

- Artificial Intelligence for Higher Education,” facilitating external training offered by the Auburn University on Teaching with AI, co-facilitating AI related workshops, and sponsoring faculty learning communities.
- o Developed and implemented a pilot student engagement workshop series in collaboration with Student Life and DEI.
 - o Implemented the Weekly OTL Office Hours in collaboration with the Office of Information Technology’s C&A (Coffee and Answers).
 - o Coordinated and executed an integrated and mixed modality annual forum on teaching and learning. Attended by around 150-200 faculty, included poster presentations, awards, keynote, and concurrent sessions.
 - o Co-facilitated and co-sponsored monthly and weekly learning communities for faculty, administrator and staff.
 - o Recognized teaching innovation and excellence among SJU’s integrated faculty through (1) the Leahy Award, (2) the Bright Idea Award, (3) Adjunct Faculty Teaching Awards, the (4) Teaching Innovation Grants Program, and (5) Ethical Implications of AI Grants Program selected from numerous applications received.

Vice Chair, Institutional Review Board
Chair

8/2025 – present
8/2017 – 08/2025

- o Responsibilities:
 - Provide leadership and expertise to the IRB in protecting the rights, welfare, and safety of human subject research participants
 - Maintain active communication with the Institutional Officer (IO), Director of Research Services, and the Research Compliance Coordinator and addressing any human subjects research (HSR) issue that requires attention
 - Co-develop the annual plan and other strategic plans for the IRB
 - Serve as a change leader for IRB as the university merged with another higher education institution
 - Co-lead the monthly full board meetings and serving as a voting IRB member
 - Assist in the appointment of IRB Members from all three schools/college and the external community,
 - Identify and develop standard administrative IRB and general IRB policies and procedures,
 - Oversee and conduct expedited reviews for new projects as well as for amendments and modifications, participating in annual HSR training to remain in compliance with federal standards, and maintain the confidentiality of all HSR-related information/materials.
- o Vision:
 - Protect the rights, welfare, and safety of human subject research participants
- o Key accomplishments include:
 - o Reconstituted an 11-member integrated Institutional Review Board to reflect the current structure of the university.
 - o Developed and executed the annual strategic plan.
 - o Refined the review process for new projects and utilized the expertise of the integrated IRB.

- o Oversaw and conduct expedited reviews for new projects as well as for amendments and modifications; also oversaw full board reviews for new projects.
- o Participated in annual HSR training to remain in compliance with federal standards and maintained the confidentiality of all HSR-related information/materials.
- o Co-developed and facilitated the approval of seven (7) Standard Operating Policy & Procedures (SOPP).
- o Co-developed a process to redesign and refine the IRB website. Helped to complete the redesign of the IRB website.

Chair, College Council Executive Committee, Executive Committee
School of Health Studies and Education

08/2021 – 05/2022

- Responsibilities:
 - o Serve as the chair of the primary faculty legislative body of the School
 - o Represent the faculty of the School at Faculty Senate, University Council, and the Board of Trustees
 - o Receive and act on mandates from University Council, create internal School policies consistent with University-wide guidelines, and serve as a forum for discussion and resolution on topics relating to curriculum and internal faculty policies
 - o Serve as an advisory body to the Dean
 - o Serve as a change leader for the dissolution of the school and the creation of two new schools
- Vision:
 - o Provide support during the merger/transition by (a) learning and understanding the strategic and governance issues that might arise, the working timeline that is being utilized, and the meaning of the new college structure for our departments, (b) developing a useful and standardized process to communicate the changes and recent updates, and, (c) developing a useful and standardized process to collect feedback and support our departments and the SHSE community in making well-informed decisions regarding the new college structure while continuing with our regular work.
- Accomplishments:
 - o Advised the Dean on various strategic plans relating to the merger.
 - o Coordinated the writing, revision, and passing of the bylaws for the new College Council of the integrated School of Education and Human Development (SEHD) and the School of Health Professions (SHP). Co-led a team in the writing and passing of the bylaws for SEHD.
 - o Assisted with the dean transition process of the new School of Education and Human Development by facilitating two listening sessions with SEHD faculty and center leaders and summarized their voices into a draft summary that was then communicated at the announcement of the interim Dean for SEHD with the Provost, and then sent as a follow-up to both the current and interim deans of SEHD.
 - o Invited various guest speakers to address the needs of the SHSE CC community. This included the Office of the Provost, the new Dean of the School of Health Professions, chair of the Advisory Board for Faculty Compensation, member of

- the Planning and Budgeting Committee, Office of Institutional Effectiveness, Office of Title IX, and others.
- o Led the creation and implementation of a set of tools that made SHSE CC shared governance processes transparent. This included the process for College Council agenda item submission, process for facilitating mandates of new and modifications of existing academic programs within a school through the university governance structure, and the process for collaboration between the Executive Committee, the Curriculum Committee, and the authors of mandates.
 - o Facilitated the passing of two new academic programs, modifications or new pathways to two existing academic programs, one program name change, moratorium of two programs, and move of one program to another school. The two new programs were: (1) the Catholic Educational Leadership certificate program combines existing coursework in the Pennsylvania Department of Education approved curriculum in educational leadership with noncredit formation exercises facilitated by the Alliance for Catholic Education (ACESJU). And, (2) a new Master's degree program in School Counseling that introduces new specialty courses and uses existing core courses in counseling from the Clinical Mental Health Counseling program.
 - o Facilitated the passing of the Educator Preparation Statement.

Faculty Graduate Program Director, Organization Development and Leadership

06/2020 –

05/31/2021

- Responsibilities:
 - o Serve as a change manager of a nationally recognized master's program in Organization Development and Leadership (MSODL) that offers both online and on-campus concentrations by first launching a new concentration in DEI and second by transitioning the program to the business school
 - o Recruit approximately 70-80 students nationally
 - o Advise over 300 students
 - o Graduate around 60-70 students each year in the fields of business, corporate, entrepreneurial, nonprofits, and higher education
 - o Develop new concentration
 - o Oversee the teaching schedule, staffing, budget and other needs of the program
- Vision:
 - o Intensify MS ODL's national reputation as a high quality ODL education provider
- Accomplishments:
 - o Transformed Student Advising. Raised the quality of student advising through a) creation of new advising sheets for each concentration, b) designed and implemented new group advisement and individual phone advisement processes, c) launched a new advisement structure (ODL Advising Canvas site), and d) developed a new onboarding process.
 - o Increased Student Retention. Improved student retention by reducing the number of probationary and dismissed students through the newly designed and implemented

- Student Success Project that provided a new process and structure for faculty and program directors to collaborate together for student success.
- o Launched a New Concentration. Successfully launched the Diversity, Inclusion and Belonging concentration as a viable new stream of enrollment. Facilitated the development of two new courses within this new concentration.
 - o Formed New Partnerships. Formed new partnerships with ODL Alumni Advisory Board, Career Development Center, PLS, Criminal Justice, Athletics, International Study, and others.
 - o Improved Student Recruitment. Recruited more than 80 students to ODL during the past year with the new concentration drawing a steady stream of new students.
 - o Teaching Schedule. Managed the teaching schedule every semester with the average number/section of courses per semester ranging from 20 in the summer, 25 in the fall, to 32 in the spring schedule. These courses were taught by over 20 visiting and adjunct faculty members.
 - o Budget. Used student fees to fund newly created professional services contracts to bring additional coaches and instructors to the online ODL 750 course.
 - Change Management. Collaborated with six offices (i.e., EDL, MGT, HSB Graduate Advising, Registrar, Grad Admissions & Extended Study, PLS, and MarComm) to move ODL to the Management Department in the business school. Co-developed a change process that included sharing of requested documents, training, joint communications, and focused transition meetings on targeted content and process. Successfully transitioned the program to the Management Department on June 1st, 2021.

Director, Interdisciplinary Doctor of Education Program for Educational Leaders

06/2014 – 06/2018

Department of Educational Leadership, College of Arts & Sciences

- Responsibilities:
 - o Lead a cohort-based, interdisciplinary doctoral program in educational leadership that offers two areas of concentration: basic education (K-12) and higher education (university and business sector)
 - o Recruit and retain approximately 20 doctoral students per year
 - o Advise four active cohorts of students at any one time
 - o Graduate approximately 15 doctoral students a year who work in K-20 fields in parochial, public, private, and business sectors
 - o Manage year round faculty teaching schedule, oversee the doctoral advising and dissertation advising, manage the annual budget
 - o Increase the scholarship and visibility of the program
- Vision:
 - o Intensify IDEPEL's regional reputation as the best program for graduating ethical and skilled scholar-practitioner leaders
- Accomplishments:
 - o Faculty Recruitment. Developed a strong faculty team by recruiting two new faculty members. One is a tenure-track assistant professor with expertise in higher education administration and student life, and the other is a highly respected adjunct professor with expertise in higher education fiscal resource management.

