James Anthony Martinez

EDUCATION

California Lutheran University, 2012-2015, Doctorate of Education, Educational Leadership
California State University Channel Islands, 2005-2007, Master of Arts, Educational Leadership
California State University, Long Beach, 1997-2000, Professional Clear Multiple Subject Teaching Credential
Stanford University, 1983-1988, Bachelor of Science, Mechanical Engineering

PROFESSIONAL EXPERIENCE – HIGHER EDUCATION

University of Tennessee, Knoxville (UTK), 2017-present
Associate Professor/formerly Assistant Professor/Interim Director of the Center for Educational Leadership

California State University, Channel Islands (CSUCI), 2012-2017
Lecturer/Field Supervisor/ Thesis & Project Advisor

California Lutheran University (CLU), 2014-2017
Lecturer (Credential and Graduate Levels)

Johns Hopkins University, Whiting School of Engineering, 2008-2014
Instructor/Teaching Fellow/Site Evaluator

PROFESSIONAL EXPERIENCE – K-12

Pleasant Valley School District, 2009-2012
Principal, Elementary School

Western Association of Schools and Colleges (WASC), 2008-2016
Visiting Committee Chairperson - Private Elementary and Public Secondary Schools

Conejo Valley Unified School District, 2006-2009
Dean of Attendance and Student Welfare, Mathematics Department Teacher, WASC Self-Study Coordinator, Basketball Coach

Kent (High) School, 2001-2005
Intern-Dean's Office, Mathematics Teacher, Girls Rowing and Boys Tennis Coach

Our Lady Queen of Angels Catholic School, 1996-2000
Kindergarten - 8th Grade Science Teacher, WASC Curriculum Committee Chair, Boys Basketball and Girls Volleyball Coach

PROFESSIONAL EXPERIENCE – STEM

Nichols Research Corporation, 1989-1996
Research Scientist under contract to support the Strategic Defense Initiative Organization (SDIO/BMDO)

Rockwell International, 1988-1989
Mechanical Systems Engineer - NASA Space Shuttle Main Engine Program

PUBLICATIONS - JOURNAL ARTICLES

Al-Aseer, J., Matsebula, T. R., & **Martinez, J.** (2026). Constructing efficacy in rural school leadership: A qualitative interview study. Manuscript submitted for publication to the *Journal of Research in Rural Education*.

Martinez, J. A. and Molidor, C. W. (2024). A Comparison of situational leadership framing by school administrators: During and after principal preparation. *International Journal of Educational Leadership Preparation. 19*(1). 97-119.

Martinez, J. A., & Partin, J. M. (2023). Character education initiatives and preparation for school administrators: A review of literature. *Journal of Leadership, Equity and Research, 9*(1). 80-99.

Martinez, J. A., Gomez Johnson, K. M., Uy, F. & Anderson, F. E. (2021). Perceptions of self-efficacy & support among secondary early-career teachers and their principals during the COVID-19 pandemic. *Journal of Curriculum, Teaching, Learning and Leadership in Education, 6*(1). 19-53.

Martinez, J. A., Ishitani, T. & Anderson, L. S. (2021). School administrator support and professional self-efficacy: A sequential, mixed method study. *International Journal of Leadership in Education, 24*(6).1-20. https://doi.org/10.1080/13603124.2021.2014980

Martinez, J. A., Amick, L. R. & McAbee, S. E. (2021). The Reopening of a school during the COVID-19 pandemic: An administrative lens. *Research in Educational Administration and Leadership, 6*(2). 515-552.

Skinner, C. H., Crewdson, M., Richardson, R. D., Wheat, L. S., & **Martinez, J. A.** (2021). Interdependent group-oriented contingencies: Randomly detected components to the rescue. *Teaching Exceptional Children, 54*(4). 1-11. https://doi.org/10.1177/00400599211006129

Martinez, J. A., Williams, C. & Uy, F. (2021). Effects of a Collaborative, Technology-Based Intervention Involving School Principals to Retain Early-Career Teachers: A Scaled, Quantitative Research Study. *Journal of Leadership, Equity and Research, 7*(1). 23-50.

Martinez, J. A. & McAbee, S. E. (2021). School Administrator Support of Teachers: A Systematic Review (2000-2019). *Educational Leadership Review, 21*(1). 230-244.

