

Matthew James Kruger-Ross

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CURRICULUM VITAE

November 6, 2025

PROFESSIONAL EXPERIENCE

Full Professor, Educational Leadership & Philosophy of Education
Department of Educational Leadership & Higher Educational Administration
West Chester University of Pennsylvania, West Chester, Pennsylvania, July 2025 – Present
(**Associate Professor with Tenure**, June 2021 – June 2025)
(**Assistant Professor**, July 2016 – May 2021)

OTHER RELATED WORK EXPERIENCE

Professional Learning Coordinator, Virtual STEM, Curriculum & Learning Management System
North Carolina Virtual Public School, Raleigh, North Carolina, November 2011 – June 2016

Director of Education & Consultant, Sylvan Learning Center of Cary
Cary, North Carolina, August 2009 – April 2011

Mathematics & Electives Teacher, Advisor, Staff Technology Clinician, Carolina Friends Middle School
Durham, North Carolina, May 2005 – August 2009

EDUCATION

Ph.D., Curriculum Theory & Implementation: Philosophy of Education, June 2016
Dissertation: [An inquiry in the question of Being in teaching: World, attunement, Enframing](#)
Faculty of Education, Simon Fraser University
Burnaby, British Columbia, Canada

M.S., Instructional Technology, May 2012
Thesis: [Toward a preliminary understanding of educators' assumptions about technology: a case study](#)
College of Education, North Carolina State University
Raleigh, North Carolina, United States

B.S., Middle Grades Education, May 2005
College of Education, North Carolina State University
Raleigh, North Carolina, United States

RESEARCH

Research Interests

Primary: Philosophy of education, educational technology, teacher education, phenomenological ontology

Secondary: Martin Heidegger, Philosophy of technology, Web 2.0/web-based technologies, teacher professional development, curriculum, transformative learning theory

Publications

Books/Edited Books

Loose, C., **Kruger-Ross, M.**, & VanSchooneveld, J. (under review). *Voices from the Field: Case Studies of Real-Life School Leadership Aligned to Principalship Competencies*. Bloomsbury.

Schmidt, P. & **Kruger-Ross, M.** (2022). *Reimagining literacies in the digital age: Multimodal strategies to teach with technology*. NCTE.

Book Chapters, Peer Reviewed

Kruger-Ross, M. (under review). *Becoming Together: Belonging as a Pedagogy of Relational Formation in Doctoral Advising*.

Kruger-Ross, M. (2025). Writing and dissemination of critical participatory action research insights. In O. Mohajeri, M. Ocean, & R. Breeden (Eds.) *Critical Participatory Action Research in Higher Education*. Routledge.

Kruger-Ross, M. (in press). Heidegger and Education Studies. In T. Keiling, I. A. Moore, K. Withy (Eds.) *The Oxford Handbook on Heidegger*.

Kruger-Ross, M., Schmidt, P. S., & Renzi, L. (in press). "When there are nine": Representation on the Supreme Court across arts and modes. In B. Maldonado (Ed.) *Connecting Stories through Art to Create Knowledge and Deepen Understanding*. Rowman & Littlefield.

Kruger-Ross, M., Renzi, L., & Schmidt, P. S. (in press, 2024). Coming out in the classroom: Using Pitman's *The Stonewall Riots* to forefront LGBTQ+ and Civil Rights in US History. In P. Greenhouse, M. Hundley, & A. Hostetler (Eds.) *Exploring History through Young Adult Literature: High School Version*. Rowman & Littlefield.

Schmidt, P. S., & **Kruger-Ross, M.** (2024). Using book study to support multigenre ensembles in teacher preparation. In P. Hartman & J. Spanke (Eds.) *Cultivating Democratic Literacy Through the Arts* (pp. 99-113). Information Age Publishing.