- o Student Recruitment. Successfully recruited four cohorts of doctoral students. Developed and implemented annual recruitment plans, collaborated with the Graduate Admissions Office, led Open Houses, designed and implemented doctoral student ambassador program, conducted face-to-face interviews, and developed other innovative ideas for recruitment.
- o Faculty Mentored Research. Oversaw the dissertation committees and progress of all ABD (All but Dissertation) students. This included providing guidelines and timelines on proposal defense, IRB, final defense, dissertation writing, and other pertinent information to the approximately 50 individuals serving as dissertation chairs and committee members for the 40 doctoral candidates they were advising.
- o Managed the doctoral budget to support the annual IDEPEL conference, dissertation advice and other expenses of the doctoral program.
- o Teaching Schedule. Managed the teaching schedule every semester, including the summer. There were 16 doctoral courses per cohort that represented 21 course sections per cohort sequence. The average number/section of courses per semester ranged from 6 in the summer schedule to 10 courses in the fall and spring schedule.
- o Monitored practicum (or fieldwork) deadlines and products every semester across three cohorts of students (approx. 60 students).
- o Conference. Founded and organized the annual conference of the IDEPEL program from 2014 to 2018, including the interactive 2015 online conference. Attracted around 100 attendees each year. Established the poster presentation platform for third-year doctoral students. Created a signature conference for the doctoral program, opened a presentation space to professors and staff from all schools within the university and to the larger community.
- o Succession Planning. Created and implemented seamless succession planning twice. Once when I took a one-semester sabbatical leave, the second time when I stepped down as the program director.

TEACHING IN ACADEMIA

Saint Joseph's University, Philadelphia, PA Department of Educational Leadership

Professor

8/2020- present

- Course load: 3:3
 - Taught/teaching undergraduate, master and doctoral students in four departments (EDU, SPE, MGT, EDL) across three schools (SEHD (formerly SHSE), CAS, HSB)
 - Content: adolescent development, social identity and belonging, educational assessment, educational research methodologies, and advanced dissertation proposal writing.
- Dissertation Advisement (completed, awards, conference presentations, publications)
 - Advised 18+ completed dissertations as the chair since August 2020. One received the Rashford Dissertation Award, seven presented their work at national conferences, one published his dissertation as a book chapter, one published her dissertation as a peer-reviewed article, and two more have manuscripts under review. Also served on 10+ completed dissertations as a methodologist.

- Currently advising 8 more dissertation students as the chair of the dissertation committee. Also serving on 4 committees as a methodologist.

Associate Professor

8/2013- 7/2020

- Course load: 3:3
 - Taught master and doctoral students in two departments (SPE, EDL)
 - Content: educational assessment, educational research methodologies, principles of quantitative research, quantitative research design, principles of qualitative research, and advanced dissertation proposal writing.
- Dissertation Advisement (completed, awards, conference presentations, publications)
 - Advised 14 completed dissertations as the chair between August 2013-July 2020. Of these, one won the Rashford Dissertation Award, 6 presented their work at national conferences, three published their work as a single author or a co-author. Also served on a number of completed dissertation committees as a methodologist.

Assistant Professor

8/2007-- 7/2013

- Course load: 3:3
 - Taught master and doctoral students in one department (EDL)
 - Content: educational assessment, educational research methodologies, principles of quantitative research, quantitative research design, principles of qualitative research, and advanced dissertation proposal writing.
- Dissertation Advisement (completed, awards, conference presentations, publications)
 - Advised 3 completed dissertations as the chair between August 2007 to July 2013. One won the Rashford Dissertation Award, and one published her work as a single author. Also advised 7 completed dissertations as a methodologist. One of which won the Rashford Dissertation Award.

RESEARCH POSITIONS

School District of Philadelphia, Philadelphia, PA

Policy and Evaluation Analyst, 2005 - 2007

Educational Testing Service, Princeton, NJ

Associate Research Scientist, 2001-2005

University of Pennsylvania, PA

Consortium for Policy Research in Education

Research Assistant, 1998-2001

MENTORED RESEARCH

Doctoral Dissertations

Committee Chair

Completed (32) listed below by Year

2011

1. *Rafferty, Patricia. D. EDD. Title: A case study of graduate student experiences with group work. doctoral dissertation. Graduated May 2011. Position: Adjunct Professor, ex-Director of MBA program, Haub School of Business, Saint Joseph's University. *Received the 2011 Nicholas S. Rashford, SJ Dissertation Award. *Published a single-authored, blind peer-review journal article in *Journal of Management Education*.
2. Ramoundos, George. EDD. Title: Pennsylvania's response to instruction and intervention framework: The relationship between economically disadvantaged third grade students' reading achievement and teachers' instructional methods in tier 2. Graduated May 2011. Position: Principal, Manoa Elementary School, Haverford School District.

2012

3. Cambridge, David. EDD. Title: The relationship between students' quantitative skills, application of math, science courses, and science marks at single-sex independent high schools. Graduated May 2012. Position: Owner, Bridge Educational Services and Solutions

2013

4. Moyer, Gary. EDD. Title: What are the current attitudes, perceptions, and engagement levels of high school students and staff in a suburban high school in Northeastern United States? Graduated September 2013. Position: Student Information Systems and Data Administrator, Haverford High School.
5. *Lore, Millie. EDD. Title: Parent-child home numeracy intervention and the mathematic scores of kindergarten and first grade, Catholic, urban mathematics students. Graduated September, 2013. Position: Remedial Specialist, Montgomery County Intermediate Unit and Adjunct Professor, Saint Joseph's University.*Co-presented at scholarly presentations at ACTFL and AERA. *Co-published a blind peer-reviewed journal article in *Journal of Catholic Education*.
6. Weber, David. EDD. Title: Correlation of student self-reported attitudes of teacher effectiveness with performance on high-stakes assessments by secondary school students. Graduated May 2013. Position: Director of Curriculum, Educational Programs, and Assessment, Hatboro-Horsham School District.

2014

7. *Hallman, Lydia. EDD. Title: Do inquiry-based science classroom experiences promote science achievement for public high school students? An application of the opportunity-propensity framework. Graduated May, 2014. Position: Math and Science Curriculum Supervisor, Kennett Consolidated School District.*Co-presented at a scholarly presentation at CAERDA.

2015

8. Frees (Bricketto), Nicole. EDD. Title: How do early childhood academic skills differ in kindergarten students in relation to type of pre-kindergarten program attendance? Graduated May 2015. Position: Franchise Owner at Ducklings Early Learning Centers.

9. *Farren, Thomas J. Sr. EDD. Title: An exploration of the cognitive and academic effects of the classical language curriculum on students at Jesuit secondary schools. Graduated December, 2015. Position: Principal, Holy Spirit High School, and past Commissioner Ward 12, Glenside, Abington Board of Commissioners. *Co-authored a blind, peer-reviewed journal article in *Electronic Journal of Foreign Language Teaching*. *Co-presented at scholarly conference presentations at both ACTFL and AERA.

2016

10. *Lesesne, Carmen. EDD. Title: Understanding the relationship between teachers' race and teacher self-efficacy in teaching black and white students. Graduated May 2016. Position: High School Principal, Collegium Charter Schools. *Gave a single-authored scholarly presentation at the 2017 annual meeting of AERA.
11. Merritt, Danielle. EDD. Title: Negotiating racism: Using the critical race theory to understand the voices of urban black Americans who attended predominantly white undergraduate institutions. Graduated May 2016. Position: Assistant Principal, School District of Philadelphia.
12. *Power, Joshua. EDD. Title: Exploring the perceived impacts of community living and spirituality on the experience of first year teachers. Graduated May 2016. Position: Executive Director of Graduate and Extended Studies, Saint Joseph's University and Adjunct Professor, Saint Joseph's University. *Received the 2016 Nicholas S. Rashford, SJ Dissertation Award. *Co-presented at scholarly presentation at AERA. *Co-authored a blind peer-review journal article in *Early Education and Development*.

2017

13. Brown, Sarita. EDD. Title: Reconceptualizing PA core standards professional development for elementary school teachers: Using a human capital perspective. Graduated May, 2017. Position: Assistant Principal, Coatesville Area School District.

2018

14. *Lowery, Guy. EDD. Title: Identifying effective methods for urban elementary school principals to assess and select curricular programs utilizing scarce fiscal resources. Graduated May 2018. Position: Principal, Mayfair Elementary, School District of Philadelphia, and Adjunct Professor, Saint Joseph's University. *Received 2017 Lindback Award for Distinguished Principal Leadership, \$20,000, for his school.

2019

15. *Groppe, Chris. EDD. Title: Transition and self-determination: the experience of successful college students with disabilities. Graduated September, 2019. Position: Director of Individualized Student Services, Tredyffrin/Easttown School District. *Nominated for the 2020 Rashford Dissertation Award. *Accepted for a single-authored roundtable presentation at the 2020 American Educational Research Association Annual Meeting (which was later canceled due to the pandemic).

2020

16. *Buckley, M. Toni. EDD. Title: A role for public relations in higher education shared governance. Graduated May, 2020. Position: Visiting Assistant Professor, Stockton University. *Co-authored a blind, peer-reviewed journal article in *Journal of Catholic Education*. *Nominated for the 2020 Rashford Dissertation Award.
17. *Unruean, Eady. EDD. Title: Integration of tutoring with technology: Supporting English as a second language for Thai high school students. Graduated May 2020. Position: Self-Employed and Owner of an online tutoring service. *Published a single-authored book chapter in the edited book, *The New Female Leader*.

2021

18. *Avitabile, Mark. EDD. Title: Using collective teacher efficacy to deepen elementary teacher professional learning in STEM education. Graduated in May 2021. Position: Director of STEM, Interboro School District. *Received the 2019 PASmart grant, \$35,000 for the Interboro Kindergarten Academy's robotics and STEM program. *Co-authored a book chapter. *Gave a single-authored presentation on *Using the Japanese Lesson Study to create sustained professional development for STEM instruction in elementary classrooms* at the National Science Teaching Association 2021 National Harbor Area Conference.
19. *Nguyen, Anh. EDD. Title: Grit and Persistence: Black and Brown Male College Graduates Perceptions on the Impact of Middle or Early College High School. Graduate September 2021. Position: Principal, Parkway Center City Middle College, School District of Philadelphia. * Received the 2020 Lindback Award for Distinguished Principal Leadership, \$20,000, for her school. *Presenting author of a co-authored paper presentation at the 2022 AERA Conference. *Founding board member of Intersectional Leaders XChange LinkedIn Group.