Martinez, J. A. & Broemmel, A. D. (2021). Pencils down: Educators respond to uncertainty amidst COVID-19 school closures. *International Studies in Educational Administration, 49*(1). 109-132. http://cceam.net/wp-content/uploads/2020/11/ISEA-2021-49-No-1.pdf#page=115

Amick, L. R. & **Martinez, J. A.** (2019). What educational leaders need to know about early-career mathematics teachers. *National Council of Supervisors of Mathematics Journal, 20*(1). 19-33. https://www.mathedleadership.org/login?dest=member/docs/resources/journals NCSMJournalVol20Num1.pdf

Martinez, J. A. (2019). Early career teacher struggles: An administrator's influence on retention. *Journal of Cases in Educational Leadership*. 22(3). 43-56. The University Council for Educational Administration. https://doi.org/10.1177/1555458919849453

Derrington, M. L. & **Martinez, J. A.** (2019). Exploring Teachers' Evaluation Perceptions: A Snapshot. *National Association of Secondary School Principals (NASSP) Bulletin*. Sage Publications. https://doi.org/10.1177/0192636519830770

Martinez, J. A. (2017). Mathematics Attitudes and Achievement of U.S. High School Sophomores Based on Race, *Academy for Educational Studies (AES) Journal of Critical Questions in Education* (ISSN 2327-3607), *8*(1). 17-26.

PUBLICATIONS - BOOK CHAPTERS

Amick, L., **Martinez, J. A.**, and Uy, F. (2019). *Retaining Beginning Secondary Mathematics Teachers through Induction and Leadership Support*. In W. G. Martin, W. M. Smith, B. R. Lawler, A. E. Lischka (Eds.), The Mathematics Teacher Education Partnership: The Power of a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation. Raleigh, NC: Association of Mathematics Teacher Educators.

Martinez, J. A. (2019). Research trends in school improvement for marginalized students. In C. B. Gaines (Ed.) Leadership for school improvement: Reflection and renewal. Charlotte, NC: Information Age Publishing.

PUBLICATIONS – White Papers

Martinez, J. A. (2025). School principal self-efficacy and physical movement during COVID-19: A mixed-method, behavioral investigation.

PUBLICATIONS - CONFERENCE PROCEEDINGS

Amick, L. & **Martinez, J. A.** (2018). Secondary Teacher Retention and Induction in Diverse Educational Settings, In W. M. Smith, B. R. Lawler, J. F. Strayer, & L. Augustyn (Eds.), *Proceedings of the seventh annual Mathematics Teacher Education Partnership Conference* (pp. 70-74). Washington, DC: Association of Public and Land-grant Universities, ISBN: 978-1-5323-8569-8

Krause, L., **Martinez, J. A.** and Taylor, M. (2017). Secondary Teacher Retention and Induction in Diverse Educational Settings, In: *Proceedings of the Sixth Annual Mathematics Teacher Education Partnership Conference*, (pp. 64-68). USA: Association of Public and Land-grant Universities (APLU). ISBN: 978-1-5323-5553-0

Krause, L., **Martinez, J. A.** and Taylor, M. (2016). Mathematics Teacher Education Partnerships, In: *Mathematics Teacher Education Partnership Annual Conference Proceedings*

Krause, L., **Martinez, J. A.** and Taylor, M. (2016). Teacher Retention in Secondary Settings, In: *Psychology of Mathematics Education - North America (PME-NA) Conference Proceedings*

PUBLICATIONS - BOOK REVIEWS

Martinez, J. A. (2014). Leadership: Theory and Practice by Peter G. Northouse: A Book Review, In: *Journal of Educational Administration. 52*(1). 139-142

PUBLICATIONS - MEDIA

Martinez, J. A. (2023). Short meetings could encourage teachers to stay on the job. *The Conversation.* https://doi.org/10.64628/AAI.xmpdytpxk

PUBLICATIONS - THESIS/DISSERTATION

Martinez, J. A. (2015). The Development of Psychosocial Learning Attitudes in Relation with Academic Achievement in Mathematics for Underrepresented High School Students: A Quantitative Analysis, In: *ProQuest Dissertations & Theses Database*, ID: 3687788

Martinez, J. A. (2007). Principal Succession in High Socioeconomic Status Secondary Schools, *Thesis for the Master of Arts Degree in Educational Leadership*, California State University at Channel Islands

PRESENTATIONS – CONFERENCES (NATIONAL)

