


Curriculum Vitae / Carol A. Mullen

Tenured Professor
Virginia Tech
College of Liberal Arts and Human Sciences
School of Education
Education Leadership & Policy Studies Program
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ORCID:  <http://orcid.org/0000-0002-4732-338X>
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VT-SOE faculty URL:
<https://liberalarts.vt.edu/departments-and-schools/school-of-education/faculty/carol-a-mullen.html>

Birthplace: Halifax, Nova Scotia, Canada; dual citizen (US and Canada)

RESEARCH AREAS: educational leadership/education policy/equity; mentoring and social justice; international education and creativity

CURRENT HIGHLIGHTS

President, University Council for Educational Administration (Nov. 2022–Nov. 2023)
President, Society of Professors of Education (Jan. 2021– Dec. 2022)

EDUCATION

- 1994 Ph.D. Educational Curriculum and Teacher Development, University of Toronto/Ontario Institute for Studies in Education (OISE/UT), Toronto, Canada
- 1990 M.A. Educational Curriculum and Teacher Development, OISE/UT, Toronto, Canada
- 1985 B.A. (4-year Honors) Literature & Education, York University, Downsview, ON, Canada

EMPLOYMENT

VIRGINIA TECH, Blacksburg, Virginia (2013-)

- 2013- Tenured Full Professor, Educational Leadership and Policy Studies program, School of Education (SOE); program accredited by SACS, CAEP, & ELCC; SOE Director and CLAHS Associate Dean for Professional Education (2013-14), College of Liberal Arts and Human Sciences (CLAHS); Full Faculty Graduate Credentialing Status (dissertation chair)
- 2015-20 Coordinator/supervisor of Roanoke-Abingdon Principal Preparation Program, Virginia

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, North Carolina (2007-2013)

- 2007 *Promoted to Tenured Full Professor at UNCG from Tenured Associate Professor**
- 2007-13 Tenured Full Professor, Educational Leadership and Cultural Foundations Department
- 2013 Graduate Program Director for the Doctorate in Education (EdD) program
- 2007-12 Chair/Professor, Department of Educational Leadership and Cultural Foundations
- 2007 Awarded Full Professor with Tenure and Full Faculty Graduate Credentialing Status

UNIVERSITY OF SOUTH FLORIDA, Florida (2000-2007)

- 2003 *Promoted to Tenured Associate Professor at USF from Assistant Professor**
- 2003-07 Tenured Associate Professor, Educational Leadership and Policy Studies Department
- 2000-03 Assistant Professor, Educational Leadership and Policy Studies Department

AUBURN UNIVERSITY, Alabama (1998-2000)

- 1998-2000 Assistant Professor, Educational Foundations, Leadership, and Technology

FLORIDA STATE UNIVERSITY, Florida (1996-1998)

- 1996-98 Research Associate, Learning Systems Institute

TEXAS A&M UNIVERSITY, Texas (1995-1996)

- 1995-96 Visiting Assistant Professor, Department of Educational Curriculum and Instruction

COMMUNITY COLLEGES, Toronto, Canada (1985-1993)

- 1985-93 George Brown and Humber (two community colleges), Instructor of Communications

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AWARDS & HONORS

- 2022 Master Professor Award, University Council for Educational Administration (UCEA)
- 2015-22 Certificate of Appreciation as a Champion for Teaching Excellence, VT-Kappa Delta Pi 342 Xi Zeta Chapter Founder/Counselor; founded 2014; for chapter mentoring & sustainability
- 2020 Leaders and Legends Excellence Award (distinguished alumnus), University of Toronto/OISE
- 2020 XCaliber Award for Excellence in Technology Assisted Teaching and Learning, VT-TLOS
- 2017 National Distinction Pool Award, Virginia Tech, President (reputation/impact).
- 2017 Living Legend Award, International Council of Professors of Educational Leadership (ICPEL), “for lifetime contribution to the profession.” vtnews.vt.edu
- 2017 Fulbright Specialist Award (Canada); Visiting Professor at a university in Toronto; vtnews.vt.edu
- 2016 Jay D. Scribner Mentoring Award from UCEA
- 2015 Fulbright Specialist Award (China); Visiting Professor at a university in Chongqing. vtnews.vt.edu
- 2005 Excellence in Teaching and Research Award, Florida Association for Supervision and Curriculum Development. libres.uncg.edu
- 2003 President’s Faculty Excellence Award, USF (President Judy Genshaft)
- 1999 Outstanding Professor Teaching Award for Academic Excellence, Auburn University, AL
- 1998 Exemplary Research in Teaching and Teacher Education Award for book *Breaking the Circle of One*, American Educational Research Association (AERA), Division K