2022

20. Antrom, Shante. EDD. Title: Black women faculty experiences with promotion/tenure, wage equity, and inclusivity within two-year community colleges. Graduate in May 2022. Position: Executive Director, Oxford Circle Christian Community Development Association, Inc., President, Crossway Management Group, LLC. *Nominated unanimously by dissertation chair and committee members for the Nicholas J. Rashford (S.J.) Award for Outstanding Dissertation.
21. Cook, Mary Ann. EDD. Title: College Students and the Influence of a Curriculum-Based Risk Management and Insurance Certification on Career Choice. Graduated September, 2022. Position: Interim Executive Director, Maguire Academy of Insurance and Risk Management at the Haub School of Business.
22. *Glover, Kenneth K. EDD. Title: Breaking the Cycle: The Impact of Intergenerational Trauma on the Experience of Academic Attainment of Fifth Generation Black Males. Graduated May 2022. Position: Climate and Culture Coach, The School District of Philadelphia; Qualitative Research Consultant, New York University. *Featured as IDEPEL Commencement Story for 2022. **Presenting author of a co-authored roundtable presentation at the 2023 AERA Conference at Chicago, IL. ***Co-authoring a manuscript on *Developing Education Leader AI Literacy: A collaborative Approach*.
23. *Patterson, Nicole. EDD. Title: Taking a knee: A mixed methods study evaluating awareness of structural inequities and levels of cultural competence of middle school in-service teachers of black and brown students. Graduating May 2022. Position:

- Principal, G6-8, Aston School, Principal, G6-8, Aston School, Chester Community Charter School. *Founding board member of Scholar-Practitioner Research Collaborative. **Nominated unanimously by dissertation chair and committee members for The Nicholas J. Rashford (S.J.) Award for Outstanding Dissertation. ***Presented as a co-authored paper presentation at the 2023 AERA Conference at Chicago, IL. ***Co-authored a journal article.
24. *Righter, Je’Nai. EDD. Title: Healing and helping while hurt: Exploring the ways campus racial climates of predominantly white institutions impact black administrators who have a history of chronic and complex personal trauma. Graduated May 2022. Position: Assistant Provost within Student Affairs at Jefferson University and Executive Director of the Righter Way Group for Educational Leadership Consulting. *Received the 2022 Nicholas S. Rashford, SJ Dissertation Award.
 25. *Speakman, Kristen. EDD. Title: Leading on empty: Exploring the impact of compassion fatigue and distributed leadership on principals’ professional quality of life during the pandemic. Graduated September 2022. Position: Principal, Dr John H. Winslow Elementary School, Vineland Public School District, NJ. *Presenting author of a co-authored roundtable presentation at the 2023 AERA Conference at Chicago, IL.

2023

26. Romulus, Deanna. EDD. Title: Financial Wounds: Black Millennials’ from underserved communities and the effects of family socialization on their perception of financial literacy. Graduated May 2023. Position: Senior Financial Advisor, Vanguard.
27. Cleary, Jill. EDD. Title: Role of Sponsorship in Sustaining Early HEI Post-merger Success. Graduated May, 2023. Position: Assistant Vice President Institutional Effectiveness and Executive Project Manager for Integration, Saint Joseph’s University. *Nominated for the 2023 Rashford Dissertation Award.
28. Dorfman, Jonathan. EDD. Title: Neuro-unity: A realist synthesis of neurodiversity and the established clinical model of autism spectrum disorder. Graduated May 2023. Position: Supports Coordinator at Delaware County, Pennsylvania. *Nominated for the 2023 Rashford Dissertation Award.

2024

29. *Bronson, Brittany. EDD. Title: Pouring from an empty cup: Centering the experiences of black women DEI leaders at for profit organizations. Graduated May 2024. Position: Director of DEI / ESG Partner | North America. (Cohort 17). *Nominated for the 2024 Rashford Dissertation Award. *Co-presented a poster at AERA 2024. *Awarded 2024 Patricia Leahy Award for co-authored scholarship on teaching and learning titled, “*Advancing Active Learning in Educational Leadership through Equity-Based Experiential Learning.*” Collaborated with A. Wang, Natalya Adelizzi*, and Dan McDevitt*. The team was awarded \$1,000 in May, 2024.
30. *Dorsch, Matthew. EDD. Title: Digital impact on middle school student executive functioning: Lessons learned from student interface with learning management systems. Graduated May 2024. Position: Director of the Robert Saligman Middle

- School. (Cohort 15). *Co-presented at the 2025 SEHD Teacher Summit on “[How Can Teachers Use AI to Become More Productive and Impactful Educators?](#)”.
31. *Collier-Bacon, LaChante. EDD. Title: Standing up for the underserved: Culturally and linguistically diverse students stand a chance. Graduated September, 2024. Position: Assistant Principal, Christina School District. (Cohort 16). *Presented at AERA 2025 as a paper presentation. *Nominated for the 2025 Rashford Outstanding Dissertation Award.

2025

32. Wible, Gillian. Knowing commitment: Exploring the impact of knowledge transfer processes on organizational commitment in a mission-driven school. Graduated September 2025. Position: Assistant Principal, Cristo Rey High School. (Cohort 14).

**denotes doctoral advisee’s engagement in additional scholarly activities after their dissertation. This includes single-authored, co-authored scholarly presentations, blind peer-reviewed publications, book chapters, grants, and awards.*

Methodologist

Completed (24) listed below by year

2009

1. Antonio, Chad. EDD. Middle school teacher and administrator perceptions of the whole child professional development program based on the pa school-wide positive behavior support cohort training system and the Tom Stecher and associates adult training program in relation to effective professional development theory. Graduated May 2009. (Ray Horn, Chair)
2. Crawford-Fisher, Ruthann. EDD. Title: A case study of student perceptions on the usefulness of complementary, naturopathic, therapeutic interventions on the coping mechanisms utilized by female students in dealing with adolescent stress disorders in a suburban school setting. Graduated May 2009. (Ray Horn, Chair)
3. Hoy, Carole. EDD. Title: Educator perceptions: the relationship between student achievement, professional development, and instructional practices in a suburban secondary mathematics program. Graduated September 2009. (Ray Horn, Chair)
4. McCook, Byron. EDD. Title: Maximizing basic education subsidy in Pennsylvania public school districts by accounting for children in educational settings. Graduated May 2009. (Ray Horn, Chair)

2011

5. Edeiken-Cooperman, Nanette. EDD. Title: Transitions for students with low-incidence disabilities: the relationship between the implementation of the individualized transition plan and the transition to post-school life. Graduated May 2011. (Eileen Sabbatino, Chair)
6. Keels, Linda A. EDD. Title: The effect of integration on reading and mathematics in visual arts program upon student academic achievement on standardized tests for urban public school students in grades 5-8. Graduated May 2011. (Ray Horn, Chair)

2013

- 2014
7. Jeffery, John. EDD. Title: To what extent do gender differences in the levels of student psychosocial development relate to student engagement for first year college students at Saint Joseph's University? Graduated May 2013. (Cary Anderson, Chair)
8. Hogan, Michael. EDD. Title: The formation and implementation of a suburban middle school's policy concerning bullying behavior among tweens with an emphasis on the current phenomenon of cyberbullying. Doctoral dissertation. Graduated May 2014. (Ray Horn, Chair)
- 2015
9. Abdoh, Ruba. EDD, Title: A comparison of female Saudi Arabian and American high school teachers' perceptions of their preparation for teaching foreign languages. Graduated May 2015.
10. Abudawood, Ebtihal, EDD. Title: Saudi Arabian students' perceptions of the importance of critical thinking in their learning experience in institutions of higher education in the Philadelphia region in comparison to their Saudi Arabian educational experience. Graduated May 2015.
11. *Bunner, Marie. EDD. Title: The association of tacit knowledge with high academic achievement among developmental college students. Graduated May 2015. (Bob Palestini, Chair) *Awarded: Nicholas S. Rashford, SJ, Award.
- 2016
12. Nicolino, Danielle. EDD. Title: Changing teachers' perceptions on deficit thinking through staff development. Graduated May 2016. (Althier Lazar, Chair)
- 2017
13. McHugh, Erin. EDD. Title: Student debt and family systems theory: The true cost of a college education. Graduated May 2017. (Cary Anderson, Chair)
- 2018
14. Alrasi, Mohammed. EDD. Title: Comparing selected principal perceptions of minimum qualifications to principal in Saudi Arabia and Pennsylvania: A comparative case study. Graduated May 2018. (Terry Furin, Chair)
15. Gono, Saye. EDD. Title: Reflections of U.S. undergraduate students on the effects of remedial education on their college curriculum access, learning, and achievement. Graduated May 2018. (Bob Palestini, Chair)
- 2020
16. Jones, DeAndre. EDD. Title: Defying the odds: A phenomenological exploration of the perceptions of African American graduates from public predominantly white institutions in Pennsylvania using an anti-deficit framework. Graduated May 2020. (Bob Palestini, Chair)
17. Madel, Rich. EDD. Understanding the cycle: identifying influences on world language teachers' value of grammar instruction. Graduated May 2020. (Aimee Terosky, Chair)
- 2021
18. Dirickson-Martin, Yalon. EDD. African-American cultural museum experiences: Redefining the identity of African-American 5th grade boys. Graduated May 2021. (Terry Furin, Chair)

