WHITNEY SHERMAN NEWCOMB
Virginia Commonwealth University | Richmond, Virginia
wsnewcomb@vcu.edu

EDUCATION - DEGREES

Ph.D. (Educational Leadership: Administration and Supervision) | May 2002
University of Virginia | Charlottesville, Virginia

M.Ed. (Educational Administration and Supervision) | December 1998
Virginia Commonwealth University | Richmond, Virginia

B.S. (Major: Psychology; Minor: Early Childhood Education) | May 1996
James Madison University | Harrisonburg, Virginia

EDUCATION - EXECUTIVE LEADERSHIP, TEAM, and WELLNESS COACHING CERTIFICATIONS

Advanced Certified Personal and Executive Leadership Coach (ACPEC) | October 2024
College of Executive Coaching
*128 hour International Coaching Federation (ICF) Accredited Level 2 Coach Training Program (ACPEC) (Coursework included: Coaching Skills and Practice Development; Executive Coaching; Emotional Intelligence in Coaching; Use of Assessments in Coaching; Appreciative Inquiry in Coaching; Applied Ethics in Coaching; Positive Psychology; Peak Performance and Coaching)

Associate Certified Coach (ACC) | November 2024
International Coaching Federation

Advanced Accredited Team Coach (AATC) | Completion June 2025
College of Executive Coaching
*60 hour International Coaching Federation (ICF) Advanced Accreditation in Team Coach Training Program (AATC) (Coursework includes: Diversity and Inclusion in Team Coaching; Team Engagement Stages and Ranges; Team Assessments and Profiles; Unlocking Team Talent and Resolving Conflict; Stakeholder Commision and Team Purpose; Team Charter and Alignment; Broad Organizational Influence; Team Member Engagement and Stakeholder Partnership)

Advanced Certified Team Coach (ACTC) | Expected July 2025
International Coaching Federation

Certified Positive Psychology-Based Health and Well-Being Coach | Completion June 2025
College of Executive Coaching
*78 hour National Board for Health and Wellness Coaching (NBHWC) Program (Coursework includes: Science of Gratitude and Well-Being; Communicating and Relating for Well-Being; Stress Management and Mindfulness Meditation; Well-Being Appreciative Vision Planning; Utilizing Strengths-Based Coaching Assessments; Motivational Interviewing and Stages of Readiness to Change; Career Well-Being and Work Life Balance)

National Board Certified Health and Wellness Coach (NBC-HWC) | Expected July 2025
National Board of Medical Examiners

EDUCATION - ASSESSMENT and TRAINING/FACILITATOR CERTIFICATIONS

Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) and FIRO Business Certification | December 2024
The Myers-Briggs Company
*measures interpersonal needs; explores dynamics in how individuals behave toward others and how they want others to behave toward them

California Psychological Inventory (CPI 260) Certification | November 2024
The Myers-Briggs Company
*trait-based leadership personality assessment that provides insights into leadership potential and development; highlights contrasts between a person's own perception and the views of others around them

Myers-Briggs Type Indicator (MBTI) Step I and Step II Certification | September 2024
Myers & Briggs Foundation
*type-based personality assessment designed to help individuals identify personality type, strengths and preferences; gain understanding of how individuals take in information and make decisions

Emotional Quotient Inventory (EQi 2.0 + 360) Certification | September 2024
Multi-Health Systems Incorporated
*leading measure of emotional intelligence; assesses areas of strength and potential areas for development

LEGO Serious Play Facilitator | May 2024
Focus Learning Group | Play4Business

method to break patterns and explore imaginative and unique solutions/strategies to complex issues

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EDUCATION - COURSE COMPLETION CERTIFICATES

Conflict Resolution | November 2023
Cornell University School of Industrial and Labor Relations

Inquiry Driven Leadership | November 2023
Massachusetts Institute of Technology Sloan School of Management

Utilizing Strategies for Disagreeing with Empathy | November 2023
Harvard University Graduate School of Education

Mindful Leadership | November 2024
University of Chicago Booth School of Business

Positive Intelligence (PQ) Leadership Training | November 2024
Mindfire Mastery, LLC

RESEARCH INTERESTS

My work broadly includes interests around leadership for social justice and equity, ethical dimensions of leadership, leadership preparation and mentoring, and women's experiences in leadership. Specific contributions include work centered around inequities between men and women leaders, inclusive graduate admissions processes, using empathy and the arts to promote equitable leadership practices, understanding the impact of microaggressions and macroaggressions on leaders, and the experiences of women in the academy.
Publications begin on page 9.

PROFESSIONAL EXPERIENCES

Interim Associate Dean for Faculty Development | January 2024 - present
Virginia Commonwealth University | Richmond, Virginia

Responsibilities

- *Support and Lead Faculty Promotion and Tenure Process*
- *Support and Lead Faculty Third Year Review Process*

- *Support New Faculty*
- *Lead New Faculty Orientation*
- *Lead Faculty Evaluation Process*
- *Coordinate Study Research Leave*
- *Revise and Maintain SOE Policies*
- *Manage Faculty Service Assignments*
- *Manage and Submit Affiliate Faculty Requests*
- *Work with Faculty Organization to Manage the SOE Faculty Award Process*
- *Work with Faculty Organization to Manage the VCU Faculty Award Process*
- *Coordinate Endowed and Commonwealth Professorship Processes*
- *Represent SOE at University Faculty Affairs Meetings*

Chair, Department of Educational Leadership | July 2018 - present
Virginia Commonwealth University | Richmond, Virginia

Accomplishments as Chair with Faculty and Staff in EDLP

Programmatic Accomplishments (2016-2017 to 2023-2024)
- *Added online modalities (SCHEV approved) to all programs (with the exception of the PhD Program) in the Department of Educational Leadership to increase access and remove barriers for students and to better build diverse pipelines to leadership by ensuring there are diverse slates for roles*
- *Added multiple learning communities to the Ed.D. in Leadership program (higher education leadership, k12 leadership, general/non-profit leadership) to facilitate the inclusion and belonging that cohorts often create*
- *Added several concentrations to the M.Ed. in Educational Leadership program (higher education leadership, culturally responsive leadership) to facilitate inclusion and belonging that cohorts often create*
- *Added a Graduate Certificate in Culturally Responsive Leadership to facilitate the understanding of inclusive practices and to facilitate praxis - the connection of theory to practice*
- *Added an Undergraduate Human and Organizational Development program that is the School's first fully online undergraduate program to expand our influence and to be more inclusive of an expanded population of adult learners*
- *Created target support programs for our students from historically marginalized communities to create community and to support retention and increased graduation rates to, ultimately, build diverse leadership pipelines by ensuring there is a diverse slate for leadership roles*
- *Currently facilitating a partnership with Participate Learning, a global education organization, to support international teacher and leadership development*
- *Currently facilitating a partnership with the VCUQatar School of the Arts to develop leaders on the Qatar campus as well leaders in the greater Education City area*

Student/Enrollment Accomplishments (2016-2017 to 2022-2023)
- *Increased departmental applications from 76 to 168 (121%)*
- *Increased the number of students enrolled from 99 to 223 (125.3%)*
- *Increased student FTE from 42.6 to 99.1 (133%)*
- *Increased the percentage of HM students enrolled from 27.6% to 36%*
- *Increased the percentage of out-of-state students from 0.1% to 8.5%*

- *Increased the number of Ed.D. enrolled students from 71 to 157*

Departmental Enrollment Accomplishments in Comparison to School Enrollment Accomplishments (2019-2023) During this time frame, the School of Education grew from 683 students to 978 students (43% increase in enrollment).
- *In total, the SOE grew by 295 students.*
- *102 of the 295 students were represented in programs situated in the Department of Educational Leadership.*
- *The Department of Educational Leadership is responsible for 34.6% of the total SOE growth from 2019 to 2023.*

Faculty Accomplishments (2016-2017 to 2022-2023)
- *Increased the number of HM full-time faculty from 0 to 6*
- *Retained 5 of 6 HM faculty (The faculty member who left advanced to a position as Vice President and Chief Diversity Officer at another institution.)*
- *Created community and a sense of belonging and respect among the faculty in a department that was in crisis*
- *Created incentive programs to support HM faculty*
- *Increased our HM adjuncts to 30%*

National Recognition (2022-2024)
- *7th Best Online Doctorate in Education, 2022, Forbes Magazine*
- *15th Best Online Master's in Educational Administration and Supervision program, 2024, U.S. News and World Report*

Leader Development Accomplishments (past decade) that meet adult developmental learning stages across undergraduate and graduate programming:
- *Graduated 167 current VCU leaders*
- *Graduated 92 current leaders in other higher education institutions*
- *Graduated 320 current K12 leaders (including 15 superintendents/assistant superintendents, 101 principals/assistant principals, 36 executive directors/directors, 66 specialists/coordinators)*
- *Graduated 83 leaders of organizations outside of K12 and Higher Education*

Revenue Accomplishments (2020-21 to 2022-23)
- *Increased total gross department course revenue by 31% to $2,426,602.69 in 2022-23 academic year.*
- *Increased total gross student program tuition revenue by 34% to $2,886,108.34 in 2022-23.*

Community Engagement Accomplishments (2011-2023)
- *Led the department with an anticipatory eye for solution-oriented thinking to address practitioner concerns by supporting our students and faculty to complete 99 doctoral/community client capstone research initiatives with 53 partner organizations that included higher education institutions, school divisions, and education-adjacent organizations. This work has included research, evaluations, and recommendations for practice on: restorative practices, diversity recruitment, evaluation of restorative justice programs, creating a sense of belonging, facilitating equitable access and retention for students from historically marginalized communities, first*

generation student support, promising practices for undergraduate post-traditional student success, culturally responsive restorative practices in professional learning, increasing doctoral student completion rates, and the success of students from historically marginalized communities in living/learning communities.

Funding Accomplishments
- *Supported the departmental faculty to secure $711,522 (2022-23)*
- *Supported the departmental faculty to secure $569,544 (2023-24)*

Research Accomplishments (2021-23)
- *Supported the departmental faculty (8 tenure track/tenured faculty; 3 serve in leadership roles in addition to their faculty appointments; 1 is 100% administrator as Chair) to achieve 74 peer reviewed articles, chapters, and books*

Interim Chair, Department of Teaching and Learning | January 2023 - August 2023
Virginia Commonwealth University | Richmond, Virginia

Accomplishments as Interim Chair with Faculty and Staff

- *Created a Current Student/Alumni Dashboard for all programs.*
- *Created an Admissions Dashboard for all programs.*
- *Led to suspend low enrolled programs.*
- *Helped facilitate the movement of low enrolled programs to professional development opportunities.*
- *Led/supported the VDOE Program Change for the MT Elementary to support the Richmond Teacher Residency program.*
- *Created a new Budget Dashboard.*
- *Created Programs Folders for all programs.*
- *Supported China Partnership.*
- *Created a Baseline of HM adjuncts.*
- *Created a Baseline of HM university supervisors.*
- *Created a Baseline of Google Scholar information for each Faculty member.*
- *Created a Publication Pipeline Incentive Program for Faculty.*
- *Reduced the number of low enrolled classes.*
- *Created a Research Incentive for faculty.*

Interim Chair, Department of Educational Leadership | July 2016 – July 2018
Virginia Commonwealth University | Richmond, Virginia

Professor (tenured), Department of Educational Leadership | August 2014 - present
Virginia Commonwealth University | Richmond, Virginia
Courses Taught: *Multiple Dimensions of Leadership (M.Ed./PMC); Leadership Presence (Ed.D.); Equity and Leadership (Ed.D.); Ethical Frameworks for Decision Making (Ed.D.); Understanding Diversity (M.Ed./PMC); Leadership for Social Justice and Equity (Ph.D.)*

Coordinator, Ph.D. Concentration in Educational Leadership | August 2011 – August 2016
Virginia Commonwealth University | Richmond, Virginia

Associate Professor (tenured), Department of Educational Leadership | August 2009 - June 2014

Virginia Commonwealth University | Richmond, Virginia
Courses Taught: *Dissertation Seminar (Ph.D.); Leadership for Social Justice and Equity (Ph.D.); Qualitative Methods and Analysis (Ph.D.); Leadership Practicum/Leadership Presence (Ed.D.); Case Methods (Ed.D.); Equity and Leadership (Ed.D.); Program Evaluation (Ed.D.); Planning for Sustainable Change (Ed.D.); Principles for Professional Writing/Advocacy and Leadership (Ed.D.); Equity and Leadership Advocacy (Ed.D.); Introduction to Public School Administration (M.Ed./PMC); School and Community Relations (M.Ed./PMC); Processes of Instructional Leadership (M.Ed./PMC); Multiple Dimensions of Leadership (M.Ed./PMC); Understanding Diversity (M.Ed./PMC); External and Internal School Communications (M.Ed./PMC); Enhancing and Supporting Instruction (M.Ed./PMC); Ethical Frameworks for Decision-Making (Ed.D.)*

Assistant Professor (tenure-track), Department of Educational Leadership | August 2007 - 2009

Virginia Commonwealth University | Richmond, Virginia
Courses Taught: *Leadership for Social Justice and Equity (Ph.D.); Contemporary Theory and Practice in Education (Ph.D.); Dissertation Seminar (Ph.D.); Effective Learning Networks (Ed.D.); Integrated Case Study Analysis (Ed.D.); School and Community Relations (M.Ed./PMC)*

Doctoral Program Coordinator, **Educational Leadership and Counseling Department** | January 2007 - July 2007
Old Dominion University | Norfolk, Virginia

Assistant Professor (tenure-track), Educational Leadership and Counseling | July 2005 - July 2007
Old Dominion University | Norfolk, Virginia
Courses Taught: *Curriculum Development/Assessment for Educational Leaders (M.Ed.); Staff Development (Ed.S.); Ethics, Integrity, and Social Justice in Education (Ph.D.); Pupil Personnel Services for Diverse Populations (M.Ed., Ed.S.); School Community Relations and Politics (M.Ed., Ed.S.); Seminar in Curriculum Leadership (Ph.D., Ed.S.); Instructional Supervision and Assessment (M.Ed., Ed.S.); Internship in Administration and Supervision (M.Ed., Ed.S.)*

Assistant Professor (tenure-track), Educational Policy Studies | August 2002 - May 2004
Georgia State University | Atlanta, Georgia
Courses Taught: *Curriculum Development for the Educational Leader (M.Ed.); Advanced Seminar in Organizational Theory (Ph.D.); Leadership in Educational Organizations (Ed.S.); Human Resource Administration (M.Ed. and Ed.S.); Issues of School Governance (M.Ed. and Ed.S.)*

Adjunct Professor | 2001 - 2007
> *Virginia Commonwealth University | Department of Educational Leadership | Richmond, Virginia*
> **Courses Taught:** *Public School Administration (M.Ed.); Processes of   Instructional Leadership (M.Ed., Ph.D.)*

University of Virginia | Department of Educational Leadership, Foundations, and Policy Studies | Charlottesville, Virginia
Courses Taught: *Introduction to Supervision (M.Ed., Ed.S., Ed.D.); Current Issues in Ethics and Leadership (Ed.D.)*

University of Virginia (TEMPO/McGuffey Reading Center)
Courses Taught: *Reading in the Content Areas (M.Ed.); Foundations of Reading (M.Ed.); Diagnosis in Reading (M.Ed.); Word Study in Reading (M.Ed.)*

Conference Director, University of Virginia | 2001
University Council for Educational Administration (UCEA), Center for the Study of Ethics and Leadership, Ethics and Leadership Conference

Graduate Research/Teaching Assistant/Administrative Intern Supervisor | 1999 - 2002
Curry School of Education | University of Virginia | Charlottesville, Virginia

Principal | 2000
Summer Academy | Ward Elementary School | Henrico County Public Schools | Henrico County, Virginia

Teacher (Kindergarten) **|** 1999 - 2000
Maude Trevvett Elementary School | Henrico County Public Schools | Henrico County, Virginia

Administrative Intern | 1999
Summer Academy | Jackson Davis Elementary School | Henrico County Public Schools | Henrico County, Virginia

Teacher (First Grade)**, Grade Level Chair, Testing Coordinator |** 1996 - 1999
Seven Pines Elementary School | Henrico County Public Schools | Henrico County, Virginia

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SPECIAL AWARDS, FELLOWSHIPS, AND OTHER HONORS

Journal for Research on Leadership Education's Best Article Award, 2022

Distinguished Teaching Award, School of Education, Virginia Commonwealth University, 2012.

Distinguished Scholarship Award, School of Education, Virginia Commonwealth University, 2011.

Emerald Literati Network Award for Excellence for Outstanding Special Journal Issue of 2011. Award for guest editing: "Globalization: Expanding horizons in women's leadership" published in the *Journal of Educational Administration*.

AERA LSJ SIG Social Justice Teaching Award, 2011, "For work that represents exemplary commitment to teaching that promotes social justice, equity, diversity, and inclusion in the field of educational administration."

McLeod Faculty Development Award, "Women Faculty in Educational Leadership: Collaborative Feminism at Work," Virginia Commonwealth University, Richmond, VA, 2010

Nomination, Jack A. Culbertson Outstanding Junior Professor Award, University Council of Educational Administration (UCEA), 2009

Distinguished Junior Faculty Award, School of Education, Virginia Commonwealth University, Richmond, Virginia, 2009

Judy S. Richardson Literacy and Technology Innovations Award, "Innovative Professional Development – A Hybrid Approach to Teaching Reading in the Content Areas," Virginia Commonwealth University, Richmond, Virginia, 2009

Nomination, Selma Greenberg Dissertation Award, Research on Women in Education, AERA SIG, 2003

Invited Participant, 22nd Annual David L. Clark National Graduate Research Seminar in Educational Administration, University Council for Educational Administration, American Educational Research Association Annual Conference, Seattle, Washington, April 2001

Fellowship Recipient, Administration and Supervision Women's Fellowship, University of Virginia, Charlottesville, Virginia, 2001

Dissertation Grant Award Recipient, Women's Experiences with Formal Leadership Programs for Aspiring Administrators, University of Virginia, Charlottesville, Virginia, 2001

Invited Member, Leaders are Learners Apprenticeship Program for Aspiring School Leaders, Henrico County Public Schools, Richmond, Virginia, 1998 - 2000

Nomination, R.E.B. Excellence in Education Grant Award, Community Foundation, Richmond, Virginia, 1998

Nomination, Scholastic Innovative Teacher Award, Richmond, Virginia, 1997

Nomination, Sallie Mae Best First-Year Teacher Award, Henrico County, Virginia, 1996

Scholarship Recipient, Ora B. Sharp Scholarship, School of Education, James Madison University, 1995

PUBLICATIONS - REFEREED (Articles and Chapters)
Bolded names represent students and new faculty.

63. Arnold, N. W. , Osanloo, A. F., & Newcomb, W. S. (2021). Paying professional taxes for promotion and tenure: The costs of justice work for Black faculty. *Journal of Research on Leadership Education, 16*(2), 122-139.

62. **Baker, S. J.**, Osanloo, A. F., & Newcomb, W. S. (2021). Women's ascension to the deanship in an academic bullying culture. In C. Mullen (Ed.), *Handbook of Social Justice Interventions in Education*. Springer.

61. **Berry, R., Ferguson, T.**, & Newcomb, W. S. (2021). Women's perspectives on deconstructing the ivory tower for Black women faculty. In R. O. Guillaume, N. Witherspoon Arnold, & A. F. Osanloo (Eds.), *Handbook of Urban Educational Leadership*. New York: Rowman & Littlefield.

60. Boske, C., **Elue, C.**, Osanloo, A., & Newcomb, W. (2018). Promoting inclusive holistic graduate admissions practices in educational school leadership preparation programs. *Frontiers in Education, 3*(17), 1-13. doi: 10.3389/feduc.2018.00017

59. Boske, C., Osanloo, A., & Newcomb, W. (2018/2017). Arts-Based approaches and leading for social justice. *National FORUM of Educational Administration and Supervision Journal, 35*(1, 2, & 3), 2-10.

58. Boske, C., Osanloo, A., & Newcomb, W. (2017). The vital role of the arts as a social justice pedagogy: Concluding thoughts. *National FORUM of Educational Administration and Supervision Journal, 35*(1, 2, & 3), 144-146.

57. **Robinson, K. K**., Shakeshaft, C., Newcomb, W. S., & Grogan, M. (2017). Necessary but not sufficient: The continuing inequality between men and women in educational leadership, findings from the AASA Mid-Decade Survey. *Frontiers in Education, Educational Leadership.*

56. Boske, C., Osanloo, A. F., & Newcomb, W. S. (2017). Exploring empathy to promote social justice leadership in schools. *Journal of School Leadership, 27*(3), 361-392. (acceptance rate = 5-10%).

55. Osanloo, A., Boske, C., & Newcomb, W. (2017). Deconstructing macroaggressions and microaggressions: A conceptual model promoting sense-making in education. *The SoJo Journal: Educational Foundations and Social Justice Education, 2*(1), 29-44.

54. Newcomb, W. S., Newcomb, J., & **Blackburn, S.** (2017). Lessons in leadership from the "Thunder God." In J. Brooks, T. Watson, & F. Beachum (Eds.), *Educational Leadership and Music: Lessons for Tomorrow's School Leaders*, Educational Leadership for Social Justice: Information Age Publishing (IAP) Series.

53. Osanloo, A. F., Boske, C., & Newcomb, W. S. (2016). Deconstructing macroaggressions, microaggressions, and structural racism in education: Developing a conceptual model for the intersection of social justice practice and intercultural education. *International Journal of Organizational Theory and Development, 4*(1), 1-18. (acceptance rate 12%)

52. Khalifa, M., Witherspoon Arnold, N., & Newcomb, W. S. (2015). Understand and advocate for communities first. *Kappan*, *96*(7), 20-25. (acceptance rate 10%)

51. Newcomb, W. S. (2015). Moral decision making from an ethic of care: African American women reconstructing the landscape of urban schools. *The Journal of Texas Women School Executives, 4*(1), 32-45.

50. **Mansfield, K. C.**, & Newcomb, W. S. (2015). Student identities matter: A review of the research with implications for ethical leadership. *Scholar Practitioner Quarterly, 8*(2), 15-32.

49. Newcomb, W. S., & **Robinson, K.** (2015). The impact of No Child Left Behind on the achievement gap: A decade view of Hampton Roads area school districts in Virginia. In J. S. Brooks, & M. R. Brooks (Eds.), *Urban educational leadership for social justice: International perspectives.* Charlotte, NC: Information Age Publishing, Inc.

48. Newcomb, W. S., & Grogan, M. (2015). Leadership perspectives from a new generation of women leaders: Balancing acts continued. In E. Reilly & Q. Bauer (Eds.), *Women leading education*. Lanham, MD: Rowman & Littlefield.

47. Newcomb, W. S., & **Mansfield, K. C.** (2014). Purposeful presence: Situating social justice in leadership preparation. *Scholar Practitioner Quarterly, 7*(3), 279-290.

46. Newcomb, W. S., & **Niemeyer, A.** (2014). African American women principals: Heeding the call to serve as conduits for transforming urban school communities. *International Journal for Qualitative Studies in Education, 28*(7), 786-799. (acceptance rate 10-15%)

45. Newcomb, W. S. & **Mansfield, K. C.** (2014). Applying torque to the flywheel. In W. S. Newcomb & K. C. Mansfield (Eds.). Women interrupting, disrupting, and rewriting educational policy and practice (pp. xxiii-xxv). Charlotte, NC: Information Age Publishing, Inc.

44. **Mansfield, K. C.** & Newcomb, W. S. (2014). Well-behaved women seldom make history. In W. S. Newcomb & K. C. Mansfield (Eds.). *Women interrupting, disrupting, and rewriting educational policy and practice* (pp. 317-322). Charlotte, NC: Information Age Publishing, Inc.

43. Newcomb, W. S. (2014). Collaborative feminism at work: Networking for success. In W. S. Newcomb, & K. C. Mansfield (Eds.), *Women interrupting, disrupting, and revolutionizing educational policy and practice*. Charlotte, NC: Information Age Publishing, Inc.

42. Newcomb, W. S. (2014). Preface. In W. S. Newcomb (Ed.), *Continuing to disrupt the status quo: Young and new women professors of educational leadership.* Charlotte, NC: Information Age Publishing, Inc.

41. Newcomb, W. S. (2014). Breaking into the all male club and continuing to disrupt the status quo. In W. S. Newcomb (Ed.), *Continuing to disrupt the status quo: Young and new women professors of educational leadership.* Charlotte, NC: Information Age Publishing, Inc.

40. Newcomb, W. S. (2014). Cage fighting in higher education: Same old fight in a 21st century ring. In W. S. Newcomb (Ed.), *Continuing to disrupt the status quo: Young and new women professors of educational leadership.* Charlotte, NC: Information Age Publishing, Inc.

39. Newcomb, W. S., Gorman, C. R. (2014). Meaning making: The fight to claim and continuously reclaim a space in higher education. In W. S. Newcomb (Ed.), *Continuing to disrupt the status quo: Young and new women professors of educational leadership.* Charlotte, NC: Information Age Publishing, Inc.

38. Newcomb, W. S., & **Kahn, I. L.** (2014). Embracing spirituality: African American women principals pushing the evolution of leadership practice in schools. In N. W. Arnold, M. C. Brooks, & Arnold, B. M. (Eds.), *Critical perspectives on spirituality, religion, and African American education*. Charlotte, NC: Information Age Publishing, Inc.

37. Newcomb, W. S. (2014). A bricolage of voices: Lessons learned from feminist analyses in educational leadership. In I. Bogotch and C. Shields (Eds.), *The international handbook on social [in]justice and educational leadership*. NY: Springer Publishing Co.

36. Newcomb, W. S., & **Welton, A.** (2013). Women leading for social justice. *Journal of School Leadership*, *23*(4). (acceptance rate = 5-10%)

35. Newcomb, W. S., Beaty, D., Crum, K. S., & Peters, A. (2013). Finding our stride: Young women professors of educational leadership. *Journal of School Leadership, 23*(4). (acceptance rate = 5-10%)

34. Mansfield, K. C., Newcomb, W. S., & **King, T.** (2013). Using poetry to reach and teach future educational leaders for social justice. *Educational Leadership Review, 14*(2), 13-27. (acceptance rate 15%)

33. **Roane, T.**, & Newcomb, W. S. (2013). The experiences of young African American women principals. *Leading and Managing, 19* (1), 1-17.

32. Newcomb, W. S. (2012). Planning for successful mentoring. *Educational Planning.* (acceptance rate = 40%)

31. Crum, K. S., Sherman, W. H., **Clayton, J., & Haynes, R.** (2011). Students with special needs, reading education, and principals: Bridging the divide through instructional leadership. *International Journal of Educational Leadership Preparation, 6*(1). (acceptance rate 15%)

30. Sherman, W. H., & Grogan, M. (2011). Mentoring as a social justice equalizer in higher education. In E. Murakami-Ramalho & A. Pankake (Eds.), *Educational leaders encouraging the intellectual and professional capacity of others: A social justice agenda.* Charlotte, NC: Information Age Publishing, Inc.

29. Crum, K. S**.**, Sherman, W. H., Myron, S. (2011). Best Practices of successful middle school principals. *Journal of Educational Administration, 49*(1), 31-45. (acceptance rate = 11%)

28. Stemhagen, K., Sherman, W. H., Hermann, M., Shakeshaft, C., Magill, C., & Clark, H. (2011). Leadership learning contextualized. *Educational Planning, 20*(1), 31-41. (acceptance rate = 40%)

27. Sherman, W. H., Crum, K. S., Beaty, D., Myron, S. (2010). Perspectives on distance technology in leadership education: Transfer, meaning, and change. *Journal for Research on Leadership Education, 5.* (acceptance rate = 6%)

26. Sherman, W. H. (2010). Women's leadership across the globe. *Journal of Educational Administration, 48*(6), 673-676. (acceptance rate = 11%)

25. Sherman, W. H., Beaty, D., Crum, K. S., & Peters, A. (2010). Unwritten: Young

women faculty in educational leadership. *Journal of Educational Administration, 48*(6), 741-754. (acceptance rate = 11%)

24. Sherman, W. H., & Beaty, D. (2010). Using feminist phase theory to portray women in the principalship across generations. *Journal of Educational Administration and History*, *42*(2), 159-180.

23. Sherman, W. H., **Burckbuchler, S., Geroux, K., Robinson, T., & Smith, W**. (2010). The impact of NCLB on the achievement gap in Hampton Roads school districts. *International Journal of Urban Educational Leadership*, *4*(1), 59-76.

22. Crum, K. S., & Sherman, W. H., & Myran, S. (2009). Best practices of successful elementary school principals. *Journal of Educational Administration, 48*(1), 48-63. (acceptance rate = 11%)

21. Sherman, W. H., & **Wrushen, B.** (2009). Intersecting leadership knowledge from the margins: Women secondary principals. *Journal of School Leadership, 19*(2), 171-198. (acceptance rate = 5-10%)

20. Sherman, W. H., & Crum, K. S. (2009). Designing the internship as a transformative tool for improved practice. *International Journal of Educational Reform, 18*(1), 63-81. (acceptance rate = 45%)

19. Grogan, M., Bredeson, P., Sherman, W. H., Preis, S., & Beaty, D. M. (2009). The Design and Delivery of Leadership Preparation, In M. Young, G. Grow, J. Murphy, and R. Ogawa (Eds.), *Handbook of research on the education of school leaders*. NY: Routlege.

18. Sherman, W. H., & Muñoz, A., & Pankake, A. (2008). The great divide: Women's experiences with mentoring. *Journal of Women in Educational Leadership, 6*(4), 239-259.

17. **Geroux, K.**, & Sherman, W. H. (2008). Silence is Not Golden. *Journal of Cases in Educational Leadership*, *11*(1), 129-137.

16. **Wrushen, B.**, & Sherman, W. H. (2008). Women secondary school principals: Multicultural voices from the field. *International Journal for Qualitative Studies in Education, 21*(5), 457-469. (acceptance rate 10-15%)

15. Crum, K. S., & Sherman, W. H. (2008). Facilitating high achievement: High school principals' reflections on their successful leadership practice. *Journal of Educational Administration, 46*(5), 562-580. (acceptance rate = 11%)

14. Cunningham, W. G., & Sherman, W. H. (2008). Effective internships: Building bridges between theory and practice**. *Kappa Delta Pi Education Forum, 72*(4). (acceptance rate = 25% - 35%)

13. Cunningham, W. G., & Sherman, W. H. (2008). Internships: Building contextual relevancy for improved instruction. *Journal for Effective Schools*. http://icee.isu.edu/Journal/Journal%20Spring%202008.htm. (acceptance rate = 59%)

12. Crum, K. S., & Sherman, W. H. (2008). Using effective schools research to promote culturally competent leadership practice. *Journal for Effective Schools*, *7*(1), 46-61. (acceptance rate = 59%)

11. Sherman, W. H., & Crum, K. S. (2008). Navigating the waters of school administration: Women leaders in conversation about mentoring and support. In D. Beaty, W. H. Sherman, A. Muñoz, & A. Pankake (Eds.), *Women as school executives: Celebrating diversity*. Texas Council of Women School Executives: Tarleton State University Press.

10. Sherman, W. H., **Clayton, J., Johnson, B., Skinner, T., & Wolfson, S.** (2008). Pathways to the principalship: Gender perspectives. In D. Beaty, W. H. Sherman, A. Muñoz, & A. Pankake (Eds.), *Women as school executives: Celebrating diversity*. Texas Council of Women School Executives: Tarleton State University Press.

9. Sherman, W. H. (2008). No child left behind: A legislative catalyst for superintendent action to eliminate test score gaps? *Educational Policy, 22*(5), 675-704. (acceptance rate = 9.67%, impact factor .409)

8. Sherman, W. H., & **Crum, K.** (2007). Student achievement, principal catalysts: Instructional leadership in reading. *International Journal for Educational Reform*, *16*(4), 390-410. (acceptance rate = 45%)

7. Preiss, S., Grogan, M., Sherman, W. H., & Beaty, D. (2007). What the research says about the delivery of educational leadership preparation programs in the United States. *Journal of Research on Leadership Education, 2*(2), http://www.ucea.org/JRLE/pdf/vol2_issue1__2007/Preisetal.pdf. (acceptance rate = 6%)

6. Sherman, W. H., & Beaty, D. M. (2007). The use of distance technology in leadership preparation. *Journal of Educational Administration, 45*(5), 605-620. (acceptance rate = 11%)

5. Sherman, W. H. (2006). Transforming the preparation of educational leaders: A case for ethical district-university partnerships. *International Journal of Educational Reform, 15*(3), 309-330. (acceptance rate = 45%)

4. Sherman, W. H. (2005). Preserving the status quo or renegotiating leadership: Women's experiences with a district-based aspiring leaders program. *Educational Administration Quarterly, 41*(5), 707-740. (acceptance rate = 6.1%)

3. Grogan, M., & Sherman, W. (2003). How superintendents in Virginia deal with issues surrounding the black-white test-score gap. In D. Duke, M. Grogan, P. Tucker, & W. Heinecke (Eds.), *Educational leadership in an age of accountability: The Virginia experience*. Albany, NY: Suny Press.

2. Sherman, W. H., & Grogan, M. (2003). Superintendents' responses to the achievement gap: An ethical critique. *International Journal for Leadership in Education, 6*(3), 223-237. (acceptance rate = 25% - 30%)

1. Sherman, W. H. (2002). The ethical aspects of mentoring female aspiring school administrators. *Leading and Managing, 8*(1), 36-45.

PUBLICATIONS - BOOKS

3. Newcomb, W. S., & Mansfield, K. C. (2014). *Women interrupting, disrupting, and revolutionizing educational policy and practice*. Educational Leadership for Social Justice Series, Information Age Publishing.

2. Newcomb, W. S. (2014). *Continuing to disrupt the status quo: Young and new women professors of educational leadership.* New Directions in Educational Leadership: Innovations in Research, Teaching and Learning Series, Information Age Publishing.

1. Beaty, D. M., Sherman, W. H, Muñoz, A., Pankake, A. (Eds.). (2008). *Women as school executives: Celebrating diversity*. Texas Council of Women School Executives: Tarleton State University Press.

PUBLICATIONS - IN PROGRESS

Newcomb, W. S. & Seaton. L. E. (book contract signed). *Teaching Educational Leadership*. Elgar Publishing.

Newcomb, W. S. & Osanloo, A. F. (invited book proposal in development). *Leadership with and for Equity: A Praxis Approach*. Rowman & Littlefield.

Newcomb, W. S. (in preparation). Collaboration as Feminism for Leadership Resilience. *Journal of Educational Administration*.

Newcomb, W. S. & Denzine, G. (proposal accepted and in preparation). Leader as Coach: Reconceptualizing the Role of the Department Chair. In K. Linder, K. Maynard, S. Hrach, & K. Rice (Eds.), *Coaching in Higher Education*.

PUBLICATIONS - BOOK REVIEWS

Newcomb, W. S. (2015). Book review of *School leadership in a diverse society: Helping schools prepare all students for success* by Carlos McCray & Floyd Beachum (2014), *Teachers College Record*.

Sherman, W. H. (2004). Book Review of *Extending educational reform: From one school to many* by Amanda Datnow, Lea Hubbard, & Hugh Mehan (2002)*, Educational Review, 56* (1).

PUBLICATIONS - OTHER

Newcomb, W. S. (2016, January). A call for torque to scholarship on women education leaders, In *School Leadership News: The Newsletter of AERA Division A: Administration, Organization and Leadership.*

Reed, L., Jordan, D., Jean-Marie, G., Adams, C., Sherman, W. H., Crum, K. S., & Beaty, D. (Eds.). (2009, Fall). *School Leadership News: The Newsletter of AERA Division A: Administration, Organization and Leadership, 25*.

Reed, L., Jordan, D., Jean-Marie, G., Adams, C., Sherman, W. H., Crum, K. S., & Beaty, D. (Eds.). (2009, Summer). *School Leadership News: The Newsletter of AERA Division A: Administration, Organization and Leadership, 24*.

Brooks, J. S., Adams, C., Jean-Marie, G., Watson, S., Sherman, W. H., Crum, K. S., & Beaty, D., (Eds.). (2009, Spring). *School Leadership News: The Newsletter of AERA Division A: Administration, Organization and Leadership, 23*.

Brooks, J. S., Adams, C., Jean-Marie, G., Watson, S., Sherman, W. H., Crum, K. S., & Beaty, D., (Eds.). (2008, Fall). *School Leadership News: The Newsletter of AERA Division A: Administration, Organization and Leadership, 22*.

Brooks, J. S., Adams, C., Jean-Marie, G., Watson, S., Sherman, W. H., Crum, K. S., & Beaty, D., (Eds.). (2008, Summer). *School Leadership News: The Newsletter of AERA Division A: Administration, Organization and Leadership, 21*.

Sherman, W. H. (2008, Spring). *Differentiated Instruction: A Review of the Literature.* Metropolitan Educational Research Consortium (MERC) Report, *28*.

Brooks, J. S., Adams, C., Jean-Marie, G., Watson, S., Sherman, W. H., Crum, K. S., & Beaty, D., (Eds.). (2008, Spring). *School Leadership News: The Newsletter of AERA Division A: Administration, Organization and Leadership, 20.*

Grogan, M., Sherman, W., & Petersen, G. (2002, Winter). The administration and supervision program in the Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia. *UCEA: The Review.*

Sherman, W. (2001, Winter). Leadership programs for aspiring administrators and their impact on women. *VCEPS Bulletin: Review of the Virginia Center for Educational Policy Studies, 2*(2), 4.

EDITORIAL POSITIONS

Book Series Co-Editor, **Educational Leadership for Social Justice,** 2008-present
Information Age Publishing, Charlotte, NC

McCray, C. R., Beachum, F. D., & Reggio, P. (2021). *School leadership in a diverse society: Helping schools prepare all students for success (2nd edition).*

Reimer, K. E. (2018). *Adult intentions, student perceptions: How restorative justice is used in schools to control and engage.*

Normore, A. H., & Lahera, A. I. (2018). *Crossing the bridge of the digital divide: A walk with global leaders.*

Nguyen, H., & Sesky, J. (2017). *Within reach: Providing universal access to the four pillars of literacy.*

DeJean, W., & Sapp, J. (2017). *Dear gay, lesbian, bisexual, and transgender teacher: Letters of advice to help you find your way.*

Normore, A. H., & Lahera, A. I. (2017). *Restorative practice meets social justice: Un-silencing the voices of "at-promise" student populations.*

Marsh, T. E. J., & Croom, N. N. (2016). *Envisioning a critical race praxis in k-12 education through counter storytelling.*

Croom, N. N., & Marsh, T. E. J. (2016). *Envisioning critical race praxis in higher education through counter storytelling.*

Brooks, J. S., & Brooks, M. C. (2015). *Urban educational leadership for social justice:*

International perspectives.

Esposito, M. C. K. (2015). *Inclusive practices and social justice leadership for special populations in urban settings: A moral imperative.*

Green, M. (2014). *Caring leadership in turbulent times: Tackling neoliberal education reform.*

Newcomb, W. S., & Mansfield, K. C. (2014). *Women interrupting, disrupting, and revolutionizing educational policy and practice.*

Mullen, C. (2014). *Shifting to fit: The politics of Black and White identity in school leadership.*

Normore, A. H. & Brooks, J. S. (Eds.) (2014). *Educational leadership for ethics and social justice: Views from the social sciences.*

McCray, C. & Beachum, F. (2014). *School leadership in a diverse society: helping schools to prepare all students for success.*

Mitchell, D. (2013). *Crises of identifying: Negotiating and mediating race, gender, and disability within family and schools.*

Brooks, J. S. & Arnold, N. W. Eds. (2013). *Antiracist school leadership: Toward equity in education for America's students.*

Brooks, J. S. & Arnold, N. W. Eds. (2013). *Confronting racism in higher education: Problems and possibilities for fighting ignorance, bigotry and isolation.*

Boske, C. Ed. (2013). *Educational leadership: Building bridges between ideas, schools and nations.*

Gerstl-Pepin, C. & Aiken, J. (2012). *Social justice leadership for a global world.*

Murakami-Ramalho, E. & Pankake, A. (2012). *Educational leaders encouraging the intellectual and professional capacity of others: A social justice agenda.*

Bennett, J. (2012). *Care and advocacy: Narratives from a school for immigrant youth.*

Fitch, B. & Normore, A. H. Eds. (2012). *Education-based incarceration and recidivism: The ultimate social justice crime-fighting tool.*

Okun, T. (2010). *The emperor has no clothes: Teaching about race and racism to people who don't want to know.* **Winner of the American Educational Studies Association 2011**

Critics Choice Award.

Tooms, A. K. & C. Boske, Eds. (2010), *Bridge leadership: Connecting educational leadership and social justice to improve schools.*

Normore, A. N. Ed. (2008), *Leadership for social justice: Promoting equity and excellence through inquiry and reflective practice.*

Special Issue Co-Editor, 2018
Boske, C., Osanloo, A., & Sherman, W. (Eds.) (2018). Critically Thinking about Curriculum and Pedagogy Using an Arts-Based Model: Social Justice Leadership for the New Era. *National FORUM of Educational Administration and Supervision Journal, 36*(4).

Associate Editor, *Leadership in Education*, 2016-present
Frontiers in Education

Special Issue Editor
Journal of Educational Administration, October, 2010, 48(6)
Women in Leadership: A Global Perspective

Special Issue Co-Editor
Journal of School Leadership, Summer 2013, 23(4)
Women Leading for Social Justice

Senior Editorial Team Member
AERA Division A Newsletter, 2007 - 2011

Editorial Review Board
Journal of School Leadership, 2006 - present

Editorial Review Board
Journal of Research on Leadership Education, 2009 - 2014

Editorial Review Board
Educational Administration Quarterly, 2011 - 2015

GRANTS AND CONTRACTS - EXTERNAL (Awarded)

Newcomb, W. S. (Curriculum Design Advisor) in McKnight, K. (PI), Seaton, L. E. (Co-PI), & Hope, S. (Co-PI). (2024). *RTR School Leader Residency.* U.S. Department of Education, Teacher Quality Partnership Grant Program, $10,000,000.

GRANTS AND CONTRACTS - EXTERNAL (Submitted)

Newcomb, W. S. (Curriculum Design Advisor) in McKnight, K. (PI), Seaton, L. E. (Co-PI), & Sober, T. (Co-PI). (2022). *RTR School Leader Residency.* U.S. Department of Education, Teacher Quality Partnership Grant Program, $9,958,518.

Newcomb, W. S. (PI), Driver, B. (Co-PI) (2016). *Making it REAL: Reinventing Effective Administrative Leadership.* Wallace Foundation, University Principal Preparation Initiative Program, $5.6 million.

Shakeshaft, C. (PI), Newcomb, W. S. (Co-PI), & Robinson, K. (Co-PI) in partnership with University of Leicester, Fatima Jinnah Women University, Lahore College for Women University, and Qurban & Surraya Educational Trust (2014). *Women's Leadership Empowerment in Pakistan.* United States Department of State, U. S. Embassy of Islamabad, Women's Empowerment Programs. $500,000.

Newcomb, W. S. (PI) (2013). *Creating a Purposeful Presence: Situating Social Justice in Leadership Education.* W. K. Kellogg Foundation.

Carter, T., Dockery, D., Hermann, M., Jong, C., Hobson, R., Zumbrunn, S., & Sherman, W. H. (2001). *An Exploration of the Experiences that Influence Women's Interest, Pursuit, and Continued Involvement in STEM Careers.* National Science Foundation.

Carter, T., Dockery, D., Hermann, M., Jong, C. & Sherman, W. H. (2010). *Formal and Informal Learning Experiences on STEM versus Traditional Career Choices Among Women.* National Science Foundation.

Owings, W., Sherman, W. H., Crum, K. S., & Hampton Public Schools (2007). *School Leadership Development Preparation Program* (SLDPP). Virginia Department of Education. $100,00.

Sherman, W. H. (PI), & Crum, K. S. (Co-PI) (2007). *Learning in Leadership Education: A Comparison of Face-to-Face and On-Line Delivery Formats.* Spencer. $40,000.

Sherman, W. H., In conjunction with Old Dominion University PREPS Program (2006). *Improving the Quality of Teaching Practices Related to the Writing Skills (Standard English Mastery) of Grade 5 African American Children.* Department of Education Leadership Grant.

GRANTS AND CONTRACTS - INTERNAL (Awarded)

Sherman, W. H. (PI) (2003). *Achievement Gap Reduction Policies: Do They Make a Difference?* Georgia State University Internal Research Grant $5,000.

GRANTS AND CONTRACTS - INTERNAL (Submitted)

Shakeshaft, C., Cypres, A., & Newcomb, W.S. (2013). *Women and Girls Leading for Women and Girls*. Virginia Commonwealth University Center for Teaching Excellence (CTE) Small Grants Program. VCU Quest Innovation Fund.

Shakeshaft, C., Robinson, K, Mansfield, K., & Newcomb, W. S. (2013). *Women Leaders in Education.* Virginia Commonwealth University International Partnerships Major Initiative Award.

Sherman, W. H. (PI) (2007). *Superintendent Leadership, Principal Leadership and No Child Left Behind: A Recipe for the Elimination of the Achievement Gap?* Old Dominion University Summer Fellowship Research Grant. $7,000.

Sherman, W. H. (PI) (2006). *No Child Left Behind: A Catalyst for Superintendent Action to Eliminate Test Score Gaps?* Old Dominion University Summer Fellowship Research Grant. $6,000.

INTERNAL FUNDING AWARDED

Sherman, W. H., 2009, Judy S. Richardson Literacy and Technology Innovations Fund, "Innovative Professional Development – A Hybrid Approach to Teaching Reading in the Content Areas." $700.

Sherman, W. H. , 2010, McLeod Faculty Development Award, "Women Faculty in Educational Leadership: Collaborative Feminism at Work." $500.

Sherman, W. H., 2009, Alan M. McLeod Faculty Development Award, "Women Faculty in Educational Leadership: Collaborative Feminism at Work." $740.

PRESENTATIONS - REFEREED NATIONAL (Scholarly Paper Presentations)

Osanloo, A. F., Boske, C., & Newcomb, W. S. (2016, March). *Shifting from Anti-Bullying to Promoting Culturally Responsive Policies and Practices in Schools.* Paper presented at the Critical Questions in Education Conference, San Antonio, TX.

Boske, C., Osanloo, A. F., & Newcomb, W. S. (2016, March). *Using Artmaking as Bridge Building to Prepare Educators to Address Issues of Social Justice, Equity, and School*

Reform. Paper presented at the Critical Questions in Education Conference, San Antonio, TX.

Boske, C., Osanloo, A. F., & Newcomb, W. S. (2016, March). *Preparing School Leaders to Engage in School Reform by Crossing Borders and Promoting Culturally Responsive Curriculum.* Paper presented at the Critical Questions in Education Conference, San Antonio, TX.

Shakeshaft, C., Grogan, M., Robinson, K., & Newcomb, W. S. (2016, February). *The AASA 2015 Mid-Decade Study: An Analysis of Race and Gender*. Paper presented at the American Association of School Administrators Conference on Education, Phoenix, AZ.

Grogan, M., & Newcomb, W. S. (2015, September). *Young Women Principals Talk About Balance: Exerpts from a Study in Australia and the U.S.* Paper presented at the Women Leading Education Bi-Annual Conference, Hamilton, New Zealand.

Newcomb, W. S. (2015, April). *Faculty mentoring: Being fishers of women.* Paper presented at the annual American Educational Research Association Annual Meeting, Chicago, IL.

Newcomb, W. S., & Mansfield, K. (2014, November). *Purposeful Presence: Situating Social Justice in Leadership Education*. Paper presented at the annual University Council of Educational Administration Convention, Washington, DC.

Newcomb, W. S., & Grogan, M. (2014, November). *A New Generation of Leaders: Young Women Principals Embracing Innovation.* Paper presented at the annual University Council of Educational Administration Convention, Washington, DC.

Newcomb, W. S. (2014, November). *Collaborative feminism at work: Networking for success.* University Council for Educational Administration Annual Convention, Washington, DC.

Newcomb, W. S. (2014, April). *Bricolage as a Strategy to Research Leadership for Social Justice in Rigorous and Meaningful Ways.* Paper presented at the annual American Educational Research Association meeting, Philadelphia, PA.

Newcomb, W. S. (2014, April). *Lessons on Forming Collaborations among Female Faculty for Success.* Paper presented at the annual American Educational Research Association meeting, Philadelphia, PA.

Newcomb, W. S. (2013, November). *Cage Fighting in Higher Education: Same Old Fight in a 21st Century Ring.* Paper presented at the annual University Council of Educational Administration Convention, Indianapolis, Indiana.

Newcomb, W. S., & Niemeyer, A. F. (2013, November). *African American Women Principals: Heeding the Call to Serve as Conduits for Transforming Urban School Communities.* Paper presented at the annual University Council of Educational Administration Convention, Indianapolis, Indiana.

Mansfield, K. C., & Newcomb, W. S. (2013, November). *Student Identities Matter: A Review of the Research with Implications for Ethical Leadership.* Paper presented at the annual University Council of Educational Administration Convention, Indianapolis, Indiana.

Newcomb, W. S., & Khan, I. (2013, April). *Embracing Spirituality: African American Women Leaders Pushing the Evolution of Leadership Practice in Schools.* Paper presented at the annual American Educational Research Association meeting, San Francisco, CA.

Newcomb, W. S., Mansfield, K. C., & King, T. (2013, April). *Teaching Leadership for Social Justice: Enacting What We Espouse.* Paper presented at the annual American Educational Research Association meeting, San Francisco, CA.

Mansfield, K. C., & Newcomb, W. S. (2013, April). *Schooling the Classed/Raced/Gendered Body: A Review of the Research with Implications for Ethical Leadership.* Paper presented at the annual American Educational Research Association meeting, San Francisco, CA.

Newcomb, W. S. (2012, November). *A Bricolage of Voices: Lessons Learned From Feminist Analyses in Educational Leadership.* Paper presented at the annual University Council of Educational Administration Convention, Denver, CO.

Newcomb, W. S. & Grogan, M. (2012, November). *A New Generation of Women Leaders: Young Women Principals.* Paper presented at the annual University Council of Educational Administration Convention, Denver, CO.

Sherman, W. H., & Grogan, M. (2011, September). *Leadership Perspectives From a New Generation of Women Leaders: Balancing Acts Continued.* Paper presented at the 3rd International Women's Leadership Conference, Volos, Greece.

Sherman, W. H., & Roane, T. (2011, April). *The Experiences of Young African American Women Principals.* Paper presented at the annual conference for the American Educational Research Association, New Orleans, LA.

Sherman, W. H. (2010, October). *Women Faculty in Educational Leadership: Collaboration as Feminism for Survival.* Paper presented at the annual University Council of Educational Administration Convention, New Orleans, LA.

Sherman, W. H., & King, T. (2010, May). *Social Justice: Beyond Educational Leadership and Back.* Paper presented at the annual conference for the American Educational Research Association, Denver, CO.

Beaty, D., Sherman, W. H., & Crum, K. (2009, November). *Constructing New Meaning and Realizing Change: Experiencing Growth through the Conduit of Distance Learning Technology.* Paper presented at the annual University Council of Educational Administration Convention, Anaheim, CA.

Sherman, W. H. (2009, September). *Using Feminist Phase Theory to Portray Women in the Principalship Across Generations.* Paper presented at the 2nd International Women's Leadership Conference, Augsburg, Germany.

Sherman, W. H., Crum, K. S., Beaty, D. (2009, April). *Perspectives on Distance Technology in Leadership Education: Transfer, Meaning, and Change.* Paper presented at the annual conference for the American Educational Research Association, San Diego, CA.

Sherman, W. H., Beaty, D., Crum, K. S., & Peters, A. (2009, April). *Three Guineas in Educational Leadership: Designing a Room of One's Own.* Paper presented at the annual conference for the American Educational Research Association, San Diego, CA.

Crum, K. S., Sherman, W. H., Clayton, J. (2009, April). *Best Practices of Successful Middle School Principals.* Paper presented at the annual conference for the American Educational Research Association, San Diego, CA.

Sherman, W. H., & Wrushen, B. (2008, October). *Creating Leadership Knowledge from the Margins: Women Secondary Principals.* Paper presented at the annual convention for the University Council of Educational Administration, Orlando, FL.

Sherman, W. H., & Beaty, D. (2008, October). *Using Feminist Phase Theory to Portray Women in the Principalship Across Generations.* Paper presented at the annual convention for the University Council of Educational Administration, Orlando, FL.

Crum, K. S., & Sherman, W. H., & Myran, S. (2008, October). *Best Practices of Successful Elementary School Principals.* Paper presented at the annual convention for the University Council of Educational Administration, Orlando, FL.

Beaty, D., Sherman, W. H., & Pankake, A. (2008, March). *Attaining and Sustaining Leadership in Higher Education: Role of Mentorship in the Advancement of Women.* Paper presented at the annual conference for the American Educational Research Association, New York, NY.

Sherman, W. H., & Wrushen, B. (2008, March). *Women Secondary School Principals:*

Multicultural Voices from the Field. Paper presented at the annual conference for the American Educational Research Association, New York, NY.

Grogan, M., Bredeson, P., Sherman, W. H., & Pries, S. (2007, November). *The Design and Delivery of Leadership Education.* Paper presented at the annual convention for the University Council of Educational Administration, Alexandria, VA.

Crum, K. S., & Sherman, W. H. (2007, November). *Leadership Success: Best Practices of Successful High School Principals.* Paper presented at the annual convention for the University Council of Educational Administration, Alexandria, VA.

Crum, K. S., Sherman, W. H., & Haynes, R. (2007, November). *Students with Special Needs, Reading Education, and Principals: Bridging the Divide Through Instructional Leadership.* Paper presented at the annual convention for the University Council of Educational Administration, Alexandria, VA.

Sherman, W. H., Clayton, J., Johnson, B., Skinner, T., & Wolfson, S. (2007, November). *Pathways to the Principalship: Does Gender Make a Difference?* Paper presented at the annual convention for the University Council of Educational Administration, Alexandria, VA.

Sherman, W. H., Burckbuchler, S., Garcia, A., Geroux, K., Robinson, T., & Smith, W. (2007, November). *The Impact f NCLB on the Achievement Gap in Virginia Schools: Policy and Leadership Implications.* Paper presented at the annual convention for the University Council of Educational Administration, Alexandria, VA.

Sherman, W. H., & Crum, K. (2007, November). *Navigating the Waters of School Administration: Women Leaders in Conversation About Mentoring and Support.* In D.

Beaty, W. H. Sherman, A. Muñoz, A. Pankake, & K.S. Crum, *Mentoring: Essential to the Advancement of Women's Career Goals in Educational Leadership?* Symposium of papers presented at the annual convention for the University Council of Educational Administration, Alexandria, VA.

Sherman, W. H., & Muñoz, A., & Pankake, A. (2007, October). *The Great Divide: Women's Experiences with Mentoring.* Paper presented at the 21st Women in Educational Leadership Conference (WELC), October 7-8, Lincoln, Nebraska.

Sherman, W. H. (2007, March). *Interpreting Superintendents' Reactions to NCLB Through a CRT Lens.* Paper presented at the annual American Educational Research Association Convention, Chicago, Illinois.

Allen, K., & Sherman, W. H. (2006, November). *Teacher-reported use of classroom behavior management strategies*. Paper presented at the Annual Convention for the Association of Behavior and Cognitive Therapies, Chicago, Illinois.

McClellan, R., Whitaker, K., Cox, B., Dexter, R., Alsbury, T., Fairbanks, A., Johnston, C., Painter, S., Piveral, J., Ruff, W., Dean, D., Edmunds, C., Gable, K., Miller, T., Patterson, F., Hyle, A., & Sherman, W. H. (2006, November). *Roles and responsibilities of superintendents in addressing issues of democracy, accountability, and social justice*. Paper presented at the annual convention for the University Council of Educational Administration, San Antonio, Texas.

Sherman, W. H., & Cunningham, B. (2006, November). *Improving administrator preparation and practice through well-designed internships*. Paper presented at the annual convention for the University Council of Educational Administration, San Antonio, Texas.

Sherman, W. H., & Beaty, D. (2006, November). *The use of distance technology in educational leadership preparation.* Paper presented at the annual convention for the University Council of Educational Administration, San Antonio, Texas.

Sherman, W. H., & Crum, K. S. (2006, November). *Student achievement – elementary catalysts: Instructional leadership in reading.* Paper presented at the annual convention for the University Council of Educational Administration, San Antonio, Texas.

Preiss, S., Grogan, M., Sherman, W. H., & Beaty, D. (2006, April). *The impact of delivery methods on student learning and program quality in educational leadership preparation*. Paper presentation at the annual American Educational Research Association Convention, San Francisco, California.

Sherman, W. H. (2005, November). *No child left behind: A catalyst for superintendent action to eliminate test score gaps? A preliminary look*. Paper presented at the annual convention for the University Council of Educational Administration, Nashville, Tennessee.

Sherman, W. H. (2005, April). *Developing new leaders: Working to create effective and ethical programs for aspiring school administrators*. Paper presented at the annual American Educational Research Association Convention, Montreal, Canada.

Sherman, W. H., & Heinecke, W. (2003, April). *Superintendents' Responses to the Virginia Accountability Initiative*. Paper presented at the annual American Educational Research Association Convention, Chicago, Illinois.

Sherman, W. H. (2002, November). *Leadership programs: A new way to recruit and*

prepare future leaders? Paper presented at the annual meeting of the University Council of Educational Administration, Pittsburgh, Pennsylvania.

Sherman, W. H. (2002, October). *The principal as instructional leader: An ethical approach to administrative practice*. Paper presented at the 7th annual UCEA Values and Leadership Conference, Toronto, Ontario, Canada.

Sherman, W. H. (2002, April). *A look at women's experiences with a formal leadership program for aspiring administrators in Virginia*. Paper presented at the annual American Educational Research Association Convention, New Orleans, Louisiana.

Sherman, W. H., & Grogan, M. (2002, April). *Superintendents' responses to the achievement gap: An ethical critique*. Paper presented at the annual American Educational Research Association Convention, New Orleans, Louisiana.

Sherman, W. H. (2001, November). *Administrators facilitating successful reading instruction in elementary schools.* Paper presented at the Fifteenth Annual Convention for the University Council for Educational Administration, Cincinnati, Ohio.

Grogan, M., & Sherman, W. H. (2001, November). *Superintendent responses to the black-white test score gap.* Paper presented at the Fifteenth Annual Convention for the University Council for Educational Administration, Cincinnati, Ohio.

Sherman, W. H. (2001, November). *Formal leadership programs for aspiring administrators and their impact on women: A preliminary look.* Paper presented at the Fourth Annual Women Education Leaders of Virginia (WELV) Conference, Charlottesville, Virginia.

Sherman, W. H. (2001, October). *Ethical aspects of mentoring female aspiring school administrators*. Paper presented at the 6th annual UCEA Ethics and Leadership Conference, Charlottesville, Virginia.

Sherman, W. H. (2001, September). *Experiences with a formal mentoring program for aspiring administrators: A comparison between men and women.* Paper presented at the Fifteenth Annual Women Education Leaders Conference (WELC), Lincoln, Nebraska.

PRESENTATIONS - REFEREED LOCAL (Scholarly Paper Presentations)

Newcomb, W. S. (2013, October). *African American Women Principals Transforming Urban School Communities.* Presentation at the American Association for School Administrators Women's Conference, Alexandria, VA.

Newcomb, W. S. (2012, November). *Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership.* Presentation at the annual University Council of Educational Administration Convention, Denver, CO.

Newcomb, W. S. (2012, March). *Activist Mentoring: Creating and Sustaining a Cyclical Culture of Paying it Forward.* Presentation at the Annual Women Education Leaders of Virginia (WELV) Conference, Charlottesville, Virginia.

Welton, A., Mansfield, K., & Sherman, W. H. (2011, November). *Mentoring Women in Educational Leadership: Acknowledging Identity Intersections, Promoting Scholarship, and Agency.* Presentation at the annual University Council of Educational Administration Convention, Pittsburgh, PA.

Conley, S., Petersen, G., Enomoto, E., & Sherman, W. H. (2009, November). *Ain't no 'Mickey Mouse' course: Challenges of teaching organizational theory.* Presentation at the annual University Council of Educational Administration Convention, Anaheim, CA.

Sherman, W. H., Beaty, D., Crum, K. S., & Peters, A. (2009, November). *Young Women Faculty and Graduate Students in Educational Leadership: Writing the Unwritten.* Presentation at the annual University Council of Educational Administration Convention, Anaheim, CA.

Rusch, E. & Sherman, W. H. (2009, November). *Add Women & Stir: Gender Issues in Educational Leadership Departments.* Presentation at the annual University Council of Educational Administration Convention, Anaheim, CA.

Hermann, M., Dockery, D., & Sherman, W. (2009, October). *School Administrators and Counselors: A Collaborative Training Model.* Presentation at the Association for Counselor Education and Supervision Conference, San Diego, CA.

Warren, B., Clark, H., Sherman, W. H., Hermann, M., Magill, C. (2009, February). *Initiating the Professional Practice Doctorate: The VCU Story.* Presentation made to AACTE, Chicago, IL.

Conley, S., Petersen, G., Enomoto, E., & Sherman, W. H. (2008, October). *Creating a Well-Tended Garden: Complications in Teaching Organizational Theory to Prepare School Leaders.* Conversation presentation at the annual convention for the University Council of Educational Administration, Orlando, FL.

Crum, K. S., Sherman, W. H., Brezinski, H., & Owings, B. (2007, November). *The Next Generation of Leadership Preparation Programs: Exploring New (and Perhaps Radical) Changes to Prepare Educational Leaders in a Just and Equitable Manner.* Innovative session presented at the annual convention for the University Council of Educational Administration, Alexandria, VA.

Crum, K. S., & Sherman, W. H. (2006, November). *Effectively leading the learning in the building*. Presentation made at the annual conference for the Virginia Association for Supervision and Curriculum Development, Williamsburg, Virginia.

Sherman, W. H., & Grogan, M. (2003, February). *Mentoring processes that help school districts grow their own leaders*. A presentation at the annual American Association of School Administrators Conference, New Orleans, Louisiana.

Sherman, W. H. (2003, February). *The National Commission for the Advancement of Educational Leadership Preparation: An interactive symposium*. A symposium presentation at the annual American Association of School Administrators Conference, New Orleans, Louisiana.

Sherman, W. H. (2002, November). *The Center for the Study of Leadership and Ethics: Outcomes of applying ethical perspectives to school leadership*. A presentation at the annual meeting of the University Council of Educational Administration, Pittsburgh, Pennsylvania.

Grogan, M., & Sherman, W. H. (2000, November). *Leading to eliminate the black/white test score gap*. Presentation given at the Third Annual Women Education Leaders of Virginia (WELV) Conference, Charlottesville, Virginia.

PRESENTATIONS - OTHER

Newcomb, W. S. (2014, January). *Furnishing rooms in the house [of educational leadership]: Continuing to write the unwritten.* Presentation made to Virginia Commonwealth University Research Colloquium, Richmond, VA.

Newcomb, W. S. (2013, November). *How to Navigate the Academy While Maintaining Your Identity.* Panel presentation at the annual University Council of Educational Administration Convention, Indianapolis, Indiana.

Newcomb, W. S. (2012, February). *Furnishing rooms in the house [of educational leadership]: Continuing to write the unwritten.* Presentation made to Virginia Commonwealth University Research Colloquium, Richmond, VA.

Sherman, W. H. (2010, April). *Using feminist phase theory to portray women in the principalship across generations.* Presentation made to Virginia Commonwealth University Research Colloquium, Richmond, VA.

Sherman, W. H. (2009, April). *Intersecting leadership knowledge from*

the margins: Women secondary principals. Presentation made to Virginia Commonwealth University Research Colloquium, Richmond, VA.

Sherman, W. H. (2008, March). *Differentiated Instruction: A Review of the Literature.* Presentation made to the Metropolitan Educational Research Consortium (MERC), Richmond, VA.

DOCTORAL DISSERTATION COMMITTEES/CAPSTONES COMPLETED

Ph.D. Students, Chairperson

Elizabeth Dragone
"An Analysis of Reading Instruction for Fifth Grade Students with Disabilities Served in Inclusive Elementary Classrooms"
Kathy Beasley
"An Analysis of Reading Instruction in High School English Classes for Students with Disabilities Included in General Education"
Lauran Ziegler
"Differentiated Reading Instruction for Special Education Students in Inclusive Middle School Classrooms; Comparing Teachers Knowledge and Application"
Christy Brown-Hammond
"Learning Communities or Support Groups: The Use of Student Cohorts in Doctoral Educational Leadership Programs"
Eric Armbruster
"How Virginia Public School Superintendents Spend Their Time"
Gwendolyn Perkins
"Mentoring Relationships of Alternative Route First-Year Urban Teachers and Their Mentors"
Butch Atkinson
"An Analysis of the Degree to Which Selected Secondary Assistant Principals Practice Instructional Leadership"
Benjamin Lewis
"An Analysis of the Mathematics Achievement Gap Between Black and White Students in Virginia"
Sarah Evans
"Making Leaders: Examining How Elementary School Students Develop an Understanding of Leadership and Show Emerging Leadership Tendencies"
Carol Ann Ziolkowski
"An Examination of What Elementary Principals Do to Create Respectful School Climates for Teachers in Elementary Schools and How Teachers Perceive Those Efforts"
Tracie Omohundro
"A Mixed-Methods Study of First-Year Secondary Teachers' Perceptions of Their Preparedness for the Technology-Rich Classroom"

Stephanie Lennon
"A Qualitative Case Study Exploring The Experiences of African American Males in the Call Me Mister Program"
Suzan Denby
"Cyber Bullying: School Administrators' Perceptions of Law and Prevalence, and their Roles in Prevention, Intervention, and Discipline"
Cherise Hodge
"Virginia's ITRT Program: Ten Years Later, What We Know, and Where We Need to Go"

Ph.D. Students, Methodologist

Beth Torres
"Frontline Nursing Leaders' Perception of Core Competencies and Educational Requirements"
Nicole Fischer
"Pre-Migration Attitudes Among West African Immigrants and Anticipated Quality of Life in the United States"

Ph.D. Students, Committee Member

Scott Burckbuchler (Old Dominion University)
"School District Budgeting in the Era of Increased Accountability and No Child Left Behind: A Study of Commonwealth of Virginia School District Budgeting Processes and the Correlation to Student Achievement"
Kenneth Crum (George Washington University)
"A View from the Principalship: Perceptions of Virginia Middle School Principals Regarding the Realization of No Child Left Behind in the Public Schools"
Tracy Shook-Skinner (Old Dominion University)
"Women's Pathways to the Principalship"
Chenfang Hao
"The Effect of the AFS Study Abroad Program on Improving the Intercultural Sensitivity of High School Chinese Students"
Naeemah Rodriguez
"Upper-classmen's Valuation of Their Roles as Mentors to New Ninth Graders: A Case Study in a Diverse Suburban High School"
Rebecca Foco
"The Role of Faith Leaders in Partnerships Among Health Promotion Researchers and Faith Communities"
Yun Zhu
"The Impact of Interactions between Student-Faculty on Undergraduate Student Learning: A study of differences between Asian/White Faculty to Asian/White students"
Emily Ferlis
"ESL Teachers' Perceptions of the Identification of Adolescent Latino ELLs at Risk of Learning Disabilities"
Rebecca Hubbard

"Racial Socialization in a Black-White Interracial Family: An Ethnography of a Family in Virginia"
John Holland
"Successful Emergent Literacy Head Start Teachers of Poor, Urban, African American Boys"
Rachel Loving
"School Counselor Training: Differentiated Site Supervision Based on Prior Work Experiences"
Kerry Robinson
"The Career Path of the Woman Superintendent: Why She Leaves"
Wendi Moss
"The Effects of Black Teacher Mentors on White Beginning Teachers in Urban Middle Schools"
Ann Nash
"Role Clarity and Instructional Technology Support: A Naturalistic Examination of Various Perceptions of the Role of the ITRT Within and Across Three High Schools"
Jeffrey McGee
"Negotiating the Double Mandate: The Role of Context in Ethical Decision-Making"
Mary Anne Howlett-Brandon
"Cyberbullying Practices of Ninth and Twelfth Grade Students in a Central Virginia School Division"
Michael Ormsmith
"An Explanatory Mixed-Methods Approach to Tracing 'Career Pathways' Policy in Virginia: How School Counselors and Student Demographics Influence Implementation Fidelity
Patrice Wilson
"The Relationship Between Teachers' Levels of Cultural Competence and the Nomination/Referral Process for Gifted Identification of Culturally and Linguistically Diverse Students"
Stefani Thachik
"A Comparative Case Study of the Relationships between Policy Context, Design, and Implementation of P-20 Educational Reform Movements in Texas and Tennessee"
Kimberly Randolph
"The Care Factor: The Importance of Using Domain Identification Measure to Identify Stereotype Threat Vulnerability in High School Females"
Greenlee Naughton
"A Qualitative Study of Prince Frederick County Public Schools' Social Media Policy for Employees: Its Development, Interpretation, Implementation, and Significance, expected graduation"
Susan Flemmons
"The Relationship Between Program Quality Indicators and Student Achievement in a Braided PreKindergarten Program"

Ed.D. Capstone Students, Chairperson

Gayle Hines, Sarah Mansfield, and Thomas Ferrell
"Charter Schools 360°: What Stakeholders Think"
Patrick Held, Linda Szwabowski, Derek Wasnock, and Jim Glass
"Teen Pregnancy Intervention Programs: Qualities of School Divisions with Higher Graduation Rates Among Pregnant and Parenting Teens"

Ed.D. Capstone Students, Committee Member

Karen Duffy, Tammy Hanna, Sherry Wharton-Carey, and Andy Wolfenbarger
"Using a Modified C.I.P.P Methodology to Evaluate Salary and Compensation Models in Grand County Public Schools, Virginia"
John Duarte, Melanie Kay-Wyatt, Jennifer Jones, and Eric Wright
"An Explanatory Mixed-Methods Implementation Evaluation of "Early Literacy Groups" in King George County Public Schools, Virginia"
Lelia Brinegar, Anjour Harris, & Frederick Tench
"Achieving Financial Stability through Regional Collaboratives: A Cross-Case Analysis of United Way Programs in Jacksonville, Houston, and San Francisco with Implications for Strategic Planning in Richmond, VA"

MEMBERSHIPS IN HONORARY AND PROFESSIONAL ORGANIZATIONS

Honorary Organizations:

Phi Delta Kappa National Honor Society, University of Virginia, 2001 - 2002
Phi Kappa Phi Honor Society, 2006 - 2008

Professional Organizations:
International Coaching Federation, 2024 - present
Association for Supervision and Curriculum Development, 1998 - 2008
Women Education Leaders of Virginia, 2000-2002, 2012 - 2014
University Council for Educational Administrators, 2000 - present
American Educational Research Association, 2000 - present
Virginia Professors of Educational Leadership, 2005 - present
Virginia Association for Supervision and Curriculum Development, 2006 - 2008

National Committees/Division Memberships:
American Educational Research Association, Division A, 2000 - present
American Educational Research Association, Research on Women in Education SIG, 2000 - present
American Educational Research Association, Leadership for Social Justice SIG, 2006-present

International Membership:
Women Leading in Education, 2008 - present

UNIVERSITY SERVICE
(Does Not Include Service While in Chair Role)

University/School

Virginia Commonwealth University, Richmond, Virginia
Carnegie Initiative (represented VCU in Nashville, TN in fall 2007)
Diversity Committee, 2008 - 2011
  Chair, 2009 - 2011
UCEA Plenum Representative, 2009 - 2010; 2011 - 2014
School Promotion and Tenure Committee, 2009 - 2012
  Chair, 2011 - 2012
Dean's Visioning Committee, 2009 - 2010
Faculty Organization Workload Subcommittee, 2009 - 2011
Faculty Awards Committee, 2009 - 2011, 2013
Student Grade Appeal Committee, 2009
Chair, Faculty Search Committee, 2009 - 2010
Chair, Faculty Search Committee, 2010 - 2011
University Grievance Panel (alternate), 2011-2012, 2013-2014
University Library Committee, 2011 - 2016
Ph.D. Program Advisory Board, 2011 - present
Faculty Organization, 2011 - present
  President-Elect, 2011 - 2012
  President, 2012 - 2013
  Past President, 2013 - 2014
Department Chair Evaluation Committee, 2012
Department Chair Search Committee, 2012 - 2013
Third Year Review Committee, 2014
Third Year Review Committee, 2014
Third Year Review Committee, 2014
Peer Review Committee, 2014
Faculty Search Committee, 2014
Dean's Mentoring Committee, 2015
  Co-Chair, 2015
Peer Review Committee, 2015
Peer Review Committee, 2015
Department Chair Search Committee, 2015-2016
  Recruitment Inclusive Champion (RIC) Program, 2016 – 2017
  Faculty Search Committee Training, 2016

Old Dominion University, Norfolk, Virginia
Women's Caucus, 2005 - 2007
Strategic Planning Retreat, Research Group, 2006
Research and Scholarship Committee, 2006 - 2007
SREB Leadership Module Training, 2006
Language Acquisition and Reading Curriculum Committee, 2007

Georgia State University, Atlanta, Georgia
Academic Affairs Committee, 2002 - 2004

Department

Virginia Commonwealth University, Richmond, Virginia
Carnegie Ed.D. Initiative, 2007 - 2008
Revision of Ph.D. Program, 2007 - 2009
Coordinator, UCEA membership application process, 2008
Faculty Learning Community on Technology, 2009 - 2010
Curriculum Revision Committee, 2009
Ed.D. Curriculum Planning Committee, 2007 - present
EDLP Ph.D. Program Coordinator, 2011 - 2016
Ph.D. Program Revision Subcommittee, 2011 – present
ALT Lab Online Training, 2016

Old Dominion University, Norfolk, Virginia
Search Committee, ELS/PREPS position, 2005
Library Liaison, 2005 - 2007
Search Committee, ELS position, 2006
Recruiter, Great Virginia Teach-In, Richmond, Virginia, 2006
Coordinator, UCEA membership application process, 2006
Program Director, ELS Ph.D., 2007

Georgia State University, Atlanta, Georgia
Steering Committee, Atlanta Public Schools Urban Leadership Initiative, 2002 - 2004
Design Team, Atlanta Public Schools Aspiring Leaders Project, 2002 - 2004
Chair, Curriculum Subcommittee, Atlanta Public Schools Aspiring Leaders Project, 2002 - 2004

PROFESSIONAL SERVICE

Women Education Leaders of Virginia
Region 1 Representative, 2012 - 2014
Board Member, 2012 - 2014
Member, 2000-2002; 2012 - 2014

Taskforces/National Research Groups

UCEA Voices 3 National Research Group, 2003 - 2010

UCEA/AERA Taskforce on Leadership Preparation, Domain 7, 2005 - 2010

UCEA/AERA/TEA Taskforce on Learning and Teaching in Educational Leadership, 2006 - 2011

Leadership for Social Justice (LSJ) SIG

Chair, 2012 - 2014

Publications Committee, 2007 - 2011

Chair, 2008 - 2011

Member, 2007 - present

Superintendent SIG

Dissertation Award Subcommittee, 2007 - 2008

Women Leading in Education Across the Continents

Co-Chair, 2010 - 2016

Member, 2008 - present

UCEA Interview Series, Blog Talk Radio

"*Marshaling and Using Resources Based on Data and Student Needs,"* February 29, 2012

UCEA Interview Series, Blog Talk Radio

"*Perspectives on Distance Technology in Leadership Education: Transfer, Meaning, and Change*," August 4, 2011

Consultant/Curriculum Developer for the UCEA Fund for the Improvement of Post-Secondary Education (FIPSE) Grant

6 Universities working together to develop social justice curriculum for educational leadership programs, 2010 - 2013.

Book Reviewer for Publishers

Leadership for Social Justice: Making Revolutions in Education by Catherine Marshall Maricela Oliva, 2006.

Extending educational reform: From one school to many by Amanda Datnow, Lea Hubbard, & Hugh Mehan, 2002

The Challenges of Educational Change by Daniel L. Duke, 2002

Mentor

UCEA Jackson Scholar Mentor, 2006 - 2011

Manuscript Reviewer
Journal of School Leadership, Guest Reviewer, Special Issue on Social Justice, 2001
International Journal for Leadership in Education, 2003 - 2006
Journal of School Leadership, 2006 - present
Journal for Research on Leadership Education, 2008 - 2016
Journal of School Public Relations, 2009
Journal of Educational Administration, 2009 - present
Educational Administration Quarterly, 2010 - present
Journal of Cases in Educational Leadership, 2009

Conference Discussant
UCEA Values/Ethics and Leadership Annual Conference, 1999
University Council for Educational Administration Annual Convention, 2002; 2005; 2013
American Educational Research Association Annual Conference, 2005; 2010

Conference Proposal Reviewer
American Educational Research Association, Division A, 2001; 2004; 2006; 2007 - present
American Educational Research Association, Women's SIG, 2001; 2004; 2006, 2007 - present
American Educational Research Association, Leadership for Social Justice SIG, 2007 - present
University Council for Educational Administration (UCEA) Annual Conference, 2002; 2003; 2006 - present