PUBLICATIONS AND PRESENTATIONS (Summary Count by categories)

GRANTS	24
BOOKS	28
BOOK CHAPTERS (peer-reviewed)	44 (in others’ edited books/not Mullen’s books)
BOOK REVIEWS.....	13
SPECIAL ISSUES OF JOURNALS	17
JOURNAL ARTICLES.....	192 (peer-reviewed and invited)
journal articles (peer-reviewed)	123
journal articles (invited).....	38
journal editorials as editor & guest editor (invited)....	38
MAGAZINE/NEWSLETTERS ARTICLES	28
EDITED PROCEEDINGS AND ARTICLES.....	17
CONFERENCE PRESENTATIONS.....	272
international presentations (peer-reviewed).....	29
national & state presentations (peer-reviewed)	169
conference & university presentations (invited).....	26
discussant and panelist (invited).....	51
NON-CONFERENCE PAPERS (grant-sponsored)	10 (not counted in conference paper total)

GRANTS (5 million in external and internal funding; Principal Investigator and other executive roles)

Mullen, C. A. (2020). *VT Design and Develop Award*. Converted Applied Qualitative Research in K-12 Educational Leadership (doctoral course) to fully online delivery. VT Office of the Provost. (\$8,000)

Mullen, C. A. (2018). *VT Design and Develop Award*. Converted Curriculum Leadership P-12 Education (master’s course) to fully online delivery. VT Office of the Provost. (\$8,000)

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PUBLICATIONS

BOOKS (Academic, peer-reviewed) [Asterisk (*) doctoral student coauthor]

- Mullen, C. A.** (2012). *From student to professor: Translating a graduate degree into a career in academia*. Rowman & Littlefield Education.
- Fletcher, S., & **Mullen, C. A.** (Eds.). (2012). *The SAGE handbook of mentoring and coaching in education*. Sage.
- Mullen, C. A.** (Ed.). (2008). *The handbook of formal mentoring in higher education: A case study approach*. Christopher-Gordon Publishers.
- Mullen, C. A.**, Creighton, T., Dembowski, F., & Harris, S. (Eds.). (2007). *The handbook of doctoral programs: Issues and challenges*. Rice University Press/NCPEA Publications.
- Mullen, C. A.** (2006). *A graduate student guide: Making the most of mentoring*. Rowman & Littlefield Education.
- Mullen, C. A.** (2005). *The mentorship primer*. Peter Lang.
- Mullen, C. A.**, & Lick, D. (Eds.). (1999). *New directions in mentoring: Creating a culture of synergy*. Routledge.
- Mullen, C. A.** (Ed.) with *Cox, M., *Boettcher, C., & *Adoue, D. (assistant student coeditors) (2000). *Breaking the circle of one: Redefining mentorship in the lives and writings of educators* (2nd ed.). Peter Lang. [**1998 American Educational Research Award Division K Research**]

GUEST-EDITED SPECIAL JOURNAL ISSUES (Guest Editor) / (Peer-reviewed)

- Mullen, C. A.** (2021). Guest Editor of "Special issue: Mentoring in Times of Crises, Pandemics, and Social Distancing." *International Journal of Mentoring & Coaching in Education*, 10(2). (107 pp.) Emerald.
- Mullen, C. A.** (2020). Guest Editor of "Dynamic Mentoring Groups, Programs, and Structures: Legacy Special Issue." *Mentoring & Tutoring: Partnership in Learning*, 28(4). (515 pp.) Routledge.