19. Tyson, Wanda. EDD. Title: Effective instructional practices of special education teachers who teach students with emotional and behavioral disorders through the lens of the expertise theory. Graduated January 2021. (Bryon McCook, Chair)
- 2022
20. Seiler, Tep. EDD. Title: The great equalizer: Digital inclusion on access of online healthcare certificates for financially disadvantaged students. Graduated May 2022. (Chris Heasley, Chair).
21. Wei, Nancy. EDD. Title: Rethinking student off-campus housing design. Graduated May 2022. (Chris Heasley, Chair).
- 2024
22. Adelizzi, Natalya, EDD, Title: Examining the dimensions of school leadership and teacher self-efficacy for inclusive education. Graduated May 2024. (Carole Hoy, Chair) (Cohort 17).
23. Vlahos, Dean. EDD. Title: The First Amendment and transformational leadership: Religious rights in American education. Graduated May 2024. (Terry Furin, Chair) (Cohort 13)
- 2025
24. Ramasamy, Sen. EDD. Title: Understanding the impact of chatbots on student learning experiences in higher education: A study in a northeastern university. Graduated May 2025. (Encarna Rodriguez, Chair) (Cohort 18)

PEER REVIEWED PUBLICATIONS

- Quinn, D., Wang, A. H., Zervano, V., & Mahaligam, M. (under review). Developing trust and common purpose post-merger: Impact of critical reflections of women leaders' in a multi-year learning community. *Journal of Excellence in College Teaching*.
- Wang, A. H., Bronson, B.*, McDevitt, D.*, & Adelizzi, N.* (accepted). Leveraging critical reflections and ai analysis with students and pedagogical partners for transformative learning in educational leadership. *Journal of Research on Leadership Education*.
- Richardson, G., Olitsky, S., Mitchell, A., Moore-Williams, B., Wang, A.H., & Hallam, B. (accepted). "A Framework for Change: Addressing Inequities Across the STEM Education Ecosystem," in Donna-Marie Cole and Marc Brasof (Eds.), *Creating Systemic Change for Social Justice Education: Shifting the Education Ecosystem*, *Teaching for Social Justice* Series, Teacher College Press.
- Goma, N.A., Quinn, D.H., & Wang, A.H. (2025). [Editorial: Interdisciplinary or interprofessional learning as catalyst of change in healthcare and higher education](#). *Front. Educ.* 9:1533863. doi: 10.3389/feduc.2024.1533863
- Wang, A. H., & Grogan, M. (Eds.). (July, 2024). *Intersectionality and leading social change in education: Professional Learning to Transform Self, Others, and the Field*. New York: Routledge. Received the 2025 Society of Professors of Education Outstanding Book Honorable Mention.
- Grogan, M., & Wang, A. H. (July, 2024). Introduction: Leading social change from the lived experience of intersectionality. In A. H. Wang and M. Grogan (Eds). *Intersectionality and leading social change in education: Professional Learning to Transform Self, Others, and the Field* (pp. 1 to 17). New York: Routledge.

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- Moran, K.K., Sheppard, M.E. and Wang, A. (2024), "Whole-institution approach to social justice education for preservice teachers", *Journal of Applied Research in Higher Education*, 16(4), 1069-1080. <https://doi.org/10.1108/JARHE-02-2023-0048>
- Patterson, N.* & Wang, A. H. (2023) Leading urban school teachers of Black and Brown students during social injustice and the pandemic, *School Leadership & Management*, DOI: [10.1080/13632434.2023.2271515](https://doi.org/10.1080/13632434.2023.2271515)
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Manuscript/Book proposal/Book chapter under review

Work in progress

- Wang, A. H., & Wentzell, G. Synthesis of special issue submissions.
- Ludwig, L., & Wang, A. H. (Guest Editors). Special issue of the [*Journal on Excellence in College Teaching: Reimagining Learning Outcomes Through AI-Enhanced Pedagogy*](#).

Recent Scholarly Presentations

- Wang, A. H. (2026, April 7). "Leveraging Critical Reflections and AI Analysis with Students and Pedagogical Partners for Transformative Learning." Paper presentation at the 2026 Annual conference of the Chinese American Educational Research and Association from April 7 to 8, 2026. Los Angeles, CA.

- Wang, A. H. (2025, November 22). "Using Generative AI to Evaluate Levels of Critical Reflection." Paper presentation at the 2025 Original Lilly Conference on College Teaching held at Oxford, Ohio from November 20 to 22, 2025. Representing the Office of Teaching and Learning.
- Collier-Bacon, L., & Wang, A. H., (2025, April 24). "*Standing Up for Culturally and Linguistically Diverse Students: Practices of Culturally Responsive School Leaders.*" Paper presentation at the annual meeting of the American Educational Research Association, Placed-Based, Denver, Colorado.
- Vitale, J., Patterson, N., Whitehead, J., Grogan, M., & Wang, A. H. (2025, March 8). "*Empowering Educational Leaders: Intersectionality, Critical Leadership Praxis, and Storytelling.*" Concurrent presentation at the AASA's 2025 National Conference on Education, New Orleans, Louisiana.
- Wang, A. H. (2024, November 23). *Developing AI Literacy in Education Leaders: A Collaborative Learning Approach.* Concurrent session presented at the 2024 Original Lilly Conference on College Teaching held at Oxford, Ohio from November 21 to 23, 2024. Representing the Office of Teaching and Learning.
- Mitchell, A., Olitsky, S., Richardson, G., & Wang, A. H. (alphabetical order) (October 24, 2024). *Exploring a Framework for Building a Culture of Belonging in STEM Classrooms.* Concurrent session presented at the Pennsylvania Association of Colleges and Teacher Educators's 53rd Teacher Education Assembly held in Harrisburg, PA from October 23-25, 2024. Represented the Office of Teaching and Learning.
- Quinn, D., Wang, A. H., Zervanos, V. M., & Mahalingam, M. (2024, April). *A Novel Learning Community: Catalyst of Pedagogical Innovation Post-Merger.* Dialogue for Learning virtual presentation at The American Association of Colleges and Universities (AAC&U) Conference on General Education, Pedagogy, and Assessment. Providence, Rhode Island, April 9-17, 2024 (Hybrid).
- Moran, K., Sheppard, M., & Wang, A. H. (2024, April). *An innovative approach to social justice education for pre-service teachers.* Roundtable presentation at the annual meeting of the American Educational Research Association, Placed-Based in Philadelphia, Pennsylvania Thursday, April 11 – Sunday, April 14, 2024.
- Wang, A. H., Bronson, B.*, Adelizzi, N.*, & McDevitt D.* (2024, April). *Advancing Active Learning in Educational Leadership Preparation - Using Data as a Catalyst of Change.* Presented as AERA E-Lightening EdTalk and Poster Presentation at the annual meeting of the American Educational Research Association, Placed-Based in Philadelphia, Pennsylvania Thursday, April 11 – Sunday, April 14, 2024.
*Denotes a doctoral student.
- Wang, A. H., Moran, K., & Sheppard, M. (2023, November). *Advancing social justice education using a whole-institution approach.* Paper presented at the 42nd Original Lilly Conference held at Oxford, Ohio from November 16 to 18, 2023.
- Grogan, M., & Wang, A. H. (2023, July). *A New Framework for Understanding Leadership through the Lens of Critical Testimonio and Intersectionality.* Presentation presented at the 8th International Women Leading Education Across Continents (WLE) Conference held in the Philippines from July 23-27, 2023.
- Patterson, N.* & Wang, A. H. (2023, April). *Leading urban school teachers of Black and Brown students during social injustice and the pandemic.* Paper presented for a placed-based, annual meeting of the American Educational Research Association, Chicago, IL April 13-16, 2023.

