

**CURRICULUM VITAE****Ali H. Hachem, PhD**

Associate Professor of Graduate Studies in Educational Leadership  
 Department of Human Services & Educational Leadership  
 James I. Perkins College of Education  
 Stephen F. Austin State University

2100 North Raguette St.  
 P.O. Box 13019, SFA Station  
 Nacogdoches, TX 75962

[hachema@sfasu.edu](mailto:hachema@sfasu.edu)

(469) 543-9644

**I. Academic Degrees:**

Ph.D.	Miami University of Ohio (USA)	2013	Educational Administration
M.Ed.	Qatar University (Qatar)	2010	Educational Leadership
T.D.	American University of Beirut (Lebanon)	2003	Secondary Science Education
B.S.	American University of Beirut (Lebanon)	1996	Chemistry

**II. Professional accreditations/certifications:**

- Texas Teacher Evaluation and Support System training (December 2017)
- Online Instructor Certification (Stephen F. Austin State University, 2013)
- Curriculum, Instruction and Professional Development (CIPD) Certificate (Miami University of Ohio, 2012)
- Certificate in Applied Statistics and Data Analysis in Social Science (Miami University of Ohio, 2012)

**III. Professional Experience:**

2019- now	Tenured associate Professor, Masters and Doctoral Studies	Department of Human Services and Educational Leadership, Perkins College of Education, Stephen F. Austin State University
2013- 2019	Assistant Professor, Masters and Doctoral Studies	Department of Human Services and Educational Leadership, Perkins College of Education, Stephen F. Austin State University
2010- 2013	Teaching Associate of Undergraduate Studies	Department of Educational Leadership, Miami University of Ohio

**Ali H. Hachem****Curriculum Vitae**

2007- 2010	Secondary School Principal	Doha Academy, Doha, Qatar
2007- 2008	Educational Services Center Director	Doha Academy, Doha, Qatar
2003- 2007	IGCSE/AS Chemistry Teacher	Doha Academy, Doha, Qatar
1999- 2003	11-17 Chemistry Teacher	National Evangelical School, Nabatieh, Lebanon

**IV. Dissertation:**

*The Oxymoron of the Cultural Residue in the Organizational Paragon: A Critical Pragmatist Critique of Selected Popular Educational Administration Textbooks*

Dissertation Committee Chair: Dr. Kathleen Knight-Abowitz, Professor, Department of Educational Leadership Miami, University of Ohio.

Dissertation Committee Member: Dr. Richard Quantz, Professor Emeritus, Department of Educational Leadership, Miami University of Ohio.

Dissertation Committee Member: Dr. Karen Stansberry Beard, Associate Professor, Department of Educational Studies, Ohio State University.

Dissertation Committee Member: Dr. Thomas Misco, Professor, Department of Teacher Education, Miami University of Ohio.

**V. Scholarly Areas of Interests:**

- Philosophy of educational administration and leadership
- Philosophy of science and of research in educational administration and leadership
- Philosophy and cultural theory of education
- John Dewey and Pragmatism
- Educational leadership and administration preparation programs
- Democratic theory of educational administration and leadership
- Complexity, multiculturalism, and globalization

**VI. Scholarly Commitments:**

Motivation, curiosity, rigor, challenge, commitment, creativity, systematic thinking, collaboration, currency, transparency, neutrality, honesty, open mindedness, reflectivity, reflexivity, integrity, and excellence.

**VII. Conference Presentations:*****A. Presented/Accepted/Not Accepted/Under Review:***

Hachem, A. H. (2024, February, Accepted). *The Struggle Over Educational Subjectivity: Pragmatist Considerations for Neoliberal Times*. Paper to be presented at the Southeast Philosophy of Education Society Conference, Knoxville, TN.

Hachem, A. H. (2022, October). *Cultural Ecological Educational Leadership for Social Justice: A Deweyan Pragmatist Reconstruction*. Paper presented at the Critical Questions in Education Conference, Denver, CO.

Hachem, A. H. (2022, March). *Action Research: A Critical Pragmatist Approach*. Paper presented at the Conference on Academic Research in Education (virtual).

Hachem, A. H. (2022, April). *Cultural and Ecological Educational Leadership for Social Justice: A Deweyan Pragmatist Reconstruction*. Paper submitted and not accepted at the American Educational research Association Conference, San Diego, California, and virtual.

Hachem, A. H. (2022, April). Session Discussant: *Learning Environment and School Effectiveness*. The American Educational Research Association Conference, San Diego, CA, and virtual.

Hachem, A. H. (2022, April). Session Chair: *Perspectives and Experiences of Religious Minorities in Educational Settings*. The American Educational Research Association Conference, San Diego, CA, and virtual.

Hachem, A. H. (2022, April). Session Chair: *Reexamining Place-Based Interdependencies Toward Equitable Education*. The American Educational Research Association Conference, San Diego, CA, and virtual.

Hachem, A. H. (2022, April). Session Chair: *Understanding How Organizational Systems Shape Student Equity and Teacher Agency*. The American Educational Research Association Conference, San Diego, CA, and virtual.

Hachem, A. H. (2021, April). Session Chair: *Arts-based mentoring and reflections*. The American Educational Research Association Conference, San Diego, CA.

Hachem, A. H. (2021, April). Session Chair: *Centering spirituality: During crisis, in secular education, and in educational leadership*. The American Educational Research Association Conference, San Diego, CA.

Hachem, A. H. (2021, April). Session Chair: *Measurement and assessment in higher education*. The American Educational Research Association Conference, San Diego, CA.

Hachem, A. H. (2021, April). Session Chair: *Negotiating private interests and the public good with school choice*. The American Educational Research Association Conference, San Diego, CA.

- Hachem, A. H. (2021, April). Session Chair: *Special educators: Attitudes, satisfaction, and retention*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Chair: *Teachers as leaders in school improvement*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Chair: *Trends in technology integration and technology leadership*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Discussant: *COVID and distance learning*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Discussant: *Disrupting systemic inequities*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Discussant: *Examination of anxiety and academic stress*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Discussant: *Important considerations for survey data*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Discussant: *Marxian analysis in the 21st century: Educational futures and challenges*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Discussant: *Paper Session 1 (Pending Title) for the SIG-Measurement and Assessment in Higher Education*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). Session Discussant: *Social justice and equity leadership in changing times: New perspectives on research, theory, and practice*. The American Educational Research Association Conference, San Diego, CA.
- Hachem, A. H. (2021, April). *Action research as a project of the certain: Textual eventualist reconstructions*. Paper submitted and not accepted at the American Educational research Association Conference (virtual).
- Hachem, A. H. (2021, April). *The fantasies of educational policy: A pragmatist critique*. Paper submitted and not accepted at the American Educational research Association Conference (virtual).
- Hachem, A. H. (2020, April). Session Chair: *Innovative pedagogy toward greater student sense of self-efficacy in graduate research education*. The American Educational Research Association Conference, San Francisco, CA.
- Hachem, A. H. (2020, April). Session Chair: *Innovative strategies for leadership preparation programs*. The American Educational Research Association Conference, San Francisco, CA.

- Hachem, A. H. (2020, April). Session Chair: *Leading for learning: Partnering with teachers for professional development and growth*. The American Educational Research Association Conference, San Francisco, CA.
- Hachem, A. H. (2020, April). Session Chair: *Teachers and adults as writers: Sociocultural approaches*. The American Educational Research Association Conference, San Francisco, CA.
- Hachem, A. H. (2020, April). Session Discussant: *Highlighting promising practices in MOOCs*. The American Educational Research Association Conference, San Francisco, CA.
- Hachem, A. H. (2020, April). Session Discussant: *The world of the superintendent*. The American Educational Research Association Conference, San Francisco, CA.
- Hachem, A. H. (2020, April). Session Discussant: *Working with teachers: Leadership that fosters collaboration for improvement*. The American Educational Research Association Conference, San Francisco, CA.
- Hachem, A. H. (2020, February). *The constructive tendencies in action research: A textual eventualist critique*. Paper submitted to the Critical Questions in Education Conference (no reply received), Seattle, WA.
- Hachem, A. H. (2020, February). *The fictions of education policy: Pragmatist reconstructions*. Paper submitted to the Critical Questions in Education Conference (no reply received), Seattle, WA.
- Hachem, A. H. (2019, November). *Action Research as a formalizing project: A textual eventualist critique*. Paper on the program at the American Educational Studies Association Conference, Baltimore, MD.
- Hachem, A. H. (2019, November). *The fantasies of educational policy: A pragmatist reconstruction*. Paper on the program at the American Educational Studies Association Conference, Baltimore, MD.
- Hachem, A. H. (2019, November). Session chair: *Discussions regarding challenges and strengths of participatory action research, action research, and community engaged research*. Session on the program at the American Educational Studies Association Conference, Baltimore, MD.
- Hachem, A. H. (2019, November). Session chair: *The contributions of Dewey to educational policy, community building, and service learning*. Session on the program at the American Educational Studies Association Conference, Baltimore, MD.
- Hachem, A. H. (accepted, 2019, April). *Action research as constructive epistemology: Pragmatist evasions in the certain*. Paper on the program at the American Educational research Association Conference, Toronto, Canada.

Hachem, A. H. (2018, November). *Philosophical theorizing in the global then and now: Text, biography, and culture*. Paper presented at the American Educational Studies Association Conference, Greenville, SC.

Hachem, A. H. (2018, October). *Civility and Dewey's quest for certainty: A book response*. Paper presented at the Critical Questions in Education Conference, Kansas City, MO.

Hachem, A. H. (2018, October). *Community-based action research for the public good: Deweyan reconstructions in civil inquiry*. Paper presented at the Critical Questions in Education Conference, Kansas City, MO.

Hachem, A. H. (2018, October). Session chair: *Encouraging civic engagement*. Session presented at the Critical Questions in Education Conference, Kansas City, MO.

Hachem, A. H. (2018, October). Session chair: *Exploring civic Virtue*. Session presented at the Critical Questions in Education Conference, Kansas City, MO.

Hachem, A. H. (2018, April). *John Dewey and the "problem" the mundane: Eventualism and the ceaseless quest for certainty*. Paper presented at the American Educational research Association Conference, New York, NY.

Hachem, A. H. (2018, April). Session Discussant: *Environmental Implications of Leadership Development in Urban School Districts*. Session discussed at the American Educational Research Association Conference, New York, NY.

Hachem, A. H. (2017, October). *John Dewey and the public good: Historical reconstructions in (public) biography*. Paper presented at the Critical Questions in Education Conference, Pittsburgh, PA.

Hachem, A. H. (2017, October). *Higher education in the era of illusions: Neoliberal trickeries, capitalistic cruelties, and the need for critical unmasking*. Paper presented at the Critical Questions in Education Conference, Pittsburgh, PA.

Hachem, A. H. (2017, April-May). *Philosophy of educational administration: An intellectual history*. Paper presented at the American Educational research Association Conference, San Antonio, TX.

Hachem, A. H. (2017, April-May). Session chair: *Deweyan Discourses on Democracy in a Neoliberal Era: Toward Liberating Education*. Session presented at the American Educational research Association Conference, San Antonio, TX.

Hachem, A. H. (2017, April-May). Session chair: *Social Justice Tensions in the Principalship and Other School Leadership Roles*. Session presented at the American Educational research Association Conference, San Antonio, TX.

Hachem, A. H. (2017, February). *(Re)Visiting dewey: Inquiry, culture, and the criticism of criticisms*. Paper presented at the Southeast Philosophy of Education Society Conference, Knoxville, TN.

- Hachem, A. H. (2016, March). *From disciplinarity to democracy: Critical pragmatist reconstructions for educational leadership preparation programs*. Paper presented at the Critical Questions in Education Conference, San Antonio, TX.
- Hachem, A. H. (2016, February). Session chair: *Dewey, knowledge, and education*. Session presented at the Southeast Philosophy of Education Society Conference, Asheville, NC.
- Hachem, A. H. (2016, February). *The rise of leadership for student learning: The quest for certainty in the field of educational leadership preparation programs*. Paper presented at the Southeast Philosophy of Education Society Conference, Asheville, NC.
- Hachem, A. H. (2015, November). *Capitalism and the struggle for participative democracy: critical pragmatist reconstructions in cultural pedagogy*. Paper presented at the Critical Theories in the Twenty First Century: A Conference of Transformative Pedagogies, Philadelphia, PA.
- Hachem, A. H. (2014, February). *Multivocality, certainty, and the modern department of educational administration: Critical pragmatist reconstructions for democratic educational leadership*. Paper presented at the Southeast Philosophy of Education Society Conference, Decatur, GA.
- Hachem, A. H. (2013, November). *Neo-Capitalism, globalization, and the discourse of complexity: Hegemonic democracy and the “promise” of culture*. Paper presented at the Critical Theories in the Twenty First Century: A Conference of Transformative Pedagogies, Philadelphia, PA.
- Hachem, A. H. (2012, November). *Complexity and the “knowledge age”: A pragmatist critique*. Paper presented at the Miami University of Ohio’s Graduate Research Forum, Oxford, OH.
- Hachem, A. H. (2012, September). *The ghostly ruins of Liberal Education: A pragmatist pedagogy of encounter*. Paper presented at the Ohio Valley Philosophy of Education Society Conference, Dayton, OH.
- Hachem, A. H. (2012, June). *From occupation to occupying: How to reclaim the uncertain in the age of certainty*. Paper presented at the Rouge Forum Conference, Oxford, OH.
- Hachem, A. H. (2012, February). *Pragmatist uncertainty in an Age of Certainty: Reflections on teaching a “Liberal Education” class*. Paper presented at the Annual Graduate Student Conference, Miami University’s Department of Educational Leadership, Oxford, OH.
- Hachem, A. (2011, November). *The voice of the voiceless in schools of education: The Deweyan public as non-othering*. Paper presented at the American Educational Studies Association Conference, Saint Louis, MO.

**B. In progress:**

Hachem, A. H. (in progress). *Complexity theory and the “knowledge age”: A pragmatist critique*. Conference TBD.

Hachem, A. H. (in progress). *Critical pragmatist considerations for the preparation of educational leaders and administrators*. Conference TBD.

Hachem, A. H. (in progress). *Critical pragmatist reconstructions in educational administration and leadership inquiry*. Conference TBD.

Hachem, A. H. (in progress). *Cultural action: A pragmatist reconstruction*. Conference TBD.

Hachem, A. H. (in progress). *Dewey, democracy, power, nature, and drama*. Conference TBD.

Hachem, A. H. (in progress). *From text to culture: A pragmatist textual critique of selected popular Educational Administration textbooks*. Conference TBD.

Hachem, A. H. (in progress). *Identity narratives of diversity: Pragmatist reconstructions in (in)coherence*. Conference TBD.

Hachem, A. H. (in progress). *Philosophy of Educational Administration: An intellectual history*. Conference TBD.

**VIII. Publications:****A. Published/Under Review/In Preparation:**

Morris, R., & Hachem, A. H. (two revision without acceptance, in rewriting phase). The snake eating itself: Cultural ecological perspectives on children’s poverty, education, and their inequitable nexus. *International Journal of Leadership in Education*.

Morris, R., & Hachem, A. H. (in preparation). Narratives of successful educators who were raised in poverty: On children, poverty, and education. To be submitted to *Teachers and Teaching: Theory and Practice*.

Hachem, A. H. (2020, invited but not submitted). Paper on action research to the *Canadian Journal of Action Research*.

Hachem, A. H. (2020, invited but not submitted). Paper on Deweyan pragmatism to *Education and Culture*.

Hachem, A. H. (invited, 2019). John Dewey and the “problem” the mundane: Implications for philosophy of educational administration. In P. M. Jenlink & C. Lowery (Eds.), *Handbook of Dewey’s educational theory and practice* (pp. 345-365). Rotterdam, the Netherlands: Sense Publishers.



Hachem, A. H. (2018). Higher education in the era of illusions: Neoliberal narratives, capitalistic realities, and the need for critical praxis. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 4(1), 43-59.

Hachem, A. H. (2017). Science, ideology, democracy and educational administration: Pragmatist considerations for research and practice. In D. Mulcahy (Ed.), *Experiencing school: Toward an awareness of students' lived experiences in school* (pp. 61-80). Winston-Salem, NC: South Atlantic Philosophy of Education Society.

Quantz, R., Cambron-McCabe, N., Dantly, M., & Hachem, A. H. (2017). *Culture-based leadership. International Journal of Leadership in Education*, 20(3), 376-392.

Hachem, A. H. (2016). The dissociative university: Pragmatist reconstructions in democratic pedagogy. *Policy Futures in Education*, 14(8), 1117-1134.

Hachem, A. H. (2016). Studies in the social from the margins: Deweyan considerations for practice. *Journal of Social Studies and History Education* 1(2).

Hachem, A. H. (2013). *The Oxymoron of the Cultural Residue in the Organizational Paragon: A Critical Pragmatist Critique of Selected Popular Educational Administration Textbooks*. (Electronic Dissertation). Retrieved from <https://etd.ohiolink.edu/>

### ***B. In Progress:***

#### *Book Project I:*

##### *Critical Pragmatist Reconstructions in Educational Administration and Leadership Inquiry*

In this book I draw from (1) John Dewey's legacy and the corresponding literature on different schools of pragmatism, (2) historical and contemporary discourses on philosophy of educational administration and leadership inquiry, and (3) the present cultural paradigm of

k-12 educational administration and leadership to propose a philosophy of educational inquiry in educational administration and leadership that takes seriously the intersection among community, power, materiality, and complexity and the role of such intersection in the production of autobiographical knowledge claims/actions.

#### *Book Project II:*

##### *Critical Pragmatist Considerations for the Preparation of Educational Leaders and Administrators*

In this book I draw from (1) John Dewey's legacy and the corresponding literature on different schools of pragmatism, (2) historical and contemporary discourses on philosophy of educational administration and leadership, and (3) the present cultural paradigm of k-12 educational administration and leadership to propose an educational leadership and administration preparation model rooted in a philosophy of educational administration and leadership that takes seriously the intersection among community, power, materiality, and complexity and the role of such intersection in the production of autobiographical knowledge claims/actions.

Article projects:

Hachem, A. H. (in progress). From text to culture: A pragmatist textual critique of selected popular Educational Administration textbooks. To be submitted to *Critical Questions in Education*.

Hachem, A. H. (in progress). Philosophy of Educational Administration: An intellectual history. To be submitted to *International Journal of Leadership in Education*.

Hachem, A. H. (in progress). Dewey, democracy, power, nature, and drama. To be submitted to *Studies in Philosophy and Education*.

Hachem, A. H. (in progress). Complexity theory and the “knowledge age”: A pragmatist critique. To be submitted to *Complicity: An International Journal of Complexity and Education*.

Hachem, A. H. (in progress). Identity narratives of diversity: Pragmatist reconstructions in (in)coherence. To be submitted to *Narrative Inquiry*.

Hachem, A. H. (in progress). Cultural action: A pragmatist reconstruction. To be submitted to *Studies in Philosophy of Education*.

**IX. Professional Memberships:**A. American Educational Research Association (AERA):

A.1 Division A (Administration, Organization & Leadership)

A.2 Division B (Curriculum Studies)

A.3 Division D (Measurement and Research Methodology)

A.4 Division G (Social Context of Education)

A.5 Constructivist Theory, Research, and Practice SIG

A.6 Dewey Studies SIG

A.7 Philosophical Studies in Education SIG

B. American Educational Studies Association (AESA)**X. Professional Service:**A. Invited Service:

A.1 American Educational research Association (AERA) Conference’s Constructivist Special Interest Group (SIG), Outstanding Conference Submission Award Committee (Committee Member, invited).

A.2 Scholar-Practitioner Quarterly (Editorial Board Member, invited)

A.3 Mentoring and Tutoring Journal (Reviewer, invited)

A.4 Open Review of Educational Research (Reviewer, Invited)

A.5 Conference for Academic Research in Education (Reviewer, invited)

A.6 Teacher Education and Practice (Advisory Board Member, invited)

A.7 Deanship of Research, Sultan Qabous University, Oman (Grants' Research Proposals' Reviewer, invited)

A.8 invited to review a book by SAGE Publishing on doctoral dissertation writing (2020)

***B. Journal Articles' Reviewer Service:***

*1. Reviewer for the following journals in Educational Leadership and Administration:*

Educational Administration Quarterly; Journal of Educational Administration; Journal of Research on Leadership Education; Publications of the National Council of Professors of Educational Administration including Mentoring & Tutoring Journal and International Journal of Educational Leadership Preparation (Topic Area Reviewer, Invited for M&T); School Leadership and Management; Journal of School Leadership; Educational Management, Administration, and Leadership; International Journal of Educational Management; Management in Education; School Leadership and Management; Leadership and Policy in Schools; International Journal of Education Policy and Leadership; International Studies in Educational Administration; Journal for Critical Education Policy Studies (Editorial Advisory Board); Journal of Educational Change; Journal of Cases in Educational Leadership

*2. Reviewer for the following journals in Theory, Philosophy, History, and Culture of Education:*

Journal of Educational Administration and History; Educational Philosophy and Theory; Philosophical Inquiry in Education; Studies in Philosophy and Education; Encounters in Theory and History of Education; Educational Studies; Review of Education, Pedagogy, and Cultural Studies; Discourse: Studies in the Cultural Politics of Education; Pedagogy, Culture and Society; Interchange; Journal of Moral Education; Democracy and Education; Critical Studies in Education; Diaspora, Indigenous, and Minority Education; Journal of Thought (Editorial Review Panel Member); American Journal of Education

*3. Reviewer for the following journals in Educational Research:*

Educational Researcher; Educational Review; Open Review of Educational Research (Invited Reviewer); International Journal of Research and Method in Education; International Journal of Qualitative Studies in Education; Qualitative Research Journal; Educational Action Research; Journal of Behavioral and Social Sciences (Editorial Review Board Member); Action research

***C. Conference Submissions' Reviewer Service:***

*1. American Educational Research Association Conference:*

1.1 Division A (Administration): Section 1 (Leadership), Section 2 (School Organization and Effects), Section 3 (School and District Improvement)

1.2 Division B (Curriculum Studies): Section 1 (Culture and Commentary: The Readings/Makings of Curriculum), Section 2 (Pasts and Emerging Futurities: The Theorizing Moments of Curriculum), Section 3 (Methodologies, Cosmologies, and Philosophies: The Shaping of Curriculum), Section 4 (Policies and Politics: The Webbing of Curriculum), Section 5 (Places and Praxis: The Where-Abouts of Curriculum)

1.3 Division F (History and Historiography)

1.4 Division G (Social Context of Education): Section 1 (Education and Place, Space, Time), Section 2 (Differences and Intersectionalities), Section 3 (Language and Literacies), Section 4 (Policy and Mattering), Section 5 (Inquiry and Transformations)

1.5 Division H (Research, Evaluation, and Assessment in Schools): Section 1 (Applied Research in Schools), Section 4 (Accountability in Schools)

1.6 Division L (Educational Policies and Politics): Section 7 (Social Context and Structural Inequalities), Section 8 (Social Policy and Education)

1.7 SIGs: Action Research; Advanced Studies of National Databases; Biographical and Documentary Research; Chaos and Complexity Theories; Constructivist Theory, Research, and Practice; Critical Educators for Social Justice; Critical Examination of Race, Ethnicity, Class and Gender in Education; Critical Issues in Curriculum and Cultural Studies; Cultural Historical Research; Data-Driven Decision Making in Education; Democratic Citizenship in Education; Dewey Studies; Districts in Research and Reform; Educational Change; Grassroots Community & Youth Organizing for Education Reform; Holistic Education; Indigenous Peoples of the Americas; International Studies; Leadership for School Improvement; Leadership for Social Justice; Learning and Teaching in Educational Leadership; Longitudinal Studies; Media, Culture, and Learning; Mentorship and Mentoring Practices; Middle-Level Education Research; Mixed Methods Research; Multicultural/Multiethnic Education Theory, Research, and Practice; Organizational theory; Paulo Freire; Peace Education; Philosophical Studies in Education; Politics of Education; Postcolonial Studies and Education; Professors of Educational Research; Religion and Education; Research on Evaluation; Research on the Superintendency; School Community, Climate and Culture; School Effectiveness and School Improvement; School Turnaround and Reform; School/University Collaborative Research; Sociology of Education; Systems Thinking in Education; Talent Development of Students Placed at Risk

2. American Educational Studies Association Conference (program committee member):

2.1 Anthropology of Education Section

2.2 Cultural Studies of Education Section

2.2 Higher Education Section

2.3 History of Education Section

2.4 Philosophy of Education Section

2.5 Social Context of Education Section

2.6 Teacher Education Section

**XI. Academic Awards:**

Foreign Student Fund Scholarship	Miami University of Ohio	2013	\$500
Charles E. Techman Scholarship	Miami University of Ohio	2013	\$1000
James R. Showkeir Scholarship	Miami University of Ohio	2012	\$200
Al Kettlewell Scholarship	Miami University of Ohio	2012	\$300
Dr. Phillip Price Fellowship	Miami University of Ohio	2011	\$300
Charles E. Techman scholarship	Miami University of Ohio	2011	\$200
Perkins Supplemental Funding	Stephen F. Austin	2015	\$400
Perkins Supplemental Funding	Stephen F. Austin	2016	\$500
SFASU ORSP	Stephen F. Austin	2016	\$750
Perkins Supplemental Funding	Stephen F. Austin	2017	\$495
Perkins Supplemental Funding	Stephen F. Austin	2017	\$418

Perkins Supplemental Funding	Stephen F. Austin	2018	\$1000
Perkins Supplemental Funding	Stephen F. Austin	2020	\$1000
Perkins Supplemental Funding	Stephen F. Austin	2021	\$1000
Perkins Supplemental Funding	Stephen F. Austin	2022	\$1000

## **XII. Educational Philosophy:**

Aligned with John Dewey's pragmatist legacy, I see authentic education equivalent to "the continued reorganizing, reconstructing, [and] transforming" of experience. Pragmatist education is a (de)(re)constructive act of "cultural criticism and cultural creation" that happens only through an empirical and experimental form of naturalistic inquiry. This education puts at its cultural center the generic human experience of the educated, at the same time a cultural educator by the very virtue of being educated. John Dewey's "empirical naturalism" resides in this inquiry which is an action in/through/on the world, "always specific, concrete, individualized, [and] unique." This educational philosophy acknowledges that culture is transactional, holistic, complex, pluralistic, and heterogeneous, as well as being ideographic, idiosyncratic, and historical. Deweyan education lies in an encounter with the world. To speak culture, Deweyan education requires living its continuity, always meeting its complexity, and having respect for its idiosyncratic and poetic character. Reason, logic, inquiry, knowledge, and truth do not escape the micro tendency in pragmatism as these also are naturalistic, idiosyncratic, experiential, experimental, and resist standardization, packaging, and controllability. Pragmatist education requires small science that is not obsessed with construction of grand narratives of truth built from the blocks of categorization but with allowing the educated to simply speak its experience and the wider culture. Finally, to Dewey, education is the building blocks of democracy, and Dewey speaks democracy in a highly cultural, idealistic, and progressive language. A culture is democratic as long as it can create a common community through communication. Democracy is the "belief in the ability of human experience to generate the aims and methods by which further experience will grow in ordered richness." Democracy is "the idea of community life itself."

## **XIII. Teaching Areas of Interests:**

- A. Philosophy educational administration and leadership inquiry; quantitative, qualitative, and mixed-methods research
- B. Philosophy and history of educational administration and leadership
- C. Philosophy of education
- D. Models of educational reform, administration, and leadership
- E. Ethics of educational administration and leadership
- F. Cultural foundations of educational administration and leadership
- G. Democratic theory of educational administration and leadership
- H. Multicultural education

**XIV. Teaching Commitments:**

- A. Rigor, challenge, consistency, effectiveness, Success and excellence
- B. Currency and relevance
- C. Creativity
- D. Commitment and engagement
- E. Collaboration, democracy, and transformation
- F. Communication, transparency, empathy, receptiveness, safety, fairness, and respect

**XV. SFASU Courses Taught (ones I developed are marked with an \*):**

1. EDLE 5301\* (*Fundamentals of Educational Leadership*, M. Ed. in Educational Leadership)
2. EDLE 5313 (*Administration of Special Services*, M. Ed. in Educational Leadership)
3. EDLE 5352 (*School Community Relationships*, M. Ed. in Educational Leadership)
4. EDLE 5354 (*Practicum for School Principals*, M. Ed. in Educational Leadership)
5. EDLE 5391\* (*Fundamentals of Educational Research*, M. Ed. in Educational Leadership)
6. EDLE 603\* (*Exploring Contemporary and Emerging Paradigms of Educational Research*, Ed.D. in Educational Leadership)
7. EDLE 611\* (*Bringing Critical Voice to the Design, Analysis, and Implementation of Educational Policy*, Ed.D. in Educational Leadership)
8. EDLE 621\* (*Examining Human Inquiry Systems*, Ed.D. in Educational Leadership)
9. EDLE 678\* (*Advanced Mixed-Methods Research*, Ed.D. in Educational Leadership)
10. EDLE 682\* (*Developing the Dissertation Research Proposal*, Ed.D. in Educational Leadership)
11. EDLE 6199\* (*Dissertation Writing*, Ed.D. in Educational Leadership)
12. SPSY 5331\* (*Quantitative Research Methods*, M.S. in Speech-Language Pathology)
13. RSCH 6312\* (*Qualitative/Mixed Methods Research*, Ed.D. in Educational Leadership).
14. RSCH 6313\* (*Quantitative Research*, Ed.D. in Educational Leadership).
15. EDLE 6199\* (*Dissertation Writing*, Ed.D. in Educational Leadership)
16. EDLE 6344 (*Strategic Planning and Organizational Improvement*, Ed.D. in Educational Leadership)

**XVII. Service (Doctoral Dissertation Committees):****A. Committee Chair/Co-chair**

Jackson, R. (in progress, **committee chair**). *Title TBD*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

McElyea, R. (in progress, **committee chair**). *Title TBD*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

Greggs, J. (2022, **committee chair**). *Teacher Moonlighting: A perceptual Study from Texas*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

- Chua, J. (2021, **committee chair**). *The lived experiences of Filipino teachers teaching in Texas: A transcendental Phenomenological Study*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Morris, R. (2021, **committee chair**). *K-12 economically disadvantaged students, poverty, and education: Ecological narratives of successful raised-in-poverty, Texas educators*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Sauceda, E. (2020, **committee chair**). *Lived experiences of parents of high functioning autistic boys surviving school years: An exploratory study*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Fowler-Freeman, C. (2019, **committee co-chair**). *A Qualitative Study of the Teacher Perceptions of Guided Reading as an Instructional Model for Fifth Grade Students*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Holmes, M. (2019, **committee co-chair**). *Students' motivation to persist in a bachelor of science in forestry*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Clingman, P. (2023, **committee chair, discontinued**). *Title TBD*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Goddard, J. (2023, **committee chair, discontinued**). *Title TBD*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Riggans, S. (2023, **committee chair, discontinued**). *Title TBD*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Calvert, S. (2019, **committee chair, discontinued**). *The influence of gender on elementary mathematics teachers' grading practices: A mixed-methods study*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Smith, A. (2019, **committee chair, discontinued**). *Attrition of black student affairs professionals*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- B. Committee Member**
- Murphy, C. (2023, **committee member**). *Analysis of the Appointment, Experiences, and Job Satisfaction of Leaders in Large Schools of Music*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.
- Valkenaar, S. (in progress, **committee member**). *Title TBD*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

Small (2022, **committee member**). *Discipline, cultural responsiveness, and black students: Perceptions of Texas black educators*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

Guy, P. M. (2021, **committee member**). *New Texas elementary teachers' perspectives of needed support for career retention: A qualitative Study*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

Pham, S. T. (2021, **committee member**). *Get ready for future education: A phenomenological study on artificial intelligence*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

Perry, J. N. (2020, **committee member**). *A phenomenological inquiry into vision loss: Investigating the lived experiences of adventitiously blinded adults*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

Childress, E. F. (2019, **committee member**). *Postsecondary Students' Perceptions toward Accepting and Understanding Biological Evolution: A Qualitative Meta-synthesis*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

Granger, E. (2019, **committee member**). *Ensuring a holistic and quality education for every child: A phenomenological inquiry of principals' transformational leadership*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

Gerlach, Susan (2017, **committee member**). *A quantitative study of co-teaching as an instructional model to serve elementary students*. Department of Human Services and Educational Leadership, Stephen F. Austin State University, Nacogdoches, TX.

#### **XVIII. Service (Doctorate Students' Conference Presented/Unpresented Research Projects):**

Bennet, A., & Cline, J. (2023). *Impact of Increased Use of Social Media and Technology since COVID-19 on Student Achievement and Discipline: An Ethnographic Study from an Urban and Rural Middle School in Texas*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).

Bolton, J., & Cline, J. (2023). *Effective New In-Service Teacher Mentor Programs and Teacher Retention: A Parallel Mixed-Methods Study of Two Texas School Districts*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).

Hamel, A., & Fisher, L. (2023). *Parental Engagement and Student Achievement and Experience: A Mixed Methods Study of Two Texas Elementary Schools*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).



- Hamel, A., & Little, V. (2023). *Social Isolation Effects on Students After COVID-19: A Phenomenological Study of a Texas Accredited School District*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- Hunt, S., & Richardson, L. (2023). *Influence of Concurrent Enrollment Programs on the Graduation Rates of Nursing Students: A Parallel Mixed Methods Study*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- Hunt, S., & Viesca, V. (2023). *Online English Language Learners' Lived Experiences With Advising: A Phenomenological Approach at a Four-Year, Primarily Residential University in Texas*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- Lacey, C., & Fisher, L. (2023). *Native English-Speakers Needing Special Education Services in Dual Language Programs: A Case Study at a Texas Public Elementary School*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- Lacey, C., & Littel, V. (2023). *Student Engagement Impact on Overall Educational Success: A Parallel Mixed Method Study of a Texas Accredited School District*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- McDermand, L., & Bennet, A. (2023). *Impact of School District Characteristics on the Quality of School Facilities: A Mixed Methods Study From Texas*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- McDermand, L., & Bolton, D. (2023). *The Examination of Students with an Emotional Disorder: A Grounded Theory Approach to Understanding Perceptions of Verbal Aggression*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- Richardson, L., & Tracy, C. (2023). *First to Second Year Retention of Marginalized Students: Ethnographic Evidence From a Regionally Accredited Texas University*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- Tracy, C., & Viesca, V. (2023). *The Impact of Student Employment on Academic Success: A Mixed Methods Study*. Class Project (Proposal for RSCH 6312, submitted to the SFASU Graduate Research Conference, 2024).
- De La Cruz, Y., & True, D. (2023). *ELLs and Government Programs: A Mixed Methods Study*. Class Project (Proposal for RSCH 6312).
- Harrell, A., & Torrence, M. (2023). *Online Course Design and Student Success and Engagement*. Class Project (Proposal for RSCH 6312).
- Harrell, A., & Yates, M. (2023). *Experience of Freshman Adult Learners with Autism*. Class Project (Proposal for RSCH 6312).

- Hawkins, M., & De La Cruz, Y. (2023). *Parental Involvement of Non-English Speaking, Non-Educated, and Low Socio-Economic Parents*. Class Project (Proposal for RSCH 6312).
- Hawkins, M., & Pulliam, M. (2023). *Mental Health Changes Among Freshman College Students*. Class Project (Proposal for RSCH 6312).
- Lacaille, J., & Pulliam, M. (2023). *Lived Experiences of Low Socioeconomic Status Women in Sororities*. Class Project (Proposal for RSCH 6312).
- Lacaille, J., & Vidal, G. (2023). *Graduation Rates Among College Students in Online and Face-to-Face Programs*. Class Project (Proposal for RSCH 6312).
- Rocha, M., & Schumacher, K. (2023). *Low Socio-Economic, Non-English Speaking, Hispanic Families and Lack of Access to Government-Funded Pre-Kindergarten Program*. Class Project (Proposal for RSCH 6312).
- Rocha, M., & White, M. (2023). *Preparedness of First-Year Special-Education Teachers*. Class Project (Proposal for RSCH 6312).
- Schumacher, K., & Wilburn, M. (2023). *Community Collaboration Models: Impacts, Perceptions, and Experiences*. Class Project (Proposal for RSCH 6312).
- Torrence, M., & Vidal, G. (2023). *Student Absenteeism After COVID-19: A Qualitative Study*. Class Project (Proposal for RSCH 6312).
- True, D., & White, M. (2023). *Gender Biases in Higher Education Leadership Positions*. Class Project (Proposal for RSCH 6312).
- True, D., & Yates, M. (2023). *Teacher Attrition: A Qualitative Study*. Class Project (Proposal for RSCH 6312).
- True, J., & Wilburn, M. (2023). *Gender Inequality Experienced by Female University Presidents*. Class Project (Proposal for RSCH 6312).
- Harrell, A., & Yates, M. (2022). *The Quality of Virtual K-12 Education: Operator Status and School Year Associations*. Class Project (RSCH 6313, presented at the SFASU Graduate Research Conference, 2023).
- Lacaille, J., & Pulliam, M. (2022). *Enrollment in Public Universities: Quantitative Evidence from Texas*. Class Project (RSCH 6313).
- Rocha, M., & White, M. (2022). *Teacher Attrition, Teacher Preparation, and District Size: A Quantitative Study*. Class Project (RSCH 6313).
- Schumacher, K., Torrence, M., & True, D. (2022). *Socio-Economic Status and English Language Proficiency: Analysis of the Texas English Language Proficiency Assessment*. Class Project (RSCH 6313).

- True, J., & Wilburn, M. (2022). *Characteristics of Public-School Principals: Analysis of the National Teacher and Principal Survey*. Class Project (RSCH 6313, presented at the SFASU Graduate Research Conference, 2023).
- Vidal, G., & Hawkins, M. (2022). *Teacher Diversity and the School District: A Correlational Analysis from Texas*. Class Project (RSCH 6313).
- Folsom, L. (2021, April). *Mental health among higher education students: Longitudinal evidence from the American College Health Association*. Paper presented at the SFASU Graduate Research Conference, 2021 (Virtual).
- Goddard, J. (2021, April). *Misrepresentation of marginalized high school graduates enrolling in higher education: Longitudinal evidence from Texas*. Paper presented at the SFASU Graduate Research Conference, 2021 (Virtual).
- Midgley, H. (2021, April). *Non-tenure-track status against selected institutional metrics: Correlational evidence from Texas public universities*. Paper presented at the SFASU Graduate Research Conference, 2021 (Virtual).
- Murphy, C. (2021, April). *Academic preparation routes of newly certified principals and superintendents: Evidence from Texas*. Paper presented at the SFASU Graduate Research Conference, 2021 (Virtual).
- Valkenaar, S. (2021, April). *Salaries against selected institutional metrics: Comparative correlational evidence from Texas school districts*. Paper presented at the SFASU Graduate Research Conference, 2021 (Virtual).
- Gipson, C. (2020, February). *An analysis of changes in academic achievement as students transition from elementary to middle schools: Evidence from Texas schools*. Paper presented at the Southwest Educational research Association Conference, 2020, Arlington, TX.
- Hopkins, S. (2020, February). *Academic achievement of African American males in title one schools: A comparative evidence from Texas*. Paper presented at the Southwest Educational research Association Conference, 2020, Arlington, TX.
- Parker, K. (2020, February). *Challenges rural schools face with instructional leadership: Perceptions of Texas rural schools' principals*. Paper presented at the Southwest Educational research Association Conference, 2020, Arlington, TX.
- Ponder, G. (2020, February). *Response to Intervention at the high school level: Perceptions of Texas educators and educational diagnosticians*. Paper presented at the Southwest Educational research Association Conference, 2020, Arlington, TX.
- Boyer, M. (2019, discontinued). *An investigation of demographic similarities and differences between students and their teachers and school leaders: Evidence from Texas*. Paper to be presented at the Southwest Educational research Association Conference, 2020, Arlington, TX.

- Koffskey, S. (2019, discontinued). *Effectiveness of self-contained versus departmentalized classrooms in the elementary school: Evidence from a selected sample of Texas Districts*. Paper to be presented at the Southwest Educational research Association Conference, 2020, Arlington, TX.
- Gentry, B. (2019, February). *Freedom, community, and speech: Perceptions of Texas high school students*. Paper presented at the Southwest Educational research Association Conference, 2019, San Antonio, TX.
- Holton, E. (2019, February). *Mobile phones for instructional purposes: A perceptual study from Texas*. Paper presented at the Southwest Educational research Association Conference, 2019, San Antonio, TX.
- Mireles, A., & Wadley, C. (2019, February). *Professional Learning Communities, bureaucracy, and democracy: Perceptual evidence from Texas schools*. Paper presented at the Southwest Educational research Association Conference, 2019, San Antonio, TX.
- Philips-Olguin, J. (2019, February). *School choice and non-educational variables: Student transfer evidence from Texas districts*. Paper presented at the Southwest Educational research Association Conference, 2019, San Antonio, TX.
- Roshell, E. (2019, February). *Retention of professional residence life staff: A perceptual study from a southern state*. Paper presented at the Southwest Educational research Association Conference, 2019, San Antonio, TX.
- Small, J. (2019, February). *Underrepresentation of minority students in T-STEM schools: A comparative examination of Texas high school Districts*. Paper presented at the Southwest Educational research Association Conference, 2019, San Antonio, TX.
- McElyea, R. J., Pham, S. T., & Adkins, D. G. (2018, February). *Lack of gender parity in STEM careers: A discourse analysis*. Paper presented at the Southwest Educational research Association Conference, New Orleans, LA.
- Morris, R., & Jackson, R. (2018, February). *Novice teacher's mentoring: Perceptions across program designs from the state of Texas*. Paper presented at the Southwest Educational research Association Conference, New Orleans, LA.
- Perry, J., & Riggans, S. L. (2018, February). *Toward identifying teachers perceptions of bias in Texas school disciplinary practices*. Paper presented at the Southwest Educational research Association Conference, New Orleans, LA.
- Snyder, J. L., Saucedo, E., & Stigall, E. (2018, February). *Cultural lived experiences of newly arrived immigrant students: An exploratory study*. Paper presented at the Southwest Educational research Association Conference, New Orleans, LA.
- Greggs, J., Adams, C., Emmons, A., & James, D. (2017, February). *Status of female superintendent salaries in the state of Texas*. Paper presented at the Southwest Educational research Association Conference, San Antonio, TX.

Holmes, M., Olshine, R. L., & Smith, A. D. (2017, February). *Summer bridge programs: A case study*. Paper presented at the Southwest Educational research Association Conference, San Antonio, TX.

Matatall, A. N., Freeman-Fowler, C., & Campbell, S. (2017, February). *Negotiating technology integration at the district level: An exploratory study*. Paper presented at the Southwest Educational research Association Conference, San Antonio, TX.

Durrant, D., Gautam, C., & Mays, C. D. (unpresented research project). *Challenges of international students in American universities located in small cities: A mixed method study*.

Applewhite, S., & Ward, M. (unpresented research project). *It is NOT music to my ears: A mixed method analysis of gender inequalities in Texas choir and band directors' salary, position, and professional opportunity for advancement*.

### **XIX. Service (Students' Research Projects for class or to be Published Individually):**

Berger, S., Maines, K., & Maines, K. (2021, for class). A deeper look into Alzheimer's disease in nursing homes: An empirical study.

Carroll, M., Richards, E., & Robinson, K. (2021, for class). The identification of disabilities in early childhood and school-aged children: A comparison between state and nation.

Carson, B., Hernandez, R., & Wages, M. (2021, for class). The interaction and correlations of social and medical characteristics interacting to create stroke.

Caudle, M., Redfearn, E., & Smith, S. (2021, for class). The Impact of socio-demographics on Autism Spectrum Disorder diagnoses and related comorbidities: An empirical study.

Cullins, J., Hagy, M., & Fleming, L. (2021, for class). The effectiveness of Alternative Augmentative Communication Devices: Examining the usage across varying time periods.

Dunphy, K., Elia, E., & Ortiz, P. (2021, for class). An analysis of trisomy: Changes by ethnicity, maternal age, and state location.

Farinella, B., Lane, I., & Pullium, G. (2021, for class). Autism Spectrum Disorder prevalence in the United States: An analysis of correlations between geographic location, race/ethnicity, gender, and time.

Hampton, H., Looney, C., & Paramore, L. (2021, for class). School based speech language pathologist caseload: A look at the changes in elements over time.

Lewis, K., Rivera, M. M., & Schwartz, K. V. (2021, for class). A study of dismissal rates in special education services: In populations in different states with different ethnicities.

Martinez, B., Campbell, D., & Ledford, T. (2021, for class). The environmental impact on stuttering: A study on gender differences.

- Minyard, J., Snyder, A., & Withem, S. (2021, for class). The relationships between ethnicities, gender, and economic status across years on drop out rates: Evidence from Texas Education Agency.
- Mireles, A. (2020, for class). Natural disasters and school districts: Perceptual evidence from Texas.
- Olguin-Phillips, J. (2020, for class). Education context of racial diversity of teachers: Quantitative, longitudinal evidence from Texas High Schools.
- Roshell, E. (2020, for class). College experience of first generation, first year students: Quantitative evidence in Texas.
- Small, J. (2020, for class). Discipline, cultural responsiveness, and black students: Perceptions of Texas black educators.
- Wadley, C. (2020, for class). "Schooling the black male: Hegemonic discourses, material constraints, and strategic resistance.
- Berg, B. (2019, to be published, discontinued). Freedom, community, and speech: Perceptions of Texas high school students. *Publication venue TBD.*
- Morris, R., & Jackson, R. (2017, to be published, discontinued). Novice teacher's mentoring: Perceptions across program designs from the state of Texas. To be submitted to *International Journal of Evidence Based Coaching and Mentoring.*
- Parker, K. (2019, to be published, discontinued). Challenges rural schools face with instructional leadership: Perceptions of Texas rural schools' principals. To be submitted to *The Rural Educator.*

## **XX. Institutional Service:**

### Programs:

#### *M. Ed.:*

- Program Review Taskforce (regular)
- Quality Measures™ Texas (Planning Phase, 2023/2024)
- M. Ed. Faculty recruitment committee member (2016-2017, 2017-2018, 2019-2020, 2020/2021, 2021/2022, 2022/2023)
- APR Report Contribution (2022, 2023)
- Maintaining D2L Module on Graduation (2022, 2023)
- D2L Module on Graduation (2022)
- Student Letter to encourage recruitment (2022)
- Student advising for registration (2021, 2022, 2023)
- Admissions Package Editing (2021, 2022, 2023)
- Summer Retreat (2021)
- CAEP Report Writing/Revisions (2020, 2021)

Job Fair (2020)  
Enrollment advising (2020)  
M. Ed. Correcting comprehensive exams for the Special problems course (2018-2020)  
M. Ed. program review (2015-2017, 2019-2020)  
M. Ed. Certification Test Review Session (2018, 2019)

*Ed. D.:*

Ed. D. faculty council (2016-now)  
Ed D. student advising (2016-now)  
Ed. D. students' orientation (2015-now)  
Ed D. students' portfolio evaluation (2015-now)  
Ed. D. Prospective students' admission committee (2015-now)  
Ed.D. Comprehensive exams committee (2018-now)  
CPED (2023/224, planning phase)  
Revised then taught EDLE 6344 (Strategic Planning and Organizational Improvement, 2023)  
Program Handbook revision (2023)  
Recruitment Planning Initiative (2023)  
Ed.D. Faculty recruitment committee chair (2023/2024)  
APR Report Contribution (2022, 2023)  
Ed. D. Faculty recruitment committee (2019-2020, 2020/2021, 2021/2022, 2022/2023)  
Created rubrics for dissertation proposal and dissertation evaluation (2021)  
Ed. D. Newsletter and Brochure (2016-2020)  
Ed. D. Summer internships assignment (2016-2020)  
Ed. D. Supporting students with SERA Conference mechanics (2016-2020)  
Ed. D. Supporting students with supplemental travel funds applications (2018-2020)

*Other:*

Letters of Recommendation/Reference (2013-now)

Department:

Curriculum Committee (chair, 2020-2021, member 2022-now)  
Faculty Involvement/Engagement Committee (2022/2023)  
Program Dismissal/Due Process Policy Committee (2022/2023)  
Tenure and Post-Tenure Committee (2019-now)  
Pre-Promotion Committee (2019-now)  
Pre-Tenure Committee (2019-now)  
Promotion to Associate Committee (2019-now)  
Research and Grants Committee (2020-2022)  
Emeritus Committee (2021-2022)  
Department Mission and Vision Committee (2021)  
Faculty mentoring (2020-2021)  
CAA Accreditation for SLP program (2021)  
Policy Committee (2018-2019)  
Research Committee (2016-2019)  
International Committee (2016-2019)  
Faculty Member Mentoring (2020-2020)

College:

Self-nomination for the PCoE Grievance Committee (2023, not selected)  
Promotion to Associate Committee (2023)  
Tenure Committee (2022-2023)  
Pre-Tenure Committee (2022-2023)  
Curriculum Committee (2022-now)  
Doctoral Dissertation Handbook Committee (2021-2022)  
Master's Research Core Committee (2021-2022)  
Graduate Faculty meetings (2018-now)  
Teaching Excellence Committee (2017-now)  
Data Day (2013-now)  
Dissertation Responsibilities Ad Hoc Committee (2019-2020)  
Graduate/Doctoral Research Methodology Ad Hoc Committee (2019-2020)  
Diversity Committee (member then co-chair, (2014-2017)  
Field Experience/Clinical Practice Committee (2014-2020)  
Dismissal Review Committee (2016-2020)  
College Assessment Oversight Committee (2018-2020)  
College Scholarship Committee (2018-2020)

University:

Commencement volunteer (Fall 2023)  
SFASU Graduate Research Conference Committee (nominated, 2018-2023)  
SFASU Graduate Research Conference Presentation Judge (2017-now)  
Commencements (2013-now)  
Faculty Senate (2021, self-nomination, not selected)  
Round Table with Provost on International Faculty (2021, comments sent electronically)  
Interactive Video Certification (2021, Center for Teaching and Learning)

**XXI. Personal Profile:**

Flexible, sociable, communicative, capable of working individually and through groups, committed, organized, energetic, enjoy intellectual and professional challenges.

**XXII. Languages:**

English, French, and Arabic.

**XXIII. Computer Literacy:**

Windows applications, SPSS, higher education teaching software (Blackboard Academic Suite, Sakai Collaboration and Learning Environment, D2L).

**XXIV. Hobbies:** Reading, spending time with family, soccer, walking, and swimming.