JOURNAL ARTICLES (Peer-reviewed) [Asterisk (*) doctoral student coauthor]

- Mullen, C. A.** (2022). Guiding online students in a crisis: An intervention for mentoring educational leadership doctoral candidates. *Journal of Research on Leadership Education*, 1-24.
- Mullen, C. A.**, Fitzhugh, G. II, & Hobson, A. J. (2022). District-wide mentoring: Using Kram's model to support educators. *Kappa Delta Pi Record*, 58(1), 26-31. doi:10.1080/00228958.2002.2005431
- Mullen, C. A.** (2021). Distance education as a space of possibility in pandemic-burdened societies. *Citizenship Teaching & Learning*, 16(2), 229-239. doi:10.1386/ctl_00050_1
- Mullen, C. A.** (2020). Online doctoral mentoring in a pandemic: Help or hindrance to academic progress on dissertations? *International Journal of Mentoring and Coaching in Education*, 10(2), 139-157.
- Mullen, C. A.** (2020). Does modality matter? A comparison of aspiring leaders' learning online and face-to-face. *Journal of Further and Higher Education*, 44(5), 670-688. doi:10.1080/0309877X.2019.1576859
- Mullen, C. A.**, *Boyles, E. T., *Witcher, A. W., & *Klimaitis, C. C. (2020). Dynamics shaping collaborative peer group mentoring among educational leaders. *Mentoring & Tutoring*, 28(4), 416-438.
- Mullen, C. A.**, & *Klimaitis, C. C. (2019). Defining mentoring: A literature review of issues, types, and applications. *Annals of the New York Academy of Sciences*, 1483(1), 19-35. doi:10.1111/nyas.14176
- Mullen, C. A.**, & Eadens, D. W. (2018). "Quality leadership matters": A research-based survey of graduate programming. *Journal of Research on Leadership Education*, 13(2), 162-200. doi:10.1177/1942775117739415
- Mullen, C. A.** (2017). What's ethics got to do with it? Pedagogical support for ethical student learning in a principal preparation program. *Journal of Research on Leadership Education*, 12(3), 239-272.

- Mullen, C. A.** (2017). In students' best interest: What are teacher views of ethical learning and leading? *Curriculum and Teaching Dialogue Journal*, 19(1&2), 89-103.
- Schunk, D. H., & **Mullen, C. A.** (2013). Toward a conceptual model of mentoring research: Integration with self-regulated learning. *Educational Psychology Review*, 25(3), 361-389. doi:10.1007/s10648-013-9233-3
- Mullen, C. A.,** & *Tuten, E. M. (2010). Doctoral cohort mentoring: Interdependence, collaborative learning, and cultural change. *Scholar-Practitioner Quarterly*, 4(1), 11-32.
- Mullen, C. A.,** *Fish, V., & *Hutinger, J. (2010). Mentoring doctoral students through scholastic engagement: Adult learning principles in action. *Journal of Further and Higher Education*, 34(2), 179-197.
- Mullen, C. A.** (2009). Re-imagining the human dimension of mentoring: A framework for research administration and the academy. *Journal of Research Administration*, 40(1), 10-31.
- Mullen, C. A.** (2006). Best writing practices for graduate students: Reducing the discomfort of the blank screen. *Kappa Delta Pi Record*, 43(1), 30-35.
- Mullen, C. A.** (2005-2006). The way of the WITs: An example of adult cohort mentoring. *Perspectives: The New York Journal of Adult Learning*, 3(2), 25-32.
- Mullen, C. A.** (2003). The WIT cohort: A case study of informal doctoral mentoring. *Journal of Further and Higher Education*, 27(4), 411-426. doi:10.1080/0309877032000128109
- Mullen, C. A.** (2001). The need for a curricular writing model for graduate students. *Journal of Further and Higher Education*, 25(1), 117-126. doi:10.1080/03098770020030551
- Mullen, C. A.** (2000). Linking research and teaching: A study of graduate student engagement. *Teaching in Higher Education*, 5(1), 5-21. doi:10.1080/135625100114920