- Glover, K.* & Wang, A. H. (2023, April). *Breaking the cycle: Intergenerational trauma and the experience of academic attainment for black males*. Roundtable presented for a placed-based, annual meeting of the American Educational Research Association, Chicago, IL April 13-16, 2023.
- Speakman, K.* & Wang, A. H. (2023, April). *Burnout, compassion fatigue and compassion satisfaction among school principals*. Roundtable presented for a placed-based, annual meeting of the American Educational Research Association, Chicago, IL April 13-16, 2023.
- Wang, A. H., Cua Crakes, A., Nguyen, V., Triest, M., & Yang-Vigil, K. (2022, April 8). *Bridging AANHPI Communities Through Sharing of Vulnerabilities and Resilience*. Panel presentation (in-person) at the annual meeting of the Asian Pacific American in Higher Education (APAHE), Long Beach, CA, April 7-8. 2022.
- Nguyen, A.* & Wang, A. H. (2022, April 22). *Gritty black men: A case study of a school that supports them*. Paper presentation (virtual, in-person) at the annual meeting of the American Educational Research Association, San Diego, CA, April 22-25, 2022.
- Wang, A. H., Menon, S., & Ghadge, N.* (2022, April 21). *Reimagining stem education framework: Multiple pathways to understand global efforts*. Paper presentation (virtual, in-person) at the annual meeting of the American Educational Research Association, San Diego, CA, April 22-25, 2022.
- Miller-Cotto, D., Smith, L., & Wang, A. H. (2021, April 7-9). *Understanding executive function and mathematics development for racially minoritized children through family academic socialization practices*. Poster presentation delivered at the virtual 2021 Society for Research in Child Development Biennial Meeting.
- Wang, A. H., & Miller-Cotto, D. (2020, Apr 17 - 21). *Family social capital and family routines of Asian-American, Latinx, and Black kindergarten children and their associations with school readiness skills*. [Paper Presentation]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u66rtwk> (Conference Canceled)
- Miller-Cotto, D. & Wang, A. H. (2020, Apr 17 - 21). *Testing the Integrative Theory in Predicting School Readiness and Executive Function Skills for Minority and Other Kindergarten Children Using Structural Equation Modeling* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u66rtwk> (Conference Canceled)
- Wang, A. H., & Fitzpatrick, C. (2019, August 6). *What types of child activities predict self-regulation skills in boys and girls at kindergarten?* Poster presentation delivered at the annual meeting of the World Education Research Association (WERA): WERA 2019: Focal Meeting in Tokyo on Future of Democracy and Education, Tokyo, Japan, August 6, 2019.
- Wang, A. H., Fitzpatrick, C., & Crispin, L. (2019, March 22). *Which family activities predict child self-regulated learning at early elementary school?* Poster presentation delivered at the 2019 Society for Research in Child Development Biennial Meeting, Baltimore, Maryland, March 22, 2019.
- Wang, A. H., & Fitzpatrick, C. (2018, October 5). *Family activities, sociodemographic characteristics and the development of self-regulated learning*. Poster presentation delivered at the 2018 Special Topic Meeting: DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, Arizona, October 5, 2018.
- Wang, A. H. (2018, October 5). *How do executive function and self-regulated learning predict kindergarten mathematics knowledge and skills?* Paper presentation delivered at the

2018 Special Topic Meeting: DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, Arizona, October 5, 2018.

- Fitzpatrick, C, & Wang, A. H. (2018, May 30). *Using the opportunity-propensity model to explain school readiness in American and Canadian children*. Poster presentation delivered at the 2018 Life History Research Society Conference, Paris, France, May 30, 2018.
- Wang, A. H. (2017, April 26). *How has kindergarten readiness of low-income children changed from 1999 to 2011?* Paper presentation delivered at the annual meeting of the Chinese American Educational Research and Development Association, San Antonio, Texas, April 26, 2017.
- Wang, A. H., & Hallman, L.* (2017, April 26). *Understanding predictors of high school student science achievement through the opportunity-propensity framework*. Paper presentation delivered at the annual meeting of the Chinese American Educational Research and Development Association, San Antonio, Texas.
- Wang, A. H. (2017, April 6). (Chair). *Using the O-P framework to explain kindergarten math and reading achievements: An international comparison*. A paper symposium delivered at the biennial meeting of Society for Research on Child Development, Austin, Texas. (Individual Papers included: Chang, C. and colleagues, “Applying the O-P framework to explain language and numeracy development for Chinese children in Taiwan”. C. Fitzpatrick and colleagues, “Extending the O-P framework to explain kindergarten math and reading achievements for Canadian children”, and A. H. Wang and Byrnes, J. P., “Revising the O-P framework further to explain kindergarten math and reading achievements for American children.” Discussant: E. Henning, University of Johannesburg).
- Wang, A. H., & Byrnes, J. P. (2017, April 6). Revising the O-P framework further to explain kindergarten math and reading achievements for American children. In A. H. Wang (Chair), *Using the O-P framework to explain kindergarten math and reading achievements: An international comparison*. Paper symposium delivered at the biennial meeting of Society for Research on Child Development, Austin, Texas.
- Wang, A. H., Firmender, J. M., Power, J. R.*, & Byrnes, J. P. (2015, June 24). Understanding Program Effectiveness of Early Mathematics Interventions for Pre-Kindergarten and Kindergarten Environment. Paper presentation delivered at the Taiwan International Conference: Advancing Scientific Research in Education, Taichung, Taiwan.
- Farren, Sr., T.*, Kong, A., & Wang, A. H. (2014, April 4). *Understanding the motivational factors for urban, non-heritage language learners of Chinese*. Roundtable presentation delivered at the annual conference of the American Educational Research and Development Association, Philadelphia, PA.
- Lavelle-Lore, M.*, & Wang, A. H. (2014, April 7). *Parent-child home numeracy intervention and the mathematics scores of first grade students in urban catholic schools*. Roundtable presentation delivered at the annual conference of the American Educational Research and Development Association, Philadelphia, PA.
- Sirinides, P., Wang, A. H., & Blalock, T. (2014, April 7). Understanding the state of Pennsylvania’s children at kindergarten entry: A stakeholder dialogue. Roundtable presentation delivered at the annual conference of the American Educational Research and Development Association, Philadelphia, PA.
- Wang, A. H., Kong, A., & Farren, Sr., T.* (2013, November). *Engaging middle-grade non-heritage language learners in learning Chinese*. Paper presentation at the annual conference of the American Council on the Teaching of Foreign Languages, Orlando, FL.

- Wang, A. H., Shen, F., & Byrnes, J. (2013, April 27-May 1). *Does the opportunity-propensity framework predict the early mathematics skills of low-income pre-kindergarten children?* Paper presentation at the annual conference of the American Education Research and Development Association, San Francisco, CA.
- Wang, A. H. (2012, April). *Factors predicting early mathematics skills for low-income children: Using opportunity-propensity framework.* Roundtable presentation at the annual conference of the American Education Research and Development Association, Vancouver. British Columbia, Canada.
- Kong, A., Wang, A. H., & Wong, J. (2011, November). *Challenges in creating a sustainable Chinese program at an urban charter school.* Roundtable presentation at the annual conference of the American Council on the Teaching of Foreign Languages, Denver, CO. (Wang's contribution: 40%)
- Wang, A. H., & Lavelle-Lore, M.* (2011, November). *Parental encouragement and Chinese language learning motivation and performance for non-heritage students.* Roundtable presentation at the annual conference of the American Council on the Teaching of Foreign Languages, Denver, CO. (Wang's contribution: 70%)
- Berenato, C., Rodriguez, E., Terosky, A. L., & Wang, A. H. (2011, May). Saint Joseph's University Response to *Waiting for Superman*. Panel presentation at the annual Scholar-Practitioner Quarterly Conference, Philadelphia, PA. (Wang's contribution: 40%)
- Wang, A. H., & Offenber, R. (2011, April). *Pre-kindergarten math content exposure: Does it predict higher level math content exposure and math achievement in kindergarten?* Poster presentation at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada. (Wang's contribution: 90%)
- Wang, A. H. (2011, April). *Early exposure to math and math achievement.* Paper presentation at the meeting of the Chinese American Educational Research and Development Association, New Orleans, LA.
- Wang, A. H. (2010, November). *Gender, age, and heritage effects on motivation in learning Chinese.* Paper presentation at the joint Less Commonly Taught Languages SIG session "Motivating Factors in Learning a Foreign Language" at the annual conference of the American Council on the Teaching of Foreign Languages, Boston, MA.
- Wang, A. H., & Kane, J.* (2010, November). *Developing non-heritage students' Chinese language Learning motivation.* Roundtable presentation at the annual conference of the American Council on the Teaching of Foreign Languages, Boston, MA. (Wang's contribution: 70%)
- Wang, A. H. (2010, June). *Relation between early mathematics experiences and mathematics achievement for children from low-income families.* Poster presentation at the Fifth Annual IES Research Conference, National Harbor, MD.
- Wang, A. H. (2010, April). *Gender, age, and heritage effects on motivation in learning Chinese and Chinese proficiency for urban students in elementary and middle grades.* Paper presentation at the meeting of the Chinese American Educational Research and Development Association, Denver, CO.
- Wang, A. H. (2009, April). *Relation of opportunity to learn mathematics and kindergarten student diversity on mathematics achievement and other outcomes.* Paper presentation at the meeting of the Chinese American Educational Research and Development Association, San Diego, CA.

- Wang, A. H. (2008). *A pre-kindergarten achievement gap? Scope and implication*. Paper presentation at the meeting of the Chinese American Educational Research and Development Association, New York, NY.
 - Wang, A. H., Walters, A. M., & Thum, Y. M. (2007). *Effective schools for low-income, urban students: The Philadelphia Story*. In J. B. Christman (Chair), *Effective schools (and classrooms) for low-income, urban students: The Philadelphia story*. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL. (Wang's contribution: 50%)
 - Thum, Y. M., Wang, A. H., & Walters, A. M. (2007). Philadelphia's new school performance index: An application of academic productivity indicator. In J. B. Christman (Chair), *Effective schools (and classrooms) for low-income, urban students: The Philadelphia story*. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL. (Wang's contribution: 40%)
 - Wang, A. H. & Sonkowsky, M. (2006, November). *Pay for school and teacher performance: Philadelphia's response to the teacher incentive fund*. Paper presented at the International Conference on Educational Evaluation, Taipei, Taiwan. (Wang's contribution: 90%)
- *Denotes doctoral student

Conference Proposal under review

- Wagner, C. S.J., & Wang, A. H. (under review). "Leveraging University-Wide Communal Discourse in Developing Ethical Guardrails for Responsible AI Use: A Case Study." Proposal submitted to "Ignatian AI Conference" to be held at the Fordham University, NY, NY, October 1-3, 2026.
- Wang, A. H., & Avitabile, M. (Not Accepted). "Using Systemwise Process to Implement AI Transformation with School Communities." Proposal submitted to the [EAAI-26: The 16th Symposium on Educational Advances in Artificial Intelligence](#) to be held in Singapore, Singapore, January 24-26, 2026. – might need minor tweaks only for HK