Renzi, L. & **Kruger-Ross, M.** (2022). Situating the Self in Context: Preparing Antiracist STEM Teachers to Teach in Urban Settings. In Gilda Martinez-Alba, Afra Hersi, and Luis Javier Penton Herrera (Eds.) *Antiracist Teacher Education: Theory and Practice*. Association of Teacher Educators.

Schmidt, P. S. & **Kruger-Ross, M.** (2021). *Shakespeare vs. The Homosapien Agenda: Exploring Gender in A*

Midsummer Night's Dream. In Victor Malo-Juvera, Paula Greathouse, and Brooke Eisenbach (Eds.), *Shakespeare and Adolescent Literature: Pairings and Teaching*. Rowman and Littlefield.

Kruger-Ross, M. (under review/in press). Heidegger, Fink, and the Play of Pedagogical Worlding. In Iulian Apostolescu (Ed.), Brill.

Kruger-Ross, M. (2016). Approaching the ground of our assumptions about educational technologies. In L. Miller, D. Becker, & K. Becker (Eds.) *Technology for Transformation: Perspectives of Hope in the Digital Age*. Charlotte, NC: Information Age Publishing, Inc.

Journal Articles, Peer Reviewed

Kruger-Ross, M. (under review). Don't Have a Cow: Gentle Ways to Teach Research Paradigms to Doctoral Students. *Impacting Education: Journal on Transforming Professional Practice*.

Kruger-Ross, M. (in press). Review of *On My Own Publications*, S. Campbell (Translator).

Kruger-Ross, M. & Legnini, S. (under review). The Chiasm of Anxiety and Courage: How K-12 Teachers Experience Trust and Skepticism in GenAI Adoption. *Journal of Technology and Teacher Education*.

Kruger-Ross, M. (2020). Review of *Heidegger on Affect* (Edited by Christos Hadjioannou). *Sofia Philosophical Review* 2.

Kruger-Ross, M. & Schmidt, P. (2019). Podcasting our Co-Teaching Relationship: Two Notorious Pedagogues Charting their Journey. In G. Marks (Ed.), *Proceedings of Global Learn 2019-Global Conference on Learning and Technology* (pp. 43-46). Princeton-Mercer, New Jersey: Association for the Advancement of Computing in Education (AACE). Retrieved September 18, 2019 from <https://www.learntechlib.org/primary/p/210287/>.

Kruger-Ross, M. (2019). On the Lived Experience of Truth in an Era of Education Reform: Co-responding to Anti-intellectualism. *Critical Questions in Education*, 10(2), 150-160. Retrieved from <https://academyedstudies.files.wordpress.com/2019/06/kruger-rossfinal-1.pdf>

Kruger-Ross, M. (2018). Reclaiming our assumptions at the intersection of technology, learning and equity. *Texas Education Review*, 6(1), 39-46. doi:10.15781/T2MK65S1N Retrieved from <https://repositories.lib.utexas.edu/bitstream/handle/2152/64979/05.T4EKruger-Ross.pdf>

Kruger-Ross, M. (2017). Saying language: Heidegger on teaching, technology, and language. *LOGOI*, Special issue on Heidegger and Language. Retrieved from: <http://logoi.ph/edizioni/numero-iii-9-2017/teaching-philosophy-didattica-numero-iii-9-2017/saying-language-heidegger-on-teaching-technology-and-language.html>

Kruger-Ross, M. (2017). Re-imagining online teaching & learning: A cognitive tools approach. Invited blogpost on [EducationThatInspires.ca](http://www.educationthatinspires.ca). Retrieved from <http://www.educationthatinspires.ca/2017/07/04/re-imagining-online-teaching-learning-a-cognitive-tools-a-pproach/>

Duncan, C. & **Kruger-Ross, M.** (2016). Can curriculum respond to the "crisis of technology"? Curriculum Oriented Towards World. Special issue of *Antistasis* on The Curricular Crisis of Technology: Complexities and Practicalities. Retrieved from <https://journals.lib.unb.ca/index.php/antistasis/article/view/24505/28380>