Session Presenter – *Implementation of a University-Assisted Community Schools (UACS) Intervention in a Rural Community: Advancing Equitable Outcomes*, University Council for Educational Administration (UCEA) Annual Convention (November, 2022)

Session Presenter – *Perceptions of Self-Efficacy Among Secondary Administrators and Early-Career Teachers During the COVID-19 Pandemic*, University Council for Educational Administration (UCEA) Annual Convention (November, 2021)

Session Presenter – *A Whole New Ballgame: Site Administrators Navigate the Reopening of School Amidst the COVID-19 Pandemic*, American Educational Research Association (AERA) Annual Conference (April, 2021)

Session Presenter – *Developing Early-Career Teacher Relationships with Their Principals: An Intervention Scaling Dilemma*, Mathematics Teacher Education Partnership (MTEP) Annual Conference, Scottsdale, AZ (June, 2020)

Session Presenter – *School Principal Strategies to Retain Teachers Who Serve Marginalized Students*, University Council for Educational Administration (UCEA) Annual Convention, New Orleans, LA (November, 2019)

Session Presenter – *Addressing the National STEM Teacher Shortage: What Administrators Can Do*, National Principals Conference (NASSP), Boston, MA (July, 2019)

Session Presenter – *Impacting Teacher Retention by Supporting Secondary Mathematics Teachers in their First Tear of Teaching*, Mathematics Teacher Education Partnership (MTEP) Annual Conference, At. Louis, MO (June, 2019)

Session Presenter – *What Administrators Can Do to Retain Teachers*, National Council of Teachers of Mathematics (NCTM) Annual Meeting, Washington, DC (April, 2018)

Session Co-Presenter – *Attitudes/Beliefs of Early Career Secondary Mathematics Teachers in Regard to their Support Systems*, Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PMENA), Indianapolis, IN (October, 2017)

Session Presenter – *Mathematics Attitudes, Race and Achievement – An Inequitable Triad*, National Council of Teachers of Mathematics (NCTM) Regional Conference, Phoenix, AZ (October, 2016)

Session Co-Presenter – *Mathematics Teacher Education Partnership (MTEP) Secondary Teacher Retention and Induction in Diverse Educational Settings (STRIDES) Research Action Cluster (RAC)*, School Science and Mathematics Association Annual Conference, Phoenix, AZ (October, 2016)

Session Co-Presenter – *Support Systems of Early Career Secondary Mathematics Teachers*, Mathematics Teacher Education Partnership (MTEP) Annual Conference, Atlanta, GA (June, 2016)

Session Presenter – *Effective STEM University/K-12 Partnerships*, Academy for Educational Studies 11th Annual Critical Questions in Education Conference, Baltimore, MD (November, 2015)

Session Presenter – *Why Certain Students Hate Math*, Academy for Educational Studies 10th Annual Critical Questions in Education Conference, San Diego, CA (February, 2015)

Session Presenter - *Current Research in Supporting Underrepresented Minorities in Mathematics*, National Council of Professors of Educational Administration (NCPEA) 68th Annual Summer Conference, California State University Channel Islands, Camarillo, CA (August, 2014)

PRESENTATIONS – CONFERENCES (STATE/LOCAL)

Congressional Briefing – *Addressing Teacher Shortages in Tennessee*, Presentation to State of Tennessee Advisor to the Commissioner of Education Bill Dunn, Lebanon, TN (June, 2023)

Congressional Briefing – *Addressing Teacher Shortages in Tennessee*, Presentation to State of Tennessee Senator Mark Pody, Lebanon, TN (April, 2023)

Session Presenter – *Jumping Tracks: Advocacy Measures for Underrepresented Minorities in High School*, California Department of Education (CDE) 3rd Annual Science, Technology, Engineering and Mathematics (STEM) Conference, Anaheim, CA (October, 2015)

Session Presenter - *To Question or Not: Latino Student Attitudes in STEM Subjects (Preliminary Results of a National Study)*, California Department of Education (CDE) 2nd Annual Science, Technology, Engineering and Mathematics (STEM) Conference, San Diego, CA (September, 2014)

Session Presenter - *Serving Students from Military Families: Practical Experience from a Principal's Perspective*, 5th Annual Social Justice Conference, California State University Channel Islands, Camarillo, CA (May, 2013)

PRESENTATIONS – MEDIA/WEBINARS

Contributor – Interviewed and Quoted in Knoxville News Sentinel Newspaper article, entitled *"Tennessee is ranked 42 in teacher salary. What does that mean for recruitment?"* (May, 2022).
https://www.knoxnews.com/story/news/education/2022/05/18/tennessee-ranks-low-teacher-salary-what-can-help-retention/9630342002/

Webinar Moderator/Facilitator – *How to Solve the Mathematics Teacher Shortage*, Association of Mathematics Teacher Educators (AMTE) Professional Development (March, 2017)

KEYNOTE PRESENTATIONS/PANELS

Keynote Speaker and Session Facilitator– *Academic and Programmatic Support for First Generation Students*, Project GRAD, University of Tennessee, Knoxville, Tennessee (June, 2023)

Keynote Speaker – *The Principal-Teacher Relationship*, College of Education, Health and Human Sciences (CEHHS) Dean's Board of Advisors Meeting, Knoxville, Tennessee (March, 2023)

Panel Facilitator – *Networking and Building Communities of Support to Sustain Ourselves as Social Justice Worker*, American Educational Research Association (AERA) Annual Meeting, San Diego, CA (April, 2022)

Keynote Panelist – *Mathematics Teacher Education Partnerships* (MTEP), 12th Annual Tennessee STEM Educational Research Conference, Nashville, TN (February, 2018)

Closing Session Presenter – *Secondary Teacher Retention in Diverse Educational Settings,* Association of Public and Land-Grant Universities (APLU) 4th Annual MTE-Partnership Conference, Fullerton, CA (June, 2015)

Keynote Speaker – *STEM Pathways for Underrepresented Minorities*, Future Leaders of America Transformative Leadership Academy, Oxnard, California (April, 2014)

Keynote Speaker – *Engineering Pathways for Young Minds*, Idea to Impact Challenge Program, Ventura County Office of Education, Camarillo, CA (April, 2013)

Panel Member- *Education Budget Issues*, 4th Annual Social Justice Conference, California State University Channel Islands, Camarillo, CA (May, 2012)

UNIVERSITY TEACHING/SUPERVISION/ADVISING

EDAM-513 (UTK Spring 2018-2026) Administrative and Organizational Theory
EDAM 580 (UTK Fall 2025) Internship in Educational Leadership
ELPS 251 (UTK Fall 2024-Spring 2025) Educational Policy
EDAM 521 (UTK Spring 2024-Fall 2025) Statistics for Educators
EDAM 592 (UTK Fall 2023-2024) Field Problems in Educational Research
EDAM-519 (UTK Fall 2020-2023) Instructional Leadership (for School Administrators)
ELPS-695/EDAM 620 (UTK Fall 2022-Spring 2025) History and Philosophy of Education
EDAM-588 (UTK Summer 2018-2019) Best Practices for School Leaders – Special Populations
EDAM-523 (UTK Summer 2018-Spring 2023) Administration of Special Services
EDAM-552 (UTK Spring 2018-2020) Educational Change
EDAM-578 (UTK Fall/Spring 2018-2021) Organizational Leadership
EDUC-615 (CSUCI Spring 2015- Spring 2017) Principles of Educational Research
EDUC-616 (CSUCI Spring 2013- Spring 2017) Master's Thesis Advising
EDUC-619 (CSUCI Spring 2013- Spring 2017) Masters Project Advising
EDPL-631/632 (CSUCI Fall 2012- Spring 2017) Masters Fieldwork Advising
EDMS-525 (CSUCI Fall 2012-Spring 2017) Modern Methods in Mathematics (Kindergarten-3rd Grade)
EDMS-526 (CSUCI Spring 2013- Spring 2017) Modern Methods in Mathematics (4th-5th Grades)

EDSS/SPED 560 (CSUCI Fall 2016) Access to Learning: Special Needs Learners
EDUC 605 (CSUCI Fall 2015) Education in a Diverse Society
EDLD 605 (CLU Summer 2015) Leadership in Modern, Complex Organizations
EDUC-512 (CSUCI Fall 2012-Fall 2014) Equity, Diversity and Foundations of Schooling
EDCI-610 (CSUCI Spring 2013 & Fall 2014) Research on Teaching
EDGN 510 (CLU Fall 2014) Educational Research Design and Methods
EDSS-575/585 (CSUCI Fall 2013- Fall 2016) Secondary Student Teaching Supervision
EDMS-565/575 (CSUCI Fall 2013- Spring 2016) Elementary Student Teaching Supervision
ENGR 500.101 (Johns Hopkins Summer 2008-Summer 2014) Introduction to Engineering
EDTP-522 (CLU Spring 2014 & Fall 2016) Elementary Mathematics Methods (Kindergarten-6th Grade)
Migrant Summer Leadership Institute (CSUCI Summer 2013) Mathematics Instructor & Assessment Coordinator
ECS-461 (CSUCI Fall 2012) Infant/Toddler Student Teaching Supervision
ECS-471 (CSUCI Fall 2012) Preschool/Primary Student Teaching Supervision

EDITORIAL BOARDS

Co-Associate Editor, American Educational Research Association (AERA) Division A Newsletter Team (2023-2025)
Serving as Co (1st year) and Assistant (2nd Year) Editor on the Division A Newsletter that features the Division A membership and our broader community, curated around three core goals: (a) Feature the service of the Division A Officers and Graduate Student Committee, (b) Celebrate the talent of Division A members (e.g., principals, advocates, community leaders), and (c) Highlight the contributions (e.g., scholarship, advocacy) of Division A members and the broader leadership and policy community, based on themes relevant to the AERA Annual Meeting theme, Division-specific foci, pressing social issues, and educational trends.

SCHOLARLY JOURNAL MANUSCRIPT REVIEWER

Journal of School Leadership® (2021-present) - Serving as reviewer for manuscripts related to the broad conception of school leadership and specifically pertaining to the exchange of ideas and scholarship about schools and leadership in education. (ISSN: 1052-6846)
Management in Education® (2017-present) - Serving as manuscript reviewer of original, primary research pertaining to issues affecting administrators in today's schools. Management in Education is published in Association with British Educational Leadership, Management & Administration Society. (ISSN: 08920206)
Journal of Critical Questions in Education® (2016-present) - Serving as manuscript reviewer of original, primary research pertaining to issues affecting today's educational institutions, including the effects on students, educators and administrators in these schools. The Journal of Critical Questions in Education is the primary journal for the Academy for Educational Studies (AES). (ISSN: 2327-3607)
Journal of Educational Psychology® (2015-present) – Serving as manuscript reviewer of original, primary psychological research pertaining to education across all ages and educational levels, including the occasional publication of exceptionally important theoretical and review articles that are pertinent to educational psychology. The Journal of Educational Psychology® is a registered trademark of American Psychological Association (APA). (ISSN: 0022-0663)

SERVICE - DISCIPLINE

Member, American Educational Research Association (AERA) Division A Newsletter Team (2023-2025)
Serving as Co (1st year) and Assistant (2nd Year) Editor on the Division A Newsletter featuring the service of the Division A Officers and Graduate Student Committee, celebrating the talent of Division A members (e.g., principals, advocates, community leaders), and highlighting the contributions (e.g., scholarship, advocacy) of Division A members and the broader leadership and policy community.

Member, AERA Division A Equity, Inclusion, and Action (EIA) Committee (2020-2022)
As part of AERA's Equity and Inclusion Council, actively contributing to advance equity work in the context of educational administration, leadership and organization. As a member of the Division A EIA committee, promoting the principles of equity, inclusion, and action by ensuring diversity in subcommittee work, supporting the Jackson Scholars program, and tracking of/reporting on minority representation in AERA presentations.

Mentor, AERA William L. Boyd Early-Career Faculty Mentor (2019-2020)
Performed mentoring of early-career (post-graduate, first year) university faculty member who is a member of the AERA. Through in-person and distance collaboration, provided support in the areas of publication, grant acquisition, tenure, research in education policy, and other job-related topics.

SERVICE - UNIVERSITY

National Science Foundation Robert Noyce (17-541) Grant. Advisory Board Member. (10/1/2020-9/30/2023). Advising the multi-university research effort entitled, "Collaborative Research: Exploring the Impact of Noyce Master Teaching Fellowship Programs on Teacher Retention: The Role of Motivation, Leadership, and School-Work Environment".

Member, Employee Wellness Committee (UTK, 2019-2023).

Collaborating with faculty, staff and students from across the university to "facilitate action among faculty and staff to make healthier choices by establishing and maintaining a workplace that encourages environmental and social support for a healthy lifestyle". The committee identifies needs and strategically plans and facilitates programs/events that develops awareness and understanding of health-related skills, thereby cultivating personal and community well-being.

Member, Faculty Senate (CSUCI, 2016-2017).

Actively communicating, collaborating and cooperating with faculty colleagues to formulate, evaluate, and recommend university policies and procedures regarding matters of academic standards, criteria for appointment, retention, tenure and promotion of faculty, university committee formation and support, and educational, professional and academically related fiscal matters.

Co-Author, Western Association of Schools and Colleges (WASC) Self Study Report (CSUCI, 2014-2015).

In preparation for university site review, provided input for the most recent WASC Self Study document regarding policies and procedures related to institutional research at California State University, Channel Islands.

SERVICE – COLLEGE

Lead Investigator, Sports Coaching Academy (UTK 2025-present).

Collaborating with colleagues from within the College of Education, Health and Human Sciences (CEHHS), the UTK Athletics Department, and Advancement representatives, currently serving the lead investigator for a certificate-to-degree academic program for coaches at all levels (secondary/college/professional/international). To understand the needs of current coaches, created and administered a sports coach survey that informs the proposed curriculum. Supervised undergraduate interns to perform landscape survey of coaching education programs offered across the United States. Currently working with faculty from kinesiology & sport sciences, teaching education, and educational leadership to devise curricular elements that are aligned to SHAPE national coaching education standards.

Member, College of Education, Health and Human Sciences (CEHHS) Assessment Committee (UTK 2020-present).

Discuss and make recommendations to CEHHS regarding CAEP, ethics training, advanced programs, clinical placements, edTPA, GPA, and the new data for analysis and evidence-based improvements.

Member, College Senate (UTK 2017-2024).

Representing the Department of Educational Leadership & Policy Studies, collaborate with senators from other departments to become an "advocate of and voice for the faculty in matters that affect the academy of the College, including faculty affairs, policies, and procedures".

Member, East Tennessee Childhood Obesity Coalition (ETCOC) (UTK, 2021-2025).

Collaborating with colleagues and students from within and outside the College of Education, Health and Human Sciences, advance programming to reduce childhood obesity among school-age children in East Tennessee. Serve as facilitator with school/school district leaders to further the committee goals and objectives.

Member, Search Committee, Department Head, Department of Educational Leadership & Policy Studies (UTK, 2021).

Collaborating with colleagues from within and outside the department, performed evaluation of candidates for the position of Department Head for the Department of Educational Leadership & Policy Studies (ELPS). Based on formulated criteria outlined in the position announcement, established protocols for and facilitated interviewing and provided candidate recommendations to the Dean of the College of Education.

Member, Search Committee, Assistant/Associate Professor, Department of Theory & Practice in Teacher Education (UTK, 2019-2020).

Collaborated with other faculty in the College of Education, and serving as the external-to–department committee member, performed evaluation of candidates for the position of Assistant/Associate Professor in the Department of Theory & Practice in Teacher Education (TPTE). Based on formulated criteria outlined in the position announcement, established protocols for interviewing and selection and provided candidate recommendations to the TPTE Department Head.

College Representative, Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Committee (UTK, 2017-2019).

Representing the College of Education, Health and Human Sciences, assisting in the reform of teacher and leader preparation programs, including the revision of licensure standards, refining of personnel evaluation systems, and realigning policy structures and professional learning systems.

Member, Search Committee for Dean of the School of Education (SOE) (CSUCI, 2016).

Appointed by the Provost, collaborated with faculty and staff (from both within and outside the SOE), administrative members from the Division of Academic Affairs, and K-12 and community partners, to effectively evaluate candidates

applying for the role of Dean of the School of Education, strictly adhering to university policies/procedures on administrative/faculty appointments. Facilitated interviewing and provided candidate recommendations to the Provost of the College of Education.

Committee Member, Collaborative Online Doctorate in Educational Leadership (CODEL). (CSUCI, 2013-2019).
Actively supporting the formation, adoption and organization of structural/technical components for the upcoming Ed.D. in Educational Leadership Program (first cohort: Summer, 2016). Actively contributed to justification documentation for Western Association of Schools and Colleges (WASC) and CSU Chancellor's Office program approval.

Committee Member, School of Education By-Laws Committee (CSUCI, 2014-2015).
Representing the lecturer faculty, collaborated to research and produce a written set of by-laws which define the vision, scope and governance for the CSUCI School of Education. Worked closely with program coordinators and other tenure-track faculty to draft and revise the document for review by all stakeholders.

SERVICE - DEPARTMENT

Online Leadership Studies (OLS) Fieldwork Coordinator. (UTK, 2025-present).
Through coordination of efforts by Instructional Leadership Candidates, Fieldwork Supervisors, and onsite Mentors, ensuring that professional leadership standards (TILS, NELP, EPP Literacy) are met and internship hours are properly attributed. Role requires individual meetings at schools with ILCs and their supervisors and recruitment of future ILC candidates.

Alternate to Primary Proposal Reviewer, Institutional Review Board Department Committee. (UTK, 2018-2025).
When primary reviewer is unable to perform this role (recusal/lack of expertise in topic), review of research proposals for students and faculty in the Department of Educational Leadership & Policy Studies.

Former Assistant/Interim Director, Center for Educational Leadership (CEL) (UTK, 2020-2022).
Performing tasks that advance the mission of the Center for Educational Leadership, engaged in student recruitment, grant acquisition/implementation and development and support of educational programming.

Coordinator, Math Teacher Education Partnership (MTEP). (CSUCI/UTK, 2014-2019).
Collaborating with university faculty and K-12 personnel, design and deliver substantive professional development to secondary mathematics teachers and their school administrators to support teacher retention. Served as the national co-leader of the Secondary Teacher Retention in Diverse Educational Settings (STRIDES) Research Action Cluster, providing research-based implementation models on the national level.

Evaluator, Performance Assessment for California Teachers (PACT) (CSUCI, 2012-2017).
Performed detailed evaluations of PACT submittals for candidates completing credential programs at CSUCI. Assessment of performance on a comprehensive array of criteria was based on evaluations of candidate written and video submittals.

GRANTS/SPONSORED ACTIVITIES

Robert D. and Patricia E. Kern Family Foundation Grant. Contributing Application Author. $490,877 (Awarded, 5/14/2020, 3-year grant). Supporting the integration of virtue, ethics, and character in the Department of Educational Leadership & Policy Studies (ELPS) at the University of Tennessee, Knoxville. Co-designed and facilitated professional development for faculty to develop capacity for ethical leadership in coursework and practices. Developed a short- and long-term strategic plan which aligns with grant priorities and timelines.

Spencer Foundation Grant. Co-Principal Investigator. $50,000 (not funded, 1-year grant). Submitted to scale up participants from published pilot, intervention research study entitled: *Effects of a Collaborative, Technology-Based Intervention Involving School Principals to Retain Early-Career Teachers*. The Spencer Foundation invests in education research that cultivates and transforms lives.

College of Education, Health and Human Sciences (CEHHS) Technology Fee Grant. Principal Investigator. $17,550 (Awarded four years in succession, $2,550 -$5,000 each year, 2019-2022). Awarded to support the acquisition of master scheduling software and related professional development for aspiring school administrators enrolled in the Leadership Academy and Online Leadership Studies programs.

Russell Sage Foundation (RSF) Foundation Grant. Co-Principal Investigator. $30,000 (not funded, 1-year grant). Submitted to scale up participants from published pilot, intervention research study entitled: *Effects of a Collaborative, Technology-Based Intervention Involving School Principals to Retain Early-Career Teachers*. The Russell Sage Foundation (RSF), in partnership with the Economic Mobility and Opportunity program at the Bill & Melinda Gates Foundation (BMGF), seeks to advance innovative research on economic mobility and access to opportunity in the United States.

Southeastern Conference (SEC) Faculty Travel Grant. Co-Principal Investigator. $2,074 (Awarded, 7/22/2021, one-time grant). Awarded to support collaboration with the University of Kentucky to advance the development of the Mathematics Teacher Education Partnership (MTEP) Secondary Retention and Induction in Diverse Educational Settings (STRIDES) Research Action Cluster (RAC).

UTK CEHHS Office of Research & External Funding Grant. Co-Principal Investigator. $10,000 (not funded, 1-year grant). Submission to scale up participants from published pilot, intervention research study entitled: *Effects of a Collaborative, Technology-Based Intervention Involving School Principals to Retain Early-Career Teachers*. This pilot funding opportunity is to collect preliminary data from a research project that can be used to apply for a National Science Foundation (NSF) Track 4 grant.

Southeastern Conference (SEC) Faculty Travel Grant. Co-Principal Investigator. $2,075 (Awarded, 10/1/2020, one-time grant). Funding to support collaboration with the University of Kentucky to advance research related to the "Administrator Response to COVID-19 School Reopening" study.

Southeastern Conference (SEC) Faculty Travel Grant. Co-Principal Investigator. $2,500 (Awarded, 10/1/2018, one-time grant). Collaboration effort with University of Kentucky to advance the development of the Secondary Retention and Induction in Diverse Educational Settings (STRIDES) Research Action Cluster (RAC), focused on interventions for secondary (middle and high school) principals and early-career mathematics teachers.

California Mathematics Readiness Challenge Grant Initiative (CMCGI). Co-Principal Investigator. $100,000 (Awarded, 2013, 4-year grant). For the California (State) Department of Education (CDE), developed and implemented a unique course design/professional development program to strongly support University/K-12 Partnership goals.

GRADUATE STUDENT ADVISING

Drawec, Heidi. *Perceptions of Massachusetts Student Council Advisers Regarding Retention and Evaluation*. (UTK Ed.D. Dissertation Committee, 2026-present)

Whysong-Simerly, Canterra. *Teacher and Administrator Perceptions of Responsibility Centered Discipline (RCD) and its Effectiveness in Reducing Discipline Referrals for Black Male Students in an Urban School* (UTK Ed.D. Dissertation Committee, 2025-present)

Redmond, Kacie. *Middle School Teachers Perceptions of Growth and Reflection of the Tennessee TIGER Evaluation Model* (UTK Ed.D. Dissertation Committee, 2025-2026)

McKee, Bethany. *How Teachers Internalize External Stressors and Negative Discourse and the Influence on Teacher Self-Efficacy and Professionalism* (UTK Ed.D. Dissertation Committee, 2025-2026)

Still, Anita. *Choosing Beyond Preschool: Factors influencing Tennessee PK-3rd grade Teachers' Transitions to Other Grades* (UTK Ed.D. Dissertation Committee, 2025-2026)

Steward, Marshall. *Academic Persistence of Non-Scholarship Athletes in Power 5 Universities* (UTK Ph.D. Dissertation Committee, 2021-2025)

Horner, Jordyn. *A Case Study of Character Education Implementation at King Middle School* (UTK Ed.D. Dissertation Committee, 2024-2025)

Mason, Amanda. *A Qualitative Study on Preschool Teachers' Perceptions of Instructional Support from School Level Instructional Leaders in Tennessee Public Elementary Schools* (UTK Ed.D. Dissertation Committee, 2024-2025)

Zeller, Amanda. *Using R programming language to analyze social media posts by school districts during the COVID-19 Pandemic* (UTK Ph.D. Dissertation Committee, 2023-2024)

Walker, Sherry. *Perceptions of Preschool Teacher Implementation of Inclusion Practices in Classroom Instruction* (UTK Ed.D. Dissertation Committee, 2023-2024)

Morris, Sheila. *Effectiveness of Educator Preparation Programs for Aspiring Career Technical Education Teachers* (UTK Ed.D. Dissertation Committee, 2023-2024)

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University Council for Educational Administration (UCEA)

Center for Leadership, Equity and Research (CLEAR)
Association for Supervision and Curriculum Development (ASCD)
National Council of Professors of Educational Administration (NCPEA)
National Council of Teachers of Mathematics (NCTM)
American Society of Mechanical Engineers (ASME)

HONORS/AWARDS/RECOGNITIONS

University of Tennessee, Chancellor's Excellence in Teaching Award Nominee, 2018 & 2020. The Chancellor's Excellence in Teaching Award is designed to recognize excellent teaching. It specifically seeks to reward those individuals who are uniquely effective in teaching, at any level and in any educational format.

California State University, Channel Islands Maximus Award Nominee, 2016. The Maximus Award is student selected, and honors CSU Channel Islands' most deserving student, faculty, administrator and staff member. Maximus Award nominees are recognized for enriching the campus community by setting an example of selfless service to others, providing guidance through mentor ship, striving to better the future by influencing and inspiring others through a student-centered focus.

California Golden Bell Award, 2012. On behalf of the California School Boards Association (CSBA), awarded for the design and implementation of the Military Families Advisory Committee (MFAC) and Seabee Buddies Program, community development initiatives to support students and their families at Las Posas Elementary School (Pleasant Valley School District, Camarillo, California).

City of Newport Beach Educator's Award, 2000. Awarded for significant contributions to Newport Beach public schools and local environmental awareness, due to the development and implementation of the Partnership for Clean Water (PFCW), a water-quality education program for fifth-grade students in the Newport-Mesa Unified School District (NMUSD).