CONFERENCE PRESENTATIONS: INTERNATIONAL/NATIONAL/STATE (Peer reviewed; *advisees)

INTERNATIONAL PRESENTATIONS (Peer-reviewed) [Asterisks (*)Mullen's doctoral students/co-presenters]

- Eadens, D. W., & **Mullen, C. A.** (2022, July). *Program quality: Educational leadership survey of effectiveness*. Paper presented at the International Round Table Symposiums, University of Oxford, Oxford, UK.
- Mullen, C. A.,** *Witcher, A. W., *Boyles, E. T., & *Klimaitis, C. C. (2020, December). *Mentoring in a pandemic—can it work? The COVID-19 Dyadic Online Mentoring Intervention*. Paper presented at International e-Conference on Management of Educational Units, Hellenic, Greece.
- Mullen, C. A.** (2019, April). *Does modality matter? A comparison of aspiring leaders' learning online and face-to-face*. Paper presented at American Educational Research Association (AERA), Toronto, CA.
- Mullen, C. A.** (organizer/presenter), *Badger, S., *Cox, J., *Downing, A., *Fallen, M., *Fleming, J., *Nycum, J., & *Thayer, M. (2022, Sept.). *Critical issues and directions researched during the pandemic: Virginia practitioners speak*. Paper presented at Virginia Educational Research Association conference.
- Fitzhugh, G., **Mullen, C. A.,** & Tienken, C. H. (2022, November). *Districtwide mentoring that supports novice teachers through critical equity and sustainability challenges*. Paper presented in-person at University Council for Educational Administration (UCEA) conference, Seattle, WA.
- Mullen, C. A.** (2022, November). *An online intervention for the culturally responsive mentoring of doctoral candidates*. Paper presented at UCEA, Seattle, WA.
- Mullen, C. A.,** Fitzhugh, G., Tienken, C., *Klimaitis, C., *Witcher, A., & Amatullah, T. (2021, November). *Districtwide mentoring: Using Kram's model to support novice and veteran teachers*. Paper presented at UCEA, Columbus, OH.
- Mullen, C. A.,** *Boyles, E., *Witcher, A., & *Klimaitis, C. (2021, February). *Justice-minded peer group mentoring dynamics among educational leaders*. Paper presented at Eastern Educational Research Association conference.
- Mullen, C. A.,** *Boyles, E., *Witcher, A., & *Klimaitis, C. (2020, Nov.). *Peer group mentoring dynamics among educational leaders in search of belonging*. Paper presented at UCEA virtual conference.
- Mullen, C. A.,** Tienken, C., Hackmann, D., Malin, J., *Boyles, E., *Witcher, A., *Klimaitis, C., Ross, L.,

- Fitzhugh, G., Vanderhook, C., & Sanchez, S. (2020, Nov.). *Generational mentoring among groups of education leaders: The redefinition phase in times of crises*. Paper presented at UCEA virtual conference.
- Mullen, C. A.** (2020, April). *Defining and classifying mentoring alternatives: A literature review*. Paper presented at AERA conference. (AERA counted the acceptance as a presentation; cancelled conference.)
- Mullen, C. A.** (organizer/presenter), Hackmann, D., Malin, J., Ovando, M., O'Doherty, A., Tienken, C., *Klimaitis, C., *Witcher, A., *Boyles, E., ... (2019, November). *Collaborative peer group mentoring among leaders: Research from process to product*. Paper/panel presented at UCEA, New Orleans.
- *Witcher, A. W., *Klimaitis, C. C., **Mullen, C. A.**, Tienken, C., & Wang, Y. (2019, November). *A holistic approach to collaborative peer group mentoring—positive movement toward the dissertation*. AERA/UCEA Research Development Program session presented at UCEA, New Orleans, LA.
- Mullen, C. A.** (2018, April). *Learning from graduate student feedback about program effectiveness: What a research-based review survey found*. Paper presented at AERA, New York.
- Eadens, D., & **Mullen, C. A.** (2018, April). *Quality leadership preparation for advanced program effectiveness*. Paper presented at Global Conference on Education & Research conference, Las Vegas.
- Eadens, D., & **Mullen, C. A.** (2018, April). *Assessing quality leadership programming: Graduate students' perspectives of effectiveness*. Paper presented at Northern Arizona University, Flagstaff, AR.
- Mullen, C. A.** (2018, February). *Examining ethics curriculum and learning with graduate students*. Paper presented at Higher Education Pedagogy conference, Blacksburg, VA.
- Hackmann, D., *Malin, J., Tillman, L., **Mullen, C. A.**, Burello, L., & Ovando, M. (2017, November). *Mentoring insights and recommendations from Jay D. Scribner award recipients: Benefits for the leadership professoriate*. Paper/panel session presented at UCEA, Denver, CO.
- Mullen, C. A.** (2017, November). *Uplifting K–12 student interest in fractured times: Ethical learning and leading within principal preparation*. Paper presented at UCEA, Denver, CO.