Kruger-Ross, M. (2015). Raising the question of Being in education by way of Heidegger's phenomenological ontology. *Indo Pacific Journal of Phenomenology*, 15(2). Retrieved from http://digitalcommons.wcupa.edu/profseced_facpub/9/

Kruger-Ross, M. (2014). Connecting critical theory of technology to educational studies. *Journal of Transformative Education*, 11(4), 297-311. Retrieved from <http://jtd.sagepub.com/content/early/2014/06/04/1541344614538521>. doi: 10.1177/1541344614538521

Unpublished Manuscripts

Kruger-Ross, M. (2016). An inquiry into the question of Being in teaching: World, attunement, and the danger of Enframing. Unpublished Doctoral dissertation, Simon Fraser University, Burnaby, British Columbia. Available at <http://summit.sfu.ca/item/16254>.

Kruger-Ross, M. (2012). Toward a preliminary understanding of educators' assumptions about technology: a case study. Unpublished Masters thesis, NC State University, Raleigh, North Carolina. Available at <http://catalog.lib.ncsu.edu/record/NCSU2671285>.

Conference Workshops & Presentations

Peer Reviewed

Kruger-Ross, M. (2025). Locating Pedagogy: Practitioner Research and Arts-Based Methods in Place. Paper presentation, Carnegie Project on the Education Doctorate Annual Convening, Philadelphia, PA (Hosted by Drexel University).

Kruger-Ross, M. (2025). Where we are now & where we go from here: Arts- and place-based pedagogies with preservice teachers. Paper presentation, Eastern Educational Research Association Annual Conference, Hilton Head, SC.

Van Schooneveld, J., **Kruger-Ross, M.**, & Loose, C. (2025). Building Aspiring Principals' Confidence for Conducting Teacher Evaluations. Paper presentation, Eastern Educational Research Association Annual Conference, Hilton Head, SC.

Kruger-Ross, M. & Renzi, L. (October 2024). Unpacking Secondary (7–12) Students' Perceptions of the Teaching Profession. Paper presentation, Teacher Education Council of State Colleges of Universities (TECSCU), St. Paul, Minnesota.

Stetter, M. E. & **Kruger-Ross, M.** (October 2024). Digital Modules to Support Restorative Practices with Teacher Candidate Dispositions. Paper presentation, Teacher Education Council of State Colleges of Universities (TECSCU), St. Paul, Minnesota.

Kruger-Ross, M., & Stetter, M. E. (February 2024). Utilizing Restorative Dispositions to Support Future Teachers with Disabilities. Paper Presentation, Eastern Educational Research Association (EERA) Annual Conference, Clearwater, FL.

Schmidt, P., & **Kruger-Ross, M.** (February 2024). Meaningful Connections to Art: Merging Place-Based and Arts-Based Encounters. Birds of a Feather Session, Eastern Educational Research Association (EERA) Annual Conference, Clearwater, FL.

Kruger-Ross, M., & Schmidt, P. (February 2024). The Four I Multimodal Strategy (FIMS): Literacy Lenses to Reimagine Connections with Multimodal Texts. Poster Session, Eastern Educational Research Association (EERA) Annual Conference, Clearwater, FL.

Schmidt, P. S., & **Kruger-Ross, M.** (July 2023). Beyond a 'Field Trip': Exploring the Rhetorical Space of the National Center for Civil and Human Rights. English Language Arts Teacher Educators (ELATE) Annual Summer Conference, Atlanta, GA.

Kruger-Ross, M. & Schmidt, P. S. (June 2023). Using mobile technologies to create meaningful arts-based encounters for preservice teachers. [Field trip presentation]. International Society for Technology in Education (ISTE) Annual Conference, Philadelphia, PA.

Kruger-Ross, M. & Schmidt, P. S. (2023, April 20). Reimagining literacies in the digital age: Multimodal strategies to teach with technology. [Oral Presentation]. Research and Creative Activity Day at West Chester University.