Invited Presentations

National and International

- Nguyen, J., Shen, Y., & Wang, A. H. (2021, April). *SRCD Asian Caucus Professional Development Session*. 2021 Virtual Biennial Meeting of the Society for Research in Child Development.
- Wang, A. H. (2012, April). *The past, current, and future directions of CAERDA*. Invited presentation at the 20th annual conference of the Chinese American Educational Research and Development Association, Vancouver, British Columbia, Canada.
- Wang, A. H. (2004, September). *Teacher quality in hard-to-staff schools*. Invited presentation at the National Summit on Teacher Quality and Achievement Gaps. Sponsored by the Learning Point, Naperville, IL.
- Wang, A. H. & Coleman, A. B. (2003, December). *Preparing teachers around the world*. Invited keynote presentation at the Higher Education in Puerto Rico: The Challenge Ahead Conference. Sponsored by the Puerto Rico Council on Higher Education, Old San Juan, P.R. (Wang's contribution: 70%)

Local

Faculty Development

AI in Education

- Shen, F., McCunney, R., Spinner, J., Rodriguez, J., Wagner, C., Pinto, K., Peterson, A., Starr, A., Douglas, S., Delaney, C., Bryant, M., Hruska, C., & Wang, A. H. (2025, April 8). Community of Practice on Teaching with AI. Zoom presentation to the SJU community.
- Nagle, J., Dorsch, M., and Wang, A. H. (2025, April 5). "[How Can Teachers Use AI to Become More Productive and Impactful Educators?](#)" 2025 Teacher Summit, School of Education and Human Development, Saint Joseph's University.
- Sheppard, M., & Wang, A. H. (2024, December 13). Zoom Presentation to the School of Education and Human Development College Council on the OTL Guide to Artificial Intelligence in Higher Education.
- Behmer, P., Bhatt, S., Bryant, M. Charneski, L, Close, C., Deng, Z., Ritter, M., Spinner, J., Starr, A., & Wang, A. H. (2024, December 11). Best practices on creating and implementing classroom AI policies. Virtual presentation to the SJU community.
- Mahalingam, M., & Wang, A. H. (2024, November 8). Zoom Presentation to the College of Arts & Sciences College Council on the OTL Guide to Artificial Intelligence in Higher Education.
- Gillis, J., Rodriguez, M., & Wang, A. H. (2024, November 8). Zoom Presentation to the School of Nursing and Allied Health College Council on the OTL Guide to Artificial Intelligence in Higher Education.
- Richards, K., & Wang, A. H. (2024, November 8). Zoom Presentation to the School of Health College Council on the OTL Guide to Artificial Intelligence in Higher Education.
- Bryant, M., & Wang, A. H. (2024, November 8). Zoom Presentation to the Haub School of Business College Council on the OTL Guide to Artificial Intelligence in Higher Education.
- Belfatti, M., Nagle, J., Ritter, M., Moran, K., & Wang, A. H. (2024, August 19). "Teaching and Learning with Artificial Intelligence" in-person presentation at the School of Education and Human Development Retreat. Audience: Faculty, administrators, and staff of the School of Education and Human Development.

Scholarship on Teaching and Learning in Educational Leadership

- Wang, A. H., & Rocchi, F.* (2025, November 11). "*Transforming Professional Identity through Participatory Social-Justice Action Research in Doctoral Education.*" Concurrent session presented virtually at the 2025 Day of Dialogue, Saint Joseph's University.
- Wang, A.H., Thomas, M.*, & Shirley, M.* (2025, May 19). "*Participatory Action Research Collaborative Project: An Equity-Centered Experiential Learning Pedagogy.*" Poster presentation at the 14th Annual Teaching and Learning Forum, Saint Joseph's University.
- Wang, A.H., Bronson, B. *, Adelizzi, N.*, & McDevitt, D.*, (2024, May 21). "*Advancing Active Learning in Educational Leadership through Equity-Based Experiential Learning.*" Poster presentation at the 13th Annual Teaching and Learning Forum, Saint Joseph's University.

Collaborative Scholarship –Teacher/Scholar

- Spinner, J., Lee-Soety, J., Crispin, L., Wang, A. H.*, & De Rienzo, S.** (2022, May 24). *Conducting Scholarly Research with Undergraduate and Graduate Students in the Teacher/Scholar Model*. Presentation at the 11th Annual Teaching & Learning Forum, Saint Joseph's University. *Presenter and session organizer. **Denotes an undergraduate student.
- Wang, A. H. (2020, May 12). *What is a collaborative resource on scholarship and research?* Invited virtual presentation to the School of Health Studies and Education's College Council, Saint Joseph's University.

Interdisciplinary Teaching & Collaborative Student Learning

- Quinn, D. H.*, Wang, A. H.*, Wood, M., McCleery, J., & Keller, B. (2024, May 21). *Faculty-Staff-Administrator Learning Community as a Catalyst of Change*. Zoom Panel presentation at the 13th Annual Teaching & Learning Forum, Saint Joseph's University. *Presenter and session organizer.
- Quinn, D. H.*, & Wang, A. H.* (2023, May 23). *Building a Culture of Collaborative Student Learning Across the University*. Panel presentation at the 12th Annual Teaching & Learning Forum, Saint Joseph's University. *Presenter and session organizer.
- Clampet-Lundquist, S., Lee-Soety, J., Mauri, A., & Wang, A. H.* (2021, May 24). *Emergent Theory and Models of Interdisciplinary Teaching*. Panel presentation at the 11th Annual Teaching & Learning Forum, Saint Joseph's University. *Presenter and session organizer.

Inclusive Pedagogy & Teaching

- Wang, A. H., & Lewin, A. (2020, October 28). *Guided Self-Reflection for the Online and Hybrid Teacher*. Fall Teaching and Learning Forum. Saint Joseph's University.
- Fukuoka, K., Garret, K., Tryce, S., & Wang, A. H. (2019, May). *Inclusive pedagogy self-evaluation*. Panel presentation of the Multicultural Learning Community at the 2019 Annual Teaching & Learning Forum.

New Approaches to Leadership Learning

- Wang, A. H. (2024, October 22). *Using Intergroup Dialogue to Explore a Critically Self-Reflexive Model for Leadership Development Centering Intersectionality*. October 2024 Day of Dialogue, Philadelphia, PA.
- Wang, A. H., & Grogan, M. (2024, February 13). *Exploring a critically self-reflexive model for leadership development centering intersectionality*. Virtual presentation delivered at 5:00-6:15 pm EDT for the 2024 Day of Dialogue, Philadelphia, PA, February 13, 2024
- Wang, A. H., & Collier-Bacon, L.* (2023, February 15). *Leading Social Change in Education as Women Leaders of Color*. Virtual presentation delivered at 6:30-7:45 pm EDT for the 2023 Day of Dialogue, Philadelphia, PA, February 15, 2023.
- Bronson, B.*, & Wang, A. H. (2022, February). *How to Utilize Our Privileges as Leaders with Intersectional Identities*. Presentation session (synchronous online, over 100 in attendance) delivered at the Day of Dialogue, Philadelphia, PA.
- Bronson, B.*, & Wang, A. H. (2021, February 25). *Diversity in the Workplace: Exploring Intersectional Identities*. Two webinar sessions. SJU Day of Dialogue, Saint Joseph's University.
- Wang, A. H., & Bronson, B.* (2020, October 22). *Diversity in the Workplace*. Unlimited Learning Webinar. Saint Joseph's University. This webinar explores the history behind the continued challenges organizations face with diversity, equity, and representation in

leadership, what organizations can do to create or support a welcoming, inclusive workplace, and what employees can do, too.

- Antrom, S.*, Wang, A. H., Domingo, D., & Nguyen, V. (2020, January 8). *Macro/Micro-aggressions and the Workplace: Creating Safe Spaces for Faculty of Color*. Invited presentation delivered during the Professional Development week at the Community College of Philadelphia, Philadelphia, PA.
- Wang, A. H. (2019, March 20). *Social justice in action*. Invited panel discussion at the Women's Leadership Initiative's March meeting, Campion Student Center, Saint Joseph's University.

Inclusive Excellence and Equity

- Wang, A. H. (2021, January 18). *Equity and Access to Mental Healthcare*. Facilitator. Social Justice Committee, School of Health Studies and Education, Saint Joseph's University.
- Wang, A. H. (2020, May 15). *Presentation on the results of the School of Health Studies and Education's Inclusive Excellence Baseline Survey*. Invited virtual presentation delivered to the Dean's Leadership Team, Saint Joseph's University.
- Wang, A. H. (2020, March 17). *Introducing the Inclusive Excellence Scorecard and Survey*. Invited virtual presentation to the School of Health Studies and Education's College Council, Saint Joseph's University.