PROFESSIONAL LEADERSHIP AND SERVICE

INTERNATIONAL OFFICER AND LEADERSHIP ROLES (Elected or Nominated)

- | | |
|--------------|---|
| 2018-2019 | AERA/UCEA Researcher Development Program (RDP), Faculty Mentor |
| 2018 | AERA Learning and Teaching in Educational Leadership (LTEL) Special Interest Group's (SIG) 2018 Kottkamp Outstanding Dissertation Award committee, member |
| 2018, 2019 | AERA DIV A Early Career Scholar Mentoring Seminar, nominated/fulfilled mentor role of new faculty-mentees at AERA conference |
| 2017 | UCEA Jay D. Scribner Mentoring Award Committee, Chair; UCEA Institutional Review Committee, <i>Educational Administration Quarterly's</i> next editorial team and host institution, proposal reviewer |
| 2015-2017 | Kappa Delta Pi's (KDP) Presidential Early Career Teacher Commission, member |
| 2014-2022 | Kappa Delta Pi (KDP) 342 Xi Zeta Chapter Founder & Counselor, Virginia Tech |
| 2013 | AERA Committee on Scholars of Color in Education (Faculty Mentor/selected) |
| 2013 | Kappa Delta Pi (KDP) Representative to the United Nations (nominated/invited) |
| 2012-present | Flagstaff Seminar Scholar; Educational Leaders Without Borders (ICPEL, sponsor) |
| 1997-1999 | Mentorship and Mentoring Practices Special Interest Group (AERA), founder/chair |

UNIVERSITY SERVICE—Virginia Tech

University Level

- | | |
|-----------|---|
| 2015-2022 | Campus Fulbright Student Interview Committee, Global Education Office, chair/member |
| 2021 | VT XCaliber Award Committee, member (VT Provost Office & TLOS) |

UNIVERSITY TEACHING—Virginia Tech (*hybrid and distance teaching/travel to remote sites*)

Doctoral Level

EDEL 6044: Governance and Policy in Education; EDEL 6104: Literature Review in K-12 Educational Leadership; EDEL 6114: Applied Qualitative Research in K-12 Educational Leadership (created/governance-approved); EDEL 6914: Problems in Education: Qualitative Field Studies (created it); EDEL 6924: Professional Seminar; EDEL 7994: Research and Dissertation

Masters Level

EDEL 5134: Curriculum Leadership P-12 Education; EDEL 5104: Foundations of Education in P-12 Leadership; EDEL 5604: Graduate Seminar: Qualitative Data Assessment & Analysis for School Leaders; EDEL 5614: Internship: Division Leadership (6 credits); EDEL 3604: Theories of Educational Administration

COMPLETED GRADUATE SUPERVISIONS AS COMMITTEE CHAIR/ADVISOR & MEMBER

- 32 completed dissertations chaired/Doctor of Philosophy (PhD) and Doctor of Education (EdD)
→ 13 doctoral advisees / 8 in doctoral candidacy (current advising load as committee chair/advisor)
- 48 completed dissertations as committee member/PhD and EdD
- 17 summative portfolio projects chaired/Masters of Education (MEd) & Specialist in Education (EdS)