Schmidt, P.S., & **Kruger-Ross, M.** (November 2022). NCTE Author Strand: Principles in Practice Authors in Conversation. National Council of Teachers of English Annual Conference. Anaheim, CA.

Schmidt, P. & **Kruger-Ross, M.** (2022). Cultivating Creativity and Connections with Colleagues. Keynote presentation at Pennsylvania Council of Teachers of English and Language Arts (PCTELA) Annual Conference, Pittsburgh, PA.

Kruger-Ross, M. (June 2022). Truth as experienced: Bridging truth, facts, and reality in a post-truth world. International Human Science Research Conference, Pace University, New York City, New York.

Kruger-Ross, M. (May 2022). Leaping-Ahead in Teaching: Fürsorge and the Preparation of Pre-Service Teachers. Heidegger Circle, University of Memphis.

Schmidt, P. & **Kruger-Ross, M.** (2021). Shakespeare VS. The Homosapien Agenda: Exploring Gender in A Midsummer Night's Dream and Simon vs. The Homosapien Agenda. National Council of Teachers of English Annual Conference (NCTE).

Schmidt, P. & **Kruger-Ross, M.** (2021). Do you see what I see? Strategies for deconstruction contentious visual texts. National Council of Teachers of English Annual Conference (NCTE).

Kruger-Ross, M. & Renzi, L. (2021). Preparing teachers for urban contexts in pandemic times. Case Study Presentation at the American Association of Teacher Educators (AACTE) 73rd Annual Meeting.

Kruger-Ross, M. & Rodgers, J. (2021). The Orality-Literacy Split in the Preparation of Early Career Teacher-Scholars. 44th Annual Conference of the Eastern Educational Research Association.

Kruger-Ross, M. (January 2021). Listen Carefully: Supporting EdD Students' Aural Literacy. Paper presentation at The Qualitative Report's 12th Annual Conference, Nova Southeastern University.

Schmidt, P. & **Kruger-Ross, M.** (2020/2021). Infographics as Digital Artforms. National Council of Teachers of English Annual Conference. (Rescheduled for 2021)

Kruger-Ross, M. & Schmidt, P. (July 2020). "What did you say?" Engaging Student's Aural Skills to Support Teaching and Learning. RECAP Technology Conference, West Chester University of Pennsylvania.

[Access this Presentation.](#)

Kruger-Ross, M. (May 2020). Pedagogy, Relationality, and the Connection between Martin Heidegger and Elisabeth Blochmann. Society for Women in Philosophy—Inland Northwest. Watch the recording of the conference: <https://youtu.be/afkjiTS5VNY>

Hatab, L. J. & **Kruger-Ross, M.** (2020/2021). Book panel on Robert C. Scharff's *Heidegger becoming phenomenological*. Heidegger Circle, Gonzaga University. (Rescheduled for 2021)

Schmidt, P. & **Kruger-Ross, M.** (November 2019). Who the Meme Are You? Composing Visual Teacher Identities. Daring to Be Bold with the Arts and Inquiry Interactive Round Table Session of the Commission on Arts and Literacies. National Council of Teachers of English. Baltimore, MD.

Kruger-Ross, M. & Schmidt, P. (November 2019). The Power of Digital Book Clubs & Podcasts. Breakout Session at KSLA Brandywine Valley Forge's Literacy Fest 2019. Collegeville, PA.

Kruger-Ross, M. (October 2019). Heidegger's Teaching, 100 years later. Society of Phenomenology and Human Sciences Annual Meeting, Duquesne University, Pittsburgh, Pennsylvania.

Schmidt, P. & **Kruger-Ross, M.** (October 2019). Podcasting as a Co-Teaching Reflective Tool. Presentation at the Pennsylvania Council of Teachers of English Language Arts Annual Conference. State College, Pennsylvania.