Media Appearances/Webinar

- "University establishes new AI advisory council," Saint Joseph's The Hawk news • February 11, 2026 • <https://sjuhawknews.com/39583/news/university-establishes-new-ai-advisory-council/>
- Journal on Excellence in College Teaching (JECT) Webinar (via Zoom) | Tuesday, May 6, 2025 from 2:00-2:50 PM EDT on [Reimagining Learning Outcomes Through AI-Enhanced Pedagogy](#) Special Issue.
- Society of Research on Child Development (SRCD) Asian Caucus Spotlight | April 4 2025: <https://asiancaucus.srkd.org/2025/04/04/april-2025-spotlight-aubrey-wang-phd/>
- "Professors address AI in new syllabus guidelines", Saint Joseph's The Hawk News • February 19, 2025 • <https://sjuhawknews.com/36443/news/artificial-intelligence-syllabus-guidelines-policy/>
- "Can AI and Higher Education Coexist?", Saint Joseph's [2023-2024 University Report](#), November 20, 2024
- "Intersectionality and Leading Social Change in Education: Professional Learning to Transform Self, Others and the Field", book [webinar](#) with IDEPEL alumni sponsored by Saint Joseph's University, September 23, 2024.
- "Diversity in the Workplace" with Bronson, B.*, Saint Joseph's [Unlimited Learning](#) series, October 22, 2020. <https://www.youtube.com/watch?v=9VDpn9-ZwwM>
- "Creating Inclusive Workplace: Insight and Advice from Our Unlimited Learning Experts" with Bronson, B.*, *Saint Joseph's online article*, November 5, 2020

Awarded Grants and Awards

Named as Principal Investigator, Investigator, or Co-Investigator

- Named as Principal Investigator in the 2025 Morris Grant Program for a project titled, “*AI and School Leadership: A Framework for Leading Educational Change.*” Awarded \$1,500 in October, 2025.
- Named as Principal Investigator in the 2022 Teaching Innovation Grant for a proposed project titled, “*An Equity-Based Approach to Problem-Based Learning Cycle for a Doctoral Mixed Methods Research Course*”. Awarded \$1,200 in May, 2022.
- Named as Principal Investigator in the 2021 Morris Grant Program for a project titled, “*Re-Imagining STEM Teacher Preparation and Practice for the 21st Century: Three Approaches.*” Awarded \$1,200 in June, 2021.
- Named as Principal Investigator in a summer research grant proposal to the Saint Joseph’s University, Board on Faculty Research and Development for a project titled, “*Learning Opportunities that Improve Teacher Self-Efficacy in Teaching STEM: A Systematic Review*”. Awarded \$6,000 in June, 2020.
- Named as Principal Investigator in a sabbatical proposal to the Saint Joseph’s University, Board on Faculty Research and Development for a project titled, “*Advancing Early Mathematics Education Theory and Practice Using Advanced Quantitative Analyses.*” Awarded at full pay for Spring, 2017 semester.
- Named as Principal Investigator in a summer research grant proposal to the Saint Joseph’s University, Board on Faculty Research and Development for a project titled, “*Understanding the factors that predict early math and literacy skills for kindergarten children in Pennsylvania*”. Awarded \$8,000 in June, 2013.
- Named as Principal Investigator in a proposal to the American Educational Research Association’s Grants Program for a project titled “*Factors Predicting Early Mathematics Skills for Low-Income African-American, Hispanic-American, and Caucasian-American Preschool and Kindergarten Children*” Awarded \$34,076 from January 2011 through January 2013.
- Named as Principal Investigator in a summer research grant proposal to the Saint Joseph’s University, Board on Faculty Research and Development for a project titled, “*A Pre-Kindergarten Achievement Gap? Moving Toward a Theoretical Framework for Examining Early Academic Achievement*”. Awarded \$8,000 in June, 2008.
- Named as Investigator in a research proposal to the U.S. Department of Education, NAEP Secondary Analysis Grant titled, “*Linking state policies to the black-white achievement gap.*” \$100,000 funded in 2002.
- Named as Co-Principal Investigator in a proposal to the Educational Testing Service for Research Grant titled, “*Allocation for Evaluation Capacity Building.*” \$400,000 funded in 2002.

*Denotes doctoral students.

Named as a co-author

- Co-author in a Curriculum Course Development Grant to the Saint Joseph’s University, Curriculum Implementation Task Force, for a course titled, “*Assessment and Evaluation in Education.*” Awarded \$4,000 in May, 2009.
- Co-author and Principal Evaluator in a proposal to the U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students for a project titled, “*Incorporating Customized*”

Curriculums, Technology, and Folk Arts into Elementary Foreign Language Programs: A Holistic Approach to Learning Chinese". \$832,000 funded in September, 2006. (This is a consulting project.)

- Co-author in proposal to the U.S. Department of Education, Office of Elementary and Secondary Education for a project titled, "*Philadelphia Teacher and Principal Incentive Fund Project*." \$20,000,000 funded in November, 2006.
- Co-author in a proposal to the U.S. Department of Education, Office of Innovation and Improvement for a project titled, "*Arts Bridges: Building Literacy Through an Integrated Arts Collaborative Model*." \$1,080,000 funded in July, 2006.

Received Awards and Nominated Leadership Trainings

- The Society of Professors of Education 2025 Book Award Honorable Mention for Wang, A. H., & Grogan, M. (Eds.). (2024). *Intersectionality and leading social change in education: Professional learning to transform self, others, and the field*. New York: Routledge. The collaborative book also included chapters from five alumni of the Interdisciplinary Doctor of Education Leadership (IDEPEL) program: Khadijah Bright, EdD '15, Anh Nguyen, EdD '21, Nicole Patterson, EdD '22, Yonaira Rodriguez, EdD '21, and Jabari Whitehead, MEd '05, EdD '17.
- Saint Joseph's University 2024 Patricia Leahy Award for Learning Innovations for a collaborative scholarship on teaching and learning titled, "*Advancing Active Learning in Educational Leadership through Equity-Based Experiential Learning*." Collaborated with Brittany Bronson*, Natalya Adelizzi*, and Dan McDevitt*. The team was awarded \$1,000 in May, 2024.
- Asian Pacific Americans in Higher Education (APAHE) 2019 LEAP Advance: Leadership Development Program for Higher Education for Asian Pacific Americans, Pomona, CA. Nominated by the Dean of College of Arts & Science and supported by the Office of the Provost.
- University of Pennsylvania Graduate School of Education 2019 Ethel and Allen "Buddy" Carruth Sustained Leadership in Education Award.
- Saint Joseph's University 2018 Faculty Research Merit Award.
- Saint Joseph's University, nominated for the Faculty Advising Merit Award in 2017, 2018.
- Saint Joseph's University Ignatian Leadership Program (ILP) second faculty cohort from 2013 – 2014. Nominated by the Provost.
- University of Pennsylvania Graduate School of Education, *Distinction, Dissertation Oral Defense*

TEACHING

Courses Taught

Undergraduate

- EDU 157: Adolescent Development* 14-week
- SPE 310: Education Assessment* 14-week
- SPE 310: Assessment & Progress Monitoring* 14-week

Master

- EDL 600: Educational Leaders as Reflective Practitioner and Researcher* - online and face-to-face, 14-week
- EDL 660: Measurement and Evaluation of Instructional Outcomes* - online and face-to-face, 14-week
- EDL 660: Evidence-Informed Assessment for Decision Making* - online and face-to-face, 14-week
- MGT/ODL 610: Social Identity and Belonging: Theories and Application* - online, 14-week
- EDL660: Strategic Leadership: Navigating Standards, Cultivating 21st Century Skills, and Harnessing Data-Informed Excellence - 15-week asynchronous course

Doctoral

- EDL 805: Principles of Quantitative Research* 14-week
 - EDL 810: Quantitative Research Design* 14-week
 - EDL 835: Principles of Qualitative Research* 14-week
 - EDL 840: Qualitative Research Design* 14-week
 - EDL 840: *Mixed Methods Research Design* 14-week
 - EDL 870: Dissertation Proposal Writing* 7-week
 - EDL 870: Dissertation Proposal Writing* 14-week
 - EDL 890: Advanced Research Methods: Quantitative/Mixed* 14-week
 - EDL 893: Dissertation Writing* 7-week
- *Denotes new preparation

Courses Co-Developed

- ODL 750: Change Leaders: Facilitating Change* - online
 - ODL 610: Social Identity and Belonging: Theories and Application* - online, 7-week
- *Denotes new preparation

SELECTED SERVICE

Saint Joseph's University - University Level Service:

- AI Advisory Council
 - Co-Chair (2025, September - present)
- Institutional Review Board
 - Vice Chair (2025, August - present)
 - Chair (2017, August - 2025, August)
 - Member (2009-2015, 2017 - present)
- University Council
 - Member (2021 – 2022, 2023 - present)
- Member, The Academic Technology Advisory Council (ATAC) (2024 - present)
 - ATAC provides a forum for open communication on academic and instructional technology matters among faculty, academic administration, and the Office of Information Technology (OIT).
 - The Council provides guidance and direction to Academic and OIT leadership regarding ways in which technology will shape the future of teaching, learning, advising, and scholarship at the University. The Council will advise on priorities for academic technology initiatives. The Council will consider emerging

technologies and new trends in pedagogy and will advise on how these factors will drive innovation in the education delivery model.

- Member, President's Council for Inclusion & Diversity (2018, August – 2020)
- Member, Standing Committee on Student Affairs Part Time Undergraduate and Graduate (2019, February – present)
- Member, Search Committee for Research Compliance Coordinator (2018 –2019)
- Member, Middle States Self-Study Task Force 6 (2012-2013)
- Member/Replacement Seat, Faculty Senate Executive Council (2011-2012)
- Member, Gender Studies Planning Committee (2008-2014)
- Member, Commencement & Honorary Degree (2008-2009)

Saint Joseph's University – College Level Service:

School of Education and Human Development (2022, June 1 – present)

- Member, Curriculum Committee (2022 - present)
- Liaison for the Office of Research Services (2022 – present)
- Liaison for the Philadelphia Regional Institute for STEM Educators (PRISE) (2022-present)
- Helped form a partnership between SEHD and Young Scholars Charter School (2023-present)
- Connecting SEHD with Andrew McCloskey, President of the Ambassador's Fund for Catholic Education (AF4CE) (2024-present)
- Member, Social Justice Committee (2022 – May, 2024)

Saint Joseph's University – Unit and Departmental Service:

- Member, Tenure and Promotion Document Committee (2009-present)
- Member, Search Committee for Assistant Professor in Counseling (August, 2025 - present)
- Tenure & Promotion Peer Review & Peer Evaluation of Teaching
 - Fall 2025: Conducting 1-2 peer evaluations
 - Spring 2025: Conducted 2 peer evaluations.
 - Fall 2024: a) Conducted Peer Evaluation of Teaching for 2 faculty (Kat Sperandio, Shalyssa Smith); b) Probationary review of tenure promotion (Kat Sperandio); c) Review of Promotion to Associate Professor of Practice (Esther Benoit)
 - Spring 2024: Conducted a) Peer Evaluation of Teaching for 2 faculty (Matt DeCarlo, Veronica Hardy); b) Probationary Review of Promotion to Clinical Associate Professor (Matt DeCarlo)
- Mentored Doctoral Student Research
 - 2025: 1 completed EdD, 1 co-presented at AERA, 3 co-authors on a peer-reviewed article (under review)
 - 2024: 3 completed EdD, 2 co-presented at AERA, 5 published book chapters in a book I co-edited, 1 AERA proposal accepted for paper presentation for 2025
 - 2023: 3 completed EdD, 3 co-presented at AERA, 1 co-published peer reviewed article
 - 2022: 6 completed EdD, 2 co-presented at AERA, 2 co-published book chapters

- o Dissertation Chair, IDEPEL (30 completed, 5 ongoing), 18 of which won awards, published single- or co-author studies, and/or gave single- or co-authored presentations at international/national conferences.
- o Dissertation Methodologist, IDEPEL (23 completed, 4 ongoing)
- Core Advisory Faculty Advisor, IDEPEL (12-20 advisees)
- IDEPEL Course Development
 - o Summer 2025:
 - Revised the design of the 7-week EDL870 Proposal Writing Course. Collaborated with alumni partners and faculty partners and used feedback collected from students.
 - Redesigned the asynchronous 14-week EDL660 Strategic Leadership Course.
 - o Summer 2024:
 - Complete redesign of EDL870 Proposal Writing Course from a 14-week course to an 8-week course, embedded AI literacy
 - Complete design of EDL893 Dissertation Writing course to an 8-week course with meetings with students and 1-2 community of practice meetings with active dissertation chairs
- Chair, IDEPEL Conference Planning Committee (2013-2018)
- Member, CAEP Assessment & Quality Assurance Task Force, Education Unit (2016–2018)
- Member, Education Unit Mission Committee (2011-2018)

Professional Association Officer

- EAAI-26: The 16th Symposium on Educational Advances in Artificial Intelligence
 - 2025-present Program Committee member of Main Track
- Society for Research in Child Development
 - 2020 – 2022 *Asian Caucus Planning committee member*
 - 2019 – 2021 *Asian Caucus Mentorship Subcommittee member*
- Early Education & Child Development, Special Interest Group, American Educational Research Association
 - 2017 – 2019 *Program Co-Chair*
 - 2014 – 2016 *Secretary/Treasurer*
- Chinese American Educational Research & Development Association
 - 2012 – present *Ad-hoc consultant*
 - 2008 – 2012 *Controller*
 - 2007 – 2008 *Treasurer*
 - 2005 – 2006 *President*
 - 2004 – 2005 *Vice President*

Professional Association Board Member

- 2014-2016, 2017-2019 *Board Member*, Early Education & Child Development Special Interest Group, American Education Research Association.
- 2002- 2012 *Board Member*, Chinese American Educational Research and Development Association.

Professional Association Member

- 1999-Present *Member, American Educational Research Association*
- 2022-Present *Member, POD Network*
- 2000-Present *Member, Chinese American Educational Research & Development Association*
- 2007-Present *Member, Society for Research in Child Development*
- 2019-Present *Member, Asian Pacific Americans in Higher Education Association*

Journal Editorial Board Membership/Special Issue Editor

- 2025-2028 Editorial Board Member and Co-editor of special issue, “[Reimagining Learning Outcomes Through AI-Enhanced Pedagogy](#)” in the [Journal on Excellence in College Teaching \(JECT\)](#).
- 2022-2025 Co-Editor, Special Issue on “[Interdisciplinary or Interprofessional Learning as a Catalyst of Change in Healthcare and Higher Education](#)” in the [Frontiers in Education](#)
- 2020-present *The Journal of National Taiwan Normal University, Taipei, Taiwan ROC: National Taiwan Normal University.*
<http://jntnu.ntnu.edu.tw/pub/Default.aspx?loc=en>

Journal Manuscript & Professional Reviewer

- 2025-Present Journal reviewer, [Journal on Excellence in College Teaching](#)
- 2014-Present Proposal Reviewer, American Educational Research Association, EE/CD SIG
- 2013-Present Journal reviewer, *Early Childhood Education Research*
- 2012-Present Journal reviewer, *Educational Researcher*
- 2013-Present Journal reviewer, *Journal of Research in Childhood Education*
- 2013-Present Journal reviewer, *Journal of Research on Educational Effectiveness*

Advisory Boards

- September, 2023-Present ***Board Member, Young Scholars Charter School Board of Director***
Providing education expertise on this board, connecting this mission-driven charter school to SJU and other mission-driven high schools.
- August 2022-Present ***Chair, Office of Teaching and Learning (OTL) Advisory Board, Saint Joseph’s University,***
Leading this group to facilitate an inclusive and integrated approach to excellent and innovative teaching for the integrated university.
- November, 2021-Present ***Member, Philadelphia Regional Institute for STEM Educators (PRISE) Diversity, Equity, & Inclusion (DEI) Subgroup.***
Providing higher education teaching and learning expertise on this regional partnership of 11 institutions of higher education (IHE) in the greater Philadelphia region, co-developing “*A Framework for a Belonging Culture in STEM Classrooms.*”
- November, 2021-Present ***Chair, Founding Board Member, Scholar-Practitioner Research Collaborative Advisory Board***

Leading this research-practice partnership that connects SJU to regional K12 and HE educational leaders with the goal of creating a new “thinking and doing” framework that integrates research, leadership, teaching, and learning.

COACHING AND FACILITATION EXPERIENCES

Teaching with AI

- December 2024 to July, 2025
 - Teaching assistant on the award winning Auburn Canvas Course on Teaching with AI 2.0 with Peter Norberg, Alyssa Kirchner, and Rob McCunney. The combined SJU cohort is around 200 (Cohort 1 = 100, Cohort 2 = 99)
- August 2024 to present
 - Faculty Learning Community on Teaching with AI with Dr. Andrew Peterson
- June, 2024 to August 2024
 - Teaching assistant on the award winning Auburn Canvas Course on Teaching with AI with Peter Norberg and Alyssa Kirchner. 100+ faculty and staff from SJU enrolled. Around 90 completed the course.
- June, 2024 to August 2024
 - Community of Practice on Teaching with AI with Dr. Andrew Peterson.

SELECTED ADDITIONAL PROFESSIONAL TRAINING

- July 2025 MIT AI + Education Summit 2025. Heard from [Ronit Levavi Morad](#), Google Research; [Max Lu](#), AI Teaching Fellow at the Harvard Graduate School of Education; [Rodrigo A. Pimentel](#), Head of Google Education for Latin America; [Beth Daley](#), Executive Editor and General Manager, The Conversation; Nancy Barnes, Executive Editor, Boston Globe; Susan Goldberg, President and CEO, WGBH; and Jere Boudell; Plant Ecologist and Professor of Biology, Clayton State University. Wednesday, July 16, 2025 at 8:00 AM - Friday, July 18, 2025 at 5:00 PM (ET)
- October 2024 Completed the Discussion Project Learning Modules 1-3 Online Training Program offered by the Wisconsin Center for Education Products & Services (WCEPS). The course spans the first three learning modules; building community, defining productive discussion, and facilitating whole group interactions. Received a Certificate of Completion for 6 hours of continuing education credit.
- August 2024 Earned AI in Education Explorer badge offered by Auburn University. Completed eight tasks, each related to the module content in the AI in Education course. These tasks were designed to help make connections between the content of the course and how to actually use AI in my higher education classroom. Gained an understanding of AI and its implications for teaching and learning in higher education.

- April 2024 Participated in several AI workshops and presentations provided by leading AI specialists.
- AAC&U: José Antonio Bowen and C. Edward Watson, authors of *“Teaching with AI: A Practical Guide to a New Era of Human Learning”* delivered a workshop on *“Teaching with AI: How to Approach Our New Era of Human Learning”* on April 17, 2024 at the GEPA AAC&U hybrid conference.
 - AERA: Younglong Kim and Katherine Curry, Oklahoma State University, co-presented at the annual Meeting of the American Educational Research Association on *“ChatGPT vs. Educational Leaders in TeleED: Exploratory Research”* on April 12, 2024.
 - Learnexus: George Hanshaw, Director of Digital Learning Solutions Director of Digital Learning Solutions, Los Angeles Pacific University, gave a keynote roundtable presentation on *“The Future of L&D in the Age of AI”* sponsored by Learnexus on April 18, 2024.
- November 2023 Completed a 4-hour Generative AI and Writing Studies Workshop with Dr. Ann Bomberger.