DIRECTED DOCTORAL DISSERTATIONS/DEGREES CONFERRED AS ADVISOR/CHAIR (32)

Fleming, Jennifer, Ed.D., 2022, *Inclusive Practices in the Collaborative, Co-taught K–12 Classroom in One Virginia School Division: A Qualitative Study* (**chair**)

Downing, Angilee, M., Ed.D., 2022, *Disproportionality in Discipline Referrals for Disruptive Behavior in Grades 3 Through 8: Associations with Race, Gender, and Academic Achievement* (**chair**)

Thayer, Myra, Ed.D., 2022, *Synergies Among Education Stakeholders in Supporting Elementary Science* (**chair**)

Fallen, Mattie, S., Ed.D., 2022, *Supporting Novice Teachers Through Quality Mentoring and Induction in the Workplace* (**chair**)

Badger, Susan, C., Ed.D., 2022, *An Investigation into the Perceptions of Middle School Teachers Regarding How Education Leaders Supported Them to Effectively Teach Online During a Global Pandemic* (**chair**)

Cox, Judy, S., Ed.D., 2022, *The Impact of Principals' Instructional Leadership Practices on Student Achievement in Elementary and Middle Title I Schools within a School Division in Virginia* (**chair**)

Nycum, James, F., Ed.D., 2022, *Twenty-first Century Skills: Preparing High School Graduates for Success Through a Senior Project* (**chair**)

Hunt, Turonne, K., Ed.D., 2021, *Exploring the K–12 Teacher–Student Relationship: Strategies Teachers Use to Influence Students With Emotional Disabilities' School Experiences* (**chair**)

Bartlett, Tara, C., Ed.D., 2021, *Patrick Henry School of Science and Arts: A Historical Case Study on the Development of the First Elementary Charter School in Virginia* (**chair**)

Witcher, Angelica, W., Ph.D., 2020, *Investigating Academic and Psychosocial Outcomes of First-Generation African American Postsecondary Students who Completed Early College Access Programming: A Qualitative Case Study* (**chair**)

Norton, Star, A., Ed.D., 2020, *Lee M. Waid: An Oral Historical Case Study of Students from an All-Black Rural Virginian School between 1963 and 1970* (**chair**)

Klimaitis, Cindy, C., Ph.D., 2020, *Instructional Practices for STEM lessons for K-12 students with disabilities: Perceptions of Teachers from a Virginia Suburban School Division* (**chair**)

Lyle, Douglas, W., Ed.D., 2020, *Virginia Preschool Initiative's Role in Preparing Students for Kindergarten* (**chair**)

Reed, Samantha, S., Ed.D., 2020, *Problem-based Learning Strategies that Contributed to Elementary Students' Skills Development and Profile of a Virginia Graduate's Expectations* (**chair**)

Shields, Lee, B., Ed.D., 2020, *Teacher Resilience in Central Virginia: How Veteran Teachers become Resilient* (**chair**)

Wickham, Barbara, M., Ed.D., 2020, *Designing Effective Professional Development for Teaching Students in Poverty: Impact on Teacher Beliefs and Classroom Practice* (**chair**)

- Boyles, Emily, T., Ed.D., 2020, *Principals' Role in Fostering School-Family Partnerships: Improving the Achievement of Students Living in Poverty within Rural Appalachia* (**chair**)
- Mazurek, Bethany, C., Ed.D., 2020, *Evaluating Collaborative Relationships between K–12 Public and Private Day Schools in Virginia* (**chair**)
- Thomas, Chevese, R., Ed.D., 2017, *Teacher Evaluation in a Virginia Urban School District: Perceptions of Elementary Teachers From a Quantitative Survey Study* (**co-chair**)
- Robertson, Kimberly, C., Ed.D., 2013, *Crafting One's Brand to Fit: An Exploration into How Black Female Principals Construct and Navigate their Leadership Identities* (**chair**)
- Kosiczky, Bonnie, Ed.D., 2013, *Teacher Leaders' Perceptions of the Use of Humor in the High School Classroom* (**chair**)
- Blanford, Winsora, Ph.D., 2012, *Exploring the Likelihood of Black Women Self-actualizing: The Struggle to Recover from Racial Trauma* (**chair**)
- Nganga, Christine, Ed.D., 2011, *A Narrative Study of International Teachers' Transitional Identities in U.S. High Schools* (**chair**)
- Jones, Rahim, Ed.D., 2007, *The Principal's Role in Building Teacher Leadership Capacity in High-Performing Elementary Schools: A Qualitative Case Study* (**chair**)
- Cairns, Sonja, Ed.D., 2006, *School Principals' Knowledge and Understanding of Educator Sexual Misconduct* (**chair**)
- Holcomb, Cenira, Ed.D., 2006, *Novice Special Educators' Perceptions of the Mentor Teacher Role* (**chair**)
- Tuten, Elizabeth, Ed.D., 2006, *A Case Study of Decision-Making Attitudes and Perceived Practices of Secondary Administrators Using Four Scenarios* (**chair**)
- Shuck, Cynthia, Ph.D., 2005, *Music Integration: Educators' Perceptions of Implementation and Student Achievement in Public School Elementary Education* (**chair**)
- Carlson, Helen, Ph.D., 2004, *Computer-Mediated Writing Development in Postsecondary Students Who Are Deaf* (**chair**)
- Brimm, Valerie, Ed.D., 2003, *Principals' Perspectives in Challenging Schools* (**chair**)
- Lind, Sarah, Ed.D., 2003, *Teachers' Perceptions of Culture in Low and High Attrition Schools* (**chair**)
- Dolasky, Dorothy, Ed.D., 2000, *Analysis of Class Context as a Mediating Factor for Predicting Teacher Efficacy* (**chair**)

CURRENT DOCTORAL ADVISEES: CHAIR/ADVISOR | CANDIDACY & COURSEWORK (13)

CANDIDACY STATUS (8)

Dissertation defense TBD 2023:

Nitowski, Robert, Ed.D., *Predicting Graduation Rates from Prior Academic Achievement, Attendance, and Behavior* (**chair**)

Prospectus exam TBD 2023:

Gavin, Matthew, Ed.D., *Why Special Education Teachers Stay: Factors Impacting Special Educator Retention* (**chair**)

Flanagan, Amanda, *Teacher Psychological Capital: Administrative Support, Leadership Style, and Self-Efficacy* (**chair**)

Hall, Rebecca, Ed.D., *How Professional Development Can Support Principals Who Navigate Role Changes* (**chair**);

Pacer, Kelsey, Ed.D., *Cultivating Conditions for Collegial Feedback: PK-12 Leaders' Strategies for Supporting Teachers* (**chair**)

Thompson, Summerlyn, Ed.D., *Investigating Relationships Between K-12 School Climate and Academic Achievement* (**chair**)

Warnick, Sarah, Ed.D., *Examining Online Teaching and Course Design Practices Through Frameworks* (**chair**)

Weymouth-German, Jessica, C., Ed.D., *School Board Decisions on the Equitable Treatment of Transgender Students* (**chair**)

Preliminary exam expected TBD 2023 (pre-candidacy stage) (5):

Gill, Jason, Ed.D., *Student Discipline, Family Engagement, and School Support Systems: A Literature Review* (**chair**)

Harris, Lesley, Ed.D. *A Literature Review of School Engagement With Preschool Latinx Families* (**chair**)

Lennox, April, Ed.D., *Instructional literacy policies and practices governing children's development* (**chair**)

Muniz, Jessica, Ed.D., *Examining Social Justice and Disciplinary Practices: A Literature Review* (**chair**)

Rios, Diana, Ed.D., *New Teacher Induction Programs and Retention in the Literature* (**chair**)

CURRENT DOCTORAL COMMITTEE MEMBERSHIP

Johnson, M., Ed.D., Bradley, L., Ed.D., Gray, K., Ed.D., Swoger, J., Ed.D., Pennington, R., Ed.D., McEntyre, A., Ed.D., Oakley, V., Ed.D., Goshen, K., Ed.D., Verhoeff, T., Ed.D., Summers, T. Ed.D.

DOCTORAL DISSERTATIONS/DEGREES COMPLETED AS COMMITTEE MEMBER (48)

- Summers, Tui, Ed.D., 2022, *Stories of Three Female Social Justice Leaders: Understanding the Origins of their Leadership*, University of Canterbury, New Zealand (chair Annelies Kamp; C. A. Mullen, external reviewer/member)
- Settles, Karen, R., Ed.D., 2021, *An Investigation into How Elementary School Administrators Support the Growth Mindset of Classroom Teachers*
- Alrehaili, Sara, M., Ph.D., 2021, *Teacher Perception of Principals' Transformational Leadership and the Self-Efficacy of Teachers in Selected All-female Schools in Saudi Arabia*
- Batts, Kenya, Ed.D., 2021, *Principal and Teacher Perceptions on Practices that Impact Teacher Job Satisfaction and Retention in Title I Elementary Schools with High Teacher Retention Rates in a Large Suburban Central Virginia School Division*
- Booth, Monique, L., Ed.D., 2021, *Elementary Assistant Principals' Self-Perceived Preparedness to Lead Diverse Schools Through the Lens of the Culturally Responsive School Leadership Framework*
- Burbic, Jessica, E., Ed.D., 2021, *Assistant Principals' Self-Reported Levels of Preparedness to Support Special Education Teachers and Programming*
- Lopes, Brittany, Ed.D., 2021, *The Status of Student Academic Performance Based on the Demographic Representation of Public Middle School Teachers and Students in the Commonwealth of Virginia*
- Webb, Elizabeth, R., Ed.D., 2021, *Improving Academic Achievement for Students in Poverty: A Case Study Analysis of a Rural Elementary School*
- McDaniel, Melissa, G., Ed.D., 2020, *A Study of the Career Paths of Female Aspiring School Superintendents*
- Cioppa, Tracy, A., Ed.D., 2020, *Teachers' Perceptions of Principal Classroom Observational Feedback and its Impact on Instructional Practices in an Urban Division*
- Sherrod-Wilson, Sherri, T. Ed.D., 2020, *Principals' Perceptions of the Implementation of Interventions and Strategies to Decrease Chronic Absenteeism*
- Hairston, Sonji, C., Ed.D., 2020, *Perceptions of School Leaders regarding their Principal Preparation Program's Effectiveness*
- Gerald, Shameka, Ed.D., 2020, *Measuring Principal Technology Leadership and Principal Behaviors: A Quantitative Study*
- Byrd-Wright, Angela, Ed.D., 2020, *The Influence and Impact of Culturally Responsive Leadership on the Mathematics Performance of African American Students at the Secondary Level in One Urban Virginia School Division*
- Wright, Chantea, R., Ed.D., 2019, *Teacher Perception of Professional Development and Impact on Instructional Practice and Student Achievement*
- Alazmi, Ayeshah, A., Ph.D., 2018, *Education-related Laws from the Perspective of Kuwaiti Official Influencers: An Exploratory Study*
- Brod, Dave, Ph.D., 2018, *Building a Model to Test the Relationship between Higher Education Spending and Student Debt*
- Vaughan, Tamra, J., Ed.D., 2017, *School Improvement and Reform: A Study of Student-related Factors in Priority School Turnaround Efforts*
- Newell, Lisa, G., Ed.D., 2017, *The Influence of the Leader in Me Program Within a Middle School in Virginia*
- Weber, Laura, Ph.D., 2013, *After the Grant Ends: Experiences of Parents Working in Family Organizations Funded Under the N.C. System of Care*
- Canady, Larry, Ed.D., 2013, *A Case Study of Principal-led Professional Development Using Micro-teaching and Inquiry-oriented Formative Feedback*
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