Kruger-Ross, M. & Schmidt P. S. (June 2019). Podcasting thru Our Pedagogy: Reflections on Preparing Future Secondary English Teachers. ISTE 2019 Conference, Philadelphia, PA.

Kruger-Ross, M. (May 2019). What can Heidegger teach us? After the Black Notebooks. JBSP Anniversary Conference: On the History of Being – after the Black Notebooks 2019. Manchester, UK.

Kruger-Ross, M. (March 2019). Conceptualizing Babich's account of Heideggerian care ethics-of-assistance (*Fürsorge*) as philosophy of teaching. Paper presented at the North Texas Philosophical Association Annual Meeting, Dallas, Texas.

Kruger-Ross, M. (March 2019). Thing-ing educational practice: Positioning Enframing in Heidegger's Bremen Lectures. Paper presented for the Phenomenology and Existentialism SIG, Philosophy of Education Society Annual Conference, Richmond, Virginia.

Kruger-Ross, M. & Schmidt P. S. (January 2019). Notorious Pedagogues: Documenting Student Learning, Our Teaching, and Scholarship through Podcasting. Third Annual Scholarship of Teaching, Learning, & Assessment Conference, West Chester University of Pennsylvania.

Kruger-Ross, M. (July 2018). Educational phenomenologies of buy-ins and breakdowns: Testing the cases. Human-Technology Relations: Postphenomenology and Philosophy of Technology, University of Twente, the Netherlands. (accepted unable to attend due to funding)

Kruger-Ross, M. (June 2018). Pedagogy in dialogue: Interpreting Heidegger as teacher. International Human Science Research Conference, Wofford College, Spartanburg, South Carolina.

Kruger-Ross, M. (May 2018). Teaching Heidegger: A conversation in community. Paper presented at the Annual Heidegger Circle Conference, Baltimore, Maryland.

Kruger-Ross, M. & Schmidt, P. S. (March 2018). The Joy & Wonders of CoTeaching: Reflecting on Teaching and Learning in Real Time. 2018 Spring Research Day, West Chester University of Pennsylvania.

Kruger-Ross, M. (March 2018). Positioning Enframing: Heidegger's Bremen Lectures and His Philosophy of Technology. Paper presented at the North Texas Philosophical Association Annual Meeting, Dallas, Texas.

Kruger-Ross, M. (2017). "You just have to feel it": A phenomenological reflection on teacher buy-in and breakdowns with educational technologies. Paper presented at the Association of Teacher Educators Summer Conference, Pittsburgh, Pennsylvania.

Kruger-Ross, M. & Schmidt, P. S. (2017). Preparing Pre-Service Secondary English Teachers to Model Digital Citizenship: Reflecting on a co-teaching experiment. RECAP Technology Conference, West Chester University of Pennsylvania, May 2017.

Kruger-Ross, M. (2017). New Google Sites, Instagram, and Snapchat... oh my! Web-based tools in teacher preparation coursework. 2017 Spring Research Day, West Chester University of Pennsylvania, March 2017.

Kruger-Ross, M. (2017). Considering Egan as a Metaphysician. Philosophy of Education Society Annual Meeting, Seattle, Washington, March 2017.

Kruger-Ross, M. (2017). Teaching as hermeneutic activism: A call for ontological positionalities in educational studies. Critical Questions in Education Conference, Academy for Educational Studies, New Orleans, Louisiana, March 2017.

Workshops and Professional Development

Schmidt, P.S., & **Kruger-Ross, M.** (2024, June 24). Multimodal Literacies: FIMS in the Classroom. Millersville University Summer Literacy Institute.

Kruger-Ross, M. (2020). Can you hear me now? Using podcasting to pump up your pedagogy. Virtual workshop supported by the College of Education & Social Work Tech Center, [accessible here](#).

Kruger-Ross, M. & Schmidt, P. (2019). Our podcast story. NCTE Blog, accessible at <https://ncte.org/blog/2019/11/our-podcast-story/>.

Kruger-Ross, M. & Schmidt, P. (2019). "Building Connections & Creating Successful Interdisciplinary Partnerships." TLAC and IS&T Distance Education Services. Lunch and Learn Workshop. West Chester University, PA.

Penny, C. Witmer, K., & **Kruger-Ross, M.** (2017). From classrooms to learning spaces. Panel presentation and discussion at the Teacher Education Council of State Colleges and Universities (TECSCU) Annual Conference, Philadelphia, Pennsylvania, October 2017.

Kruger-Ross, M. (2017). EDM 349 and the Flipped Classroom. 3rd Annual Online/Blended Teaching with Technology Excellence Showcase, Distance Education, West Chester University of Pennsylvania, May 2017.

Grants & Funding Awards

Schugar, H. & **Kruger-Ross, M.** (2025). Will It See What We See? Examining Bias in AI-Assisted Qualitative Research. College of Education and Social Work, West Chester University of Pennsylvania, \$3,000.

Van Schooneveld, J., Loose, C., & **Kruger-Ross, M.** (2024). Building Authentic Bridges from Teacher Education and Principal Certification. Provost Research Grant (PRG), West Chester University of Pennsylvania, \$8,994.

Kruger-Ross, M. & Schmidt, P. S. (2023). Blending Place- and Arts-Based Pedagogies & Experiences to Develop Pre-Service Teachers' Creativity & Imagination. Provost Research Grant (PRG), West Chester University of Pennsylvania, \$9,821.

Kruger-Ross, M. & Schmidt, P. S. (2023). Building Preservice Teacher's Imaginative Capacities via Arts-Based PEdagogies: Slow Looking at the Michner Art Museum. Committee for Excellence and Teaching (CELT) Professional Development Funding, West Chester University, \$2,000.

Kruger-Ross, M., Schmidt, P. S., & Rubas, A. (2023). Exploring the Integration of Arts-Based Pedagogies in the Classroom. Summer Undergraduate Research Institute, West Chester University, \$2500 for undergraduate student, \$1,000 stipend for faculty.

Renzi, L. & **Kruger-Ross, M.** (2021). Preparing Anti-Racist Teacher-Researchers via Self-Study. College of Education and Social Work Research Grant, College of Education and Social Work, West Chester University of Pennsylvania, \$3,000.

Kruger-Ross, M. (2021). Expanding alternative literacy practices to increase accessibility in graduate courses. Innovation in Diversity & Inclusion Grant, West Chester University of Pennsylvania, \$4,900. Funding denied.

Kruger-Ross, M. (2021). Exploring graduate student literacy practices: Supporting adult writers. National Council of Teachers of English 2021 Research Foundation Grant, \$3,220. Funding denied.

Kruger-Ross, M. & Renzi, L. (2021). Preparing Pre-Service Anti-Racist Teacher-Researchers utilizing Self-Study Methods. Pennsylvania State System of Higher Education Faculty Professional Development Council (FPDC) grant, \$7,175. Funding denied.

Kruger-Ross, M. & Schmidt, P. S. (2020). Emerging Technologies and the Power of Literacies. College of Education and Social Work Research Grant, College of Education and Social Work, West Chester University of Pennsylvania, \$3,000.

Schmidt, P. S. & **Kruger-Ross, M.** (2019). Application for Digital Learning Objects Initiative, creation of Podcast learning objects. Distance Education, West Chester University of Pennsylvania, \$1,500.

Kruger-Ross, M. (2018). Supporting the integration of digital badging as an alternative assessment for education faculty members' professional development. College of Education and Social Work Professional Development Awards, West Chester University of Pennsylvania, \$3,795.

Kruger-Ross, M. (2018). An exploratory study into the use of voice assistants in the classroom. Provost Research Grant, West Chester University of Pennsylvania, \$9,199. (Funding denied)

Kruger-Ross, M. (2017). Brandywine Sustainability Project. West Chester University of Pennsylvania, \$200.

Kruger-Ross, M. & Schmidt, P. (2017). Learning Objects and WRH 325, Distance Education, West Chester University of Pennsylvania, \$1,000.

Kruger-Ross, M. (2017). eTextbook Initiative and EDM 349, Distance Education, West Chester University of Pennsylvania, \$3,000.

Kruger-Ross, M. (2017). EDM 349 and the Flipped Classroom. 3rd Annual Online/Blended Teaching with Technology Excellence Showcase, Distance Education, West Chester University of Pennsylvania, \$500.

TEACHING EXPERIENCE

For West Chester University

My teaching interests span the domains of educational technologies, leadership, curriculum theory, philosophy of education, and research methodologies. In particular, I have a deep and sustained investment in graduate education generally and doctoral education specifically.

In the EdD context, I have taught core doctoral seminars, qualitative research methods, curriculum theory, and dissertation proposal and writing courses. I designed and currently teach EDD 725: Writing for Research in Educational Policy, Planning, & Administration, a course tailored to support graduate students (many of whom are first-generation) through the rigors of academic writing and research development. I also advise EdD students through every phase of their dissertation work, helping them move from abstract research interests to successfully defended studies.

In addition to doctoral-level teaching, I enjoy working with master's-level students in educational leadership and higher education. I regularly teach courses such as Action Research Approaches, Leadership for Learning, and Capstone Proposal Development in our principalship and HEPSEA programs. I also have extensive experience in teacher education, particularly in preparing future secondary educators through culturally responsive and arts-based pedagogies. Across all these programs, I am particularly drawn to courses that prepare scholar-practitioners, educators and leaders who are critically reflective, equity-oriented, and equipped with the research skills to improve practice.

SERVICE

Professional/External Service

Editorial Board, *Journal of Research in Education*
Eastern Educational Research Association, July 2024 – Present

Secretary/Treasurer
Heidegger Circle, September 2021 – Present

Graduate Supervision

Chair, Jessica Drass, Ed.D. Education Policy, Planning & Administration, 2026
Chair, Jacob Manny, Ed.D. Education Policy, Planning & Administration, 2026
Chair, Diamond Morgan, Ed.D. Education Policy, Planning & Administration, 2026
Chair, Elisa Oliver, Ed.D. Education Policy, Planning & Administration, 2026
Chair, Jessica Randazzo, Ed.D. Education Policy, Planning & Administration, 2026
Chair, Rebekah Ulmer, Ed.D. Education Policy, Planning & Administration, 2026
Chair, Rachael Urquhart, Ed.D. Education Policy, Planning & Administration, 2026

Chair, Mairead Barrett, Ed.D. Education Policy, Planning & Administration, 2025
Chair, Tyler Goodwin, Ed.D. Education Policy, Planning & Administration, 2025
Chair, Stephen Hopson, Ed.D. Education Policy, Planning & Administration, 2025
Chair, Jake Olimpi, Ed.D. Education Policy, Planning & Administration, 2025
Chair, Brittini Piercy, Ed.D. Education Policy, Planning & Administration, 2025
Chair, Grace Li Terramin, Ed.D. Education Policy, Planning & Administration, 2025

Committee Member, Samantha Weiss, Ed.D. Education Policy, Planning & Administration, 2024
Committee Member, Bri Donnelly, Ed.D. Education Policy, Planning & Administration, 2024

Supervisor, Matthew Giannella, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Eamonn Graeme, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Kiara Guzman-Ramos, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Amy Hancox, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Jessica Hazell, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Grace Howell, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Lydia Izzo, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Zahir Owens, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Mariah Porter, M.S. Higher Education Policy & Student Affairs, 2024
Supervisor, Tyler Smith, M.S. Higher Education Policy & Student Affairs, 2024

Committee Member, Adriane Reilly, Ed.D. Education Policy, Planning & Administration, 2023
“Familiar Faces and Comfortable Spaces: The Role of the College Union in Fostering Sense of Belonging on a College Campus”

Supervisor, Dimitrios Angelis, M.S. Higher Education Policy & Student Affairs, 2023
Supervisor, Allison Downey, M.S. Higher Education Policy & Student Affairs, 2023

Committee Member, Tammy Cooke, Ed.D. Education Policy, Planning & Administration, 2022
“Perceptions and Use of Digital Technology by Educators Who Support Students with Disabilities in Public Schools: A Mixed Methods Study”

Committee Member, Jennifer Southmayd, Ed.D. Education Policy, Planning & Administration, 2022
“Intermediate Elementary Teachers’ Perception and Use of a Learning Management System in Supporting Effective Teaching and Learning: A Mixed Methods Study”

Committee Member, Monica Frank, Ed.D. Education Policy, Planning & Administration, 2022
“Exploring the Tensions between Teacher Beliefs about Integrating Technology: A Case Study”

Supervisor, Summie Bledsoe, M.S. Higher Education Policy & Student Affairs, 2022
Supervisor, Gabriellia Hartz, M.S. Higher Education Policy & Student Affairs, 2022

Supervisor, Shaliyah Kinsey, M.S. Higher Education Policy & Student Affairs, 2022
Supervisor, Melissa MacPherson, M.S. Higher Education Policy & Student Affairs, 2022
Supervisor, MaryClare Rae, M.S. Higher Education Policy & Student Affairs, 2022
Supervisor, Elizabeth Roberts, M.S. Higher Education Policy & Student Affairs, 2022
Supervisor, Jennifer Rodgers, M.S. Higher Education Policy & Student Affairs, 2022
Supervisor, Lauren Sealy Howell, M.S. Higher Education Policy & Student Affairs, 2022
Supervisor, Najila Whitehead, M.S. Higher Education Policy & Student Affairs, 2022

Committee Member, Courtney Kofeldt, Ed.D. Education Policy, Planning & Administration, 2021
“New Cyber Charter Teachers’ Perceptions of their Induction Program in Preparing Them for Online Instruction: A Mixed Method Study”

Committee Member, Adam Linetty, Ed.D. Education Policy, Planning & Administration, 2021
“Mentorship Matters: An Instrumental Case Study of Mentorship in a Student Affairs Graduate Preparatory Program”

Committee Member, Rob Rust, Ed.D. Education Policy, Planning & Administration, 2021
“Code the Code: Surveillance Capitalism, Education, and the Critical Theory of Technology”

Supervisor, Brittani Dalton, M.S. Higher Education Policy & Student Affairs, 2021
Supervisor, Andrew James, M.S. Higher Education Policy & Student Affairs, 2021
Supervisor, Abigail McCourt, M.S. Higher Education Policy & Student Affairs, 2021
Supervisor, Heather Mitchell, M.S. Higher Education Policy & Student Affairs, 2021
Supervisor, Nzingha Wright, M.S. Higher Education Policy & Student Affairs, 2021
Supervisor, Sabrina Glass, M.S. Higher Education Policy & Student Affairs, 2021
Supervisor, Tanna Frank, M.S. Higher Education Policy & Student Affairs, 2021
Supervisor, Paul B. Cortopassi, M.S. Higher Education Policy & Student Affairs, 2021

Committee Member, Jane Ferris, Ed.D. Education Policy, Planning & Administration, 2020
“The Meaning of Reflection: A Phenomenological Study of Preservice Teacher Experience”
Committee Member, Marcie Hull, Ed.D. Education Policy, Planning & Administration, 2020
“Creating Project-Based MathCurricula: A Narrative Inquiry”

Supervisor, Zach Burden, M.S. Higher Education Policy & Student Affairs, 2020
Supervisor, Marianne Cawley, M.S. Higher Education Policy & Student Affairs, