, B.R.**, Smith, L.C., Simpfenderfer, A. Restorative Practices Implementation strategies Over Time: A multi-year exploration across school levels and professional role.

### PEER-REVIEWED BOOK CHAPTERS

1. **Garnett, B.R.**, (2025) Relational Research and Cultural Humility: An Interdisciplinary Academic Journey in Community Engaged Scholarship Catalyzed by Undergraduate Academically Based Community Service-Learning Courses. In Rita Axelroth Hodges and Michael Zuckerman, eds., *Community-Engaged Scholarship and the New Professoriate: Voices from Netter Center Alumni*. Philadelphia: University of Pennsylvania Press.
2. Brion-Meisels, G., & **Garnett, B. R.**, (2017). Training School-Based Practitioners to Prevent and Address Bullying, Discrimination, and Harassment in Schools: A Preservice Model. In A. Osanloo, C. Reed and J. Schwartz (Eds.), *Creating and negotiating collaborative spaces for socially-just anti-bullying interventions for K-12 schools* (pgs. 47-75). Information Age.
3. **Raveche, B.** (2008) International Public Health Diplomacy and the Global Surveillance of Avian Influenza, in *SIPRI 2008 Yearbook* (pp. 456–69). New York: Oxford University.

**LEGISLATIVE TESTIMONY**

1. Vermont Senate Education Committee, Expert Witness Testimony on H.874 Miscellaneous Education Bill, Montpelier, VT: April 11, 2024
2. Vermont House Education Committee, Expert Witness Testimony on Act 67 Community Schools, Montpelier, VT: February 9<sup>th</sup>, 2024
3. Vermont House and Senate Education Committee, Expert Witness Testimony on Act 67, Community Schools, Montpelier, VT: January 12, 2024
4. Vermont House Education Committee, Expert Witness Testimony on Act 67. Community Schools, Montpelier, VT: March 1, 2023
5. Vermont House Education Committee, Expert Witness Testimony on bill S. 16. An act relating to the creation of the Task Force on School Exclusionary Discipline Reform, Montpelier, VT: April 6, 2021
6. Vermont Senate Education Committee, Expert Witness Testimony on H.675, Montpelier, VT: April 17, 2018
7. Vermont House Education Committee, Expert Witness Testimony on bill H.830 (updates to state anti-bullying policy), Montpelier, VT: April 14<sup>th</sup>, 2016

**COMMISSIONED REPORTS**

1. Chomitz V. R., Corliss J., Arsenault L. N., Chui K., **Garnett B. R.** & Economos C. (2013). A Decade of Shape Up Somerville: Assessing Child Obesity Measures 2002-2011, City of Somerville. Available at: <http://www.somervillema.gov/sites/default/files/SUS-BMI-ReportFINAL-4-12-2013.pdf>
2. Chomitz V. R., **Garnett B. R.**, Arsenault, L. N. & Hudson D. (2013) Shape Up Somerville: Building and Sustaining a Healthy Community, Reflections over 15 years (1998-2013), City of Somerville. Available at: <http://www.somervillema.gov/sites/default/files/SUS%20Story%20FINAL2c.pdf>

**GRANT FUNDED PROJECTS (PAST FIVE YEARS)**

Year	Amount	Title & Funding Source	Role
<b>Current Garnered Support</b>			

2024-2025	\$300,000	Leveraging the Vermont Community Schools Research-Practice-Partnership, Leahy Institute for Rural Partnerships, University of Vermont	PI
2023-2024	\$250,000	Community Schools Implementation and Evaluation, Vermont Agency of Education	PI
2023-2024	\$7,500	Leveraging Youth Voice in Research-Practice-Partnerships, National Network on Education Research Practice Partnerships (NNERPP)	Co-PI
2022-2025	\$30,000	Examining Weight Inclusivity in High School Nutrition Education Curriculum and Policies in Vermont, USDA HATCH	Co-I
2023-2024	\$17,329	School Based Health Centers, Vermont Child Health Improvement Program (VCHIP) and the Vermont Department of Health (VDH)	PI
2023-2028	\$1,250,000	Project RESILIENCY (Recruiting Specialized and Interdisciplinary Leaders in the Education of Children and Youth). US Department of Education Office of Special Education & Rehabilitative Services Office of Special Education Programs	Affiliated Faculty
<b>Pending Support</b>			
2024-2027	\$1,998,193	Establishing a University Assisted Community School Collaborative at UVM, Congressional Direct Spending Request, Senator Sanders	PI
<b>Past Support</b>			
2021-2023	\$150,000	Support for new non-STEM doctoral program “Special Education and Social-Emotional Health” University of Vermont Office of Vice President for Research (OVPR)	Founding Faculty
2018-2019	\$30,000	<i>Transforming the Burlington School District through Restorative Practices: A Multi-Disciplinary, Community Action Research Endeavor.</i> University of Vermont Office of the Vice President for Research (OVPR) REACH Grant.	Co-I
2018-2020	\$30,000	Restorative Practices, UVM Foundation through an Anonymous Donor to the College of Education and Social Services	Co-I
<b>Submitted but not funded</b>			
2024-2025	\$30,000	Weight-Inclusive Nutrition (WIN): A Harm-Reduction Framework for Coaches to Address Nutrition and Body Image in Mid-Major Female Athletic Programs, NCAA	Co-PI
2024-2027	\$399,201	In Community with Community Schools: Advancing Rural Community Schools Implementation and Expansion Through a State Education Agency/University Research-Practice Partnership, Spencer Foundation.	Co-PI
2023-2025	\$628,000	A Crux for Community Resiliency: Alignment of Community Schools and Food Systems Research Center, UVM Food Systems Research Center	PI
2023-2026	\$500,000	Exploring Community Schools Implementation to Promote Rural Student Postsecondary Education and Workforce Outcomes in Vermont, Ascendium Foundation	PI

2023-2026	\$2,953,642	Establishing a University Assisted Community School Center at UVM, Congressional Direct Spending Request, Senator Sanders	PI
2021-2022	\$100,000	<i>The Burlington School District/University of Vermont Racial Equity Coalition</i> , Nellie Mae Education Foundation, Strengthening Coalitions and Movement Building Grant	Co-I
2021-2026	\$1,250,000	Project RESILIENCY (Recruiting Specialized and Interdisciplinary Leaders in the Education of Children and Youth). US Department of Education Office of Special Education & Rehabilitative Services Office of Special Education Programs	Affiliated Faculty
2020-2022	\$130,000	University of Vermont, Postdoctoral Associate Program (PAP), Office of the Vice President for Research	Co-I
2018-2020	\$194,275	Utilizing Youth Participatory Action Research to Support Restorative Practices Implementation and Youth Centered Civic Engagement Throughout an Entire School District, Corporation for National and Community Service	Co-I
2017-2020	\$1,000,000	<i>Process and Outcome Evaluation of Restorative Practice Implementation: School based factors influencing fidelity and effectiveness</i> . Spencer Foundation Lyle Spencer Research Award. \$1,000,000	PI
2018-2020	\$250,000	NIH R21. Using Gamification to Motivate Adolescents' Physical Activity and Sleep Behaviors.	Co-I

#### PEER-REVIEWED CONFERENCE PAPERS AND PRESENTATIONS (last 4 years)

1. Knox, P., **Garnett**, B.R., Kervick, C., DeCarolis, J., & Haensch, J. Research-Policy-Practice Partnerships in Support of Rural Community Schools (2024, May). *National Community Schools and Family Engagement Conference*.
2. Greenwald, A., **Garnett**, B.R., Hayes, K., Dunston, Y.L., Kozma, C., & Major, J. UACS: Sustaining Democratic Partnerships Between Universities and Community Schools. (2024, May). *National Community Schools and Family Engagement Conference*.
3. Rimkunas, N., **Garnett**, B.R., Lombard P., Keyes, O., Cook, K., & Knox, P. School Based Mental Health through UACS: Capacity Building, Delivery Systems and Funding Strategies. (2024, May). *National Community Schools and Family Engagement Conference*.
4. Knox, P., **Garnett**, B.R., Johnson J. & Rimkunas N. Rural Impact: University Assisted Community Schools (UACS) in Rural Contexts. (2024, May). *National Community Schools and Family Engagement Conference*.
5. Knox, P., **Garnett**, B.R., Kervick, C., DeCarolis, J., & Haensch, J. Community School Implementation and Sustainability in Rural Contexts. (2024, April). *American Educational Research Association Annual Conference*.
6. **Garnett**, B.R., Schumacher, H., & Waite, N. School health as a critical component of health equity: highlighting the role of school-based health centers and community schools (2023, October). *Health Equity Summit*, University of Vermont.
7. Rimkunas, N., Bowman, C., Quartz, K., Greenwald, A., Schmidt, J., Grim, J., Saunders, M., **Garnett**, B.R., Seungho, M., (2023, June). Building Successful Partnerships between

- Higher Education and Community Schools. *National Community Schools and Family Engagement Conference*.
8. **Garnett, B.R.**, Knox, P., DeCarolis, J., Haensch, J., (2023, June). Rural Realities: Examining Community School Implementation in Vermont. *National Community Schools and Family Engagement Conference*.
  9. Smith, L.C., **Garnett, B.R.**, Simpfenderfer, A., Moore, M., (2023, April). A Critical Policy Implementation Exploration of 2LGBTQIA+ Grade 3-12 Youth Experiences with District Wide Restorative Practices. *American Education Research Association 2023 Annual Meeting*.
  10. Knox, P., **Garnett, B.R.**, Simpfenderfer, A., Kervick, C., Smith, L. (2023, May). Illuminating school-level and professional role differences in perceptions of support, efficacy, and use of restorative practices. *New England Educational Research Organization, NEERO*.
  11. **Garnett, B.R.**, Simpfenderfer, A., Vogel, K, Ellis, N, Smith, L.C., Moore, M. (2022, November). Immediate data dissemination to support diverse school stakeholder engagement in educational equity: data sharing stories within a university-school district CBPR project on restorative practices implementation. In *APHA's 2022 Annual Meeting and Expo, American Public Health Association*.
  12. **Garnett, B.R.**, DeCarolis, J., (2022, November) Development of a Research-Practice-Partnership on Community School Implementation and Evaluation in Vermont. In *APHA's 2022 Annual Meeting and Expo, American Public Health Association*.
  13. Koller, S., Halman, L., **Garnett, B.R.**, (2021, October) An innovative approach to engaging youth with their youth risk behavior survey data during a pandemic (Remote and In-Person Engagement). In *APHA's 2021 Annual Meeting and Expo, Oct 24-27. American Public Health Association*.
  14. **Garnett, B.R.**, Moore, M., Vogel, K., Meyer, J., Bedinger, L., Kelley, J., Robinson, K., Smith, L.C., (2021, October). Committing to community dissemination: A variety of strategies to provide school district partners accessible data on restorative practices implementation). In *APHA's 2021 Annual Meeting and Expo, Oct 24-27. American Public Health Association*.
  15. **Garnett, B.R.**, Moore, M., Vogel, K., Meyer, J., Bedinger, L., Kelley, J., Robinson, K., Smith, L.C., (2021, October). Implementing virtual restorative practices community-building circles in the early stages of the COVID-19 pandemic. Preliminary results from district staff perspectives. In *APHA's 2021 Annual Meeting and Expo, Oct 24-27. American Public Health Association*.
  16. **Garnett, B.R.**, Moore, M., Vogel, K., Meyer, J., Bedinger, L., Kelley, J., Robinson, K. (2021, October). Sustaining a school district-university CBPR partnership dedicated to exploring restorative practice school-based implementation during a pandemic. In *APHA's 2021 Annual Meeting and Expo, Oct 24-27. American Public Health Association*.
  17. **Garnett, B. R.**, Kervick, C., Moore, M., Ballysingh, T., & Smith, L. (2020, November). School Staff and Youth Perspectives of Tier One Restorative Practices Classroom Circles during Year One Implementation at a Diverse Urban Elementary School. In *APHA's 2020 Annual Meeting and Expo (Nov. 2-Nov. 6)*. American Public Health Association.
  18. Beattie, H., Fitzgerald, C., Koller, S., Scott, K., **Garnett, B.R.**, & Holmes, B. (2020, November). Impact of engaging students in survey data analysis and as partners in school

change: Results from a mixed methods study. In *APHA's 2020 Annual Meeting and Expo (Nov. 2-Nov. 6)*. American Public Health Association.

19. **Garnett, B. R.**, Smith, L., Mika Moore, M., Sparks, H., Kidde, J., & Bedinger, L. (2019, November). "A Community Based Participatory Research Project Dedicated to Improving School Discipline Disparities Through Restorative Practices Implementation and Evaluation: Highlighting Tensions in the Development of Implementation Measures." American Public Health Association Annual Conference, Philadelphia, PA.
20. **Garnett, B.R.**, Kervick, C.T., Moore, M.A., "School Staff Perspectives on First Year Restorative Practices Implementation at a Diverse Urban Elementary School". Poster Presentation at the 2019 Society for Research on Child Development Biennial Meeting, Baltimore, MD, March 2019.

### **INVITED ADDRESSES TO PROFESSIONAL AND COMMUNITY AUDIENCES (last four years)**

1. Vermont Department of Health, Grand Rounds. Invited Participant. March 2020, "A Community Based Participatory Research Project Dedicated to Dismantling Legacies of Inequity Through Restorative Practices Implementation and Evaluation"
2. Invited expert presenter on "Health Equity in Health Care" to the Vermont State Youth Advisory Group, July 20, 2021.
3. Invited presenter on "Development of a Research-Practice-Partnership (RPP) to support evaluation and implementation of community schools in Vermont" during the monthly call of the University Assisted Community School National Network, April 18, 2022
4. Invited Panel Facilitator on "Community Schools in Vermont" during the Fall 2022 Rowland Foundation at the University of Vermont, October, 2022
5. Invited presenter on "Dismantling legacies of inequity through restorative practices" during Fall President's Faculty Colloquia Series at the Englesby House, University of Vermont, November 1, 2022.
6. Invited panelist on the Netter Center Alum Community Engaged Scholarship Symposium at the 30<sup>th</sup> Anniversary of the Netter Center Celebration, University of Pennsylvania, April 2023

### **TEACHING EXPERIENCE**

*University of Vermont*

#### **Undergraduate Courses**

- EDHE 046 Personal Health: 2013 – 2017; EDHE 146: Personal Health 2018-2020
- EDHE 050/EDSP 193 Bullying & Discrimination: 2014-2020
  - D1 EDSP 152: Race, Bullying and Discrimination: 2022
- HSCI 021: Introduction to Public Health 2018-2024
- EDSP 1990 Restorative Practices in Athletics (Fall 2023)

#### **Graduate Courses**

- EDLP 459 Mixed Methods Research: 2014-2024
- EDSP 7110 Prevention Science Theory (Fall 2023)

### **GRADUATE STUDENT RESEARCH COMMITTEES**

*Doctoral Dissertation Advisor - Current*

1. Virginie Diambou, EdD Department of Education, Leadership, and Policy
2. Cara Simone, PhD Department of Education, Leadership, and Policy

*Former Doctoral Dissertation Advisor – Past four years*

1. Rafael Rodriguez, EdD Education, Leadership, and Policy, CESS (graduated spring 2019)
2. Suzanna Elkin, PhD Education, Leadership, and Policy, CESS (graduated Spring 2019)
3. Alison Howe, PhD Education, Leadership, and Policy, CESS (graduated, Spring 2020)
4. Tom Griffin, PhD Education, Leadership, and Policy, CESS (graduated, Spring 2021)
5. Lori Dolezal, EdD, Education, Leadership, and Policy, CESS (graduated Fall 2021)
6. Katie Stango, EdD Education, Leadership, and Policy, CESS (graduated Fall 2021)
7. Hans Cabra, PhD, Education, Leadership, and Policy, CESS (graduated, Spring 2022)
8. Heather Moore, EdD Education, Leadership, and Policy, CESS (graduated, Spring 2023)
9. Rhiannon Kim, EdD Education, Leadership, and Policy, CESS (graduated, Spring 2023)
10. Deb Hinchey, EdD Department of Education, Leadership, and Policy (graduated, Fall 2023)

*Current Doctoral Dissertation Committee Member: 2023-2024*

1. Emma Swift, PhD candidate Education, Leadership, and Policy, CESS
2. Quin Gonnell, PhD candidate, Education, Leadership, and Policy, CESS
3. Dolan Dolan, PhD candidate, Education, Leadership, and Policy, CESS
4. Katherine Lee, EdD Education, Leadership, and Policy, CESS
5. Akol Aguek, EdD Education, Leadership, and Policy, CESS
6. Ellen Dorsey, EdD Education, Leadership, and Policy, CESS
7. Sonya Stern, EdD Education, Leadership, and Policy, CESS
8. Sarra Talib, PhD, Food Systems, College of Nursing and Health Sciences
9. Emma Rose Horowitz-McCadden, PhD, Interprofessional Health Sciences, College of Nursing and Health Sciences
10. Janet Gamble, PhD, Food Systems, College of Nursing and Health Sciences
11. Anita Martin, PhD, Interprofessional Health Sciences, College of Nursing and Health Sciences
12. Dee Barbic, EdD, Education, Leadership and Policy, CESS
13. Katie Paris, PhD, Interprofessional Health Sciences, College of Nursing and Health Sciences
14. Erin Tinti, EdD, Education, Leadership and Policy, CESS
15. Teresa Mnguzai, PhD, Food Systems, College of Agriculture and Life Sciences

*Current Master's Thesis Committee Members: 2023-2024*

1. Casey Buck, Clinical Psychology, College of Arts and Sciences

**SERVICE TO UNIVERSITY, COLLEGE AND DEPARTMENT (current, 2023-2024)**

***Department***

- Education and Leadership Policy Studies (EDLP) Doctoral Advisors Committee, Member

- Dissertation Committee Member, EDLP EdD/PhD and PhD students from several University graduate programs including Food Systems, SHIE and Interprofessional Health Sciences (N=14)
- Founding Core Faculty Member, New PhD in Social-Emotional-Behavioral Health and Inclusive Education

### ***College of Education and Social Services***

- Member, Committee on Equity Action and Diversity (CEAD)

### ***University of Vermont***

- Committee on Human Research in the Behavioral and Social Sciences (CHRBSS) Institutional Review Board, CESS Faculty Member
- Food Systems Graduate Faculty, Member
- Food Systems Graduate Admissions Committee, Member
- College of Nursing and Health Sciences, Public Health Sciences Program Faculty
- Athletics Advisory Board, Appointed faculty member
- Invited member of the application review panel for the ACS-Institutional Review Grant from the University of Vermont Cancer Center (UVMCC)
- Faculty Advisor to the Coaching Staff, Field Hockey, University of Vermont Athletics
- Search Committee, Assistant Professor, Department of Medicine, Larner College of Medicine
- Grant Reviewer, UVM Cancer Institute

### ***State/Community***

- Vermont Agency of Education Harassment, Hazing and Bullying Council, Secretary of Education Appointed Member
  - Appointed Chair 2013-2019
- Vermont Restorative Approaches Collaborative, Member
- Vermont Evaluation Network, Member
- Vermont Community School Coalition, Member
- Vermont Act 56 Advisory Group for Eating Disorder Education in Schools

### ***National***

- Elected Member, American Public Health Association (APHA), Publications Board elected by the Executive Board (October 27, 2021 through October 30, 2024)
- Journal of School Health, Editorial Board
- University Assisted Community Schools National Network, Steering Committee Member
- Coalition for Community Schools, Research Practice Network, Member
- Workshop Reviewer, 2024 National Community Schools and Family Engagement Conference
- National Network on Education Research Practice Partnerships (NNERPP), Invited Member, University Brokers Subnetwork

### **Journal Reviewer**

1. Journal of Adolescent Health
2. Preventing Chronic Disease
3. Maternal and Child Health Journal
4. Social Science and Medicine
5. Ethnicity and Inequalities in Health and Social Care
6. American Journal of Preventive Medicine

7. Journal of Remedial and Special Education
8. Health Promotion Practice
9. BMC Public Health
10. Public Health Nutrition
11. American Journal of Public Health
12. Aggressive Behavior
13. Journal of Interpersonal Violence
14. International Journal of Research and Methods in Education
15. American Education Research Journal

**PROFESSIONAL AFFILIATIONS**

2009 - American Public Health Association (APHA): School Health and Wellness Section Member, Community Based Public Health Caucus Section Member

2013- Society for Prevention Research (SPR)

2015 – American Educational Research Association (AERA)

2023- National Network of Education Research Practice Partnerships (NNERPP)

2017- Mixed Methods International Research Association

2015 – Society for Research on Child Development (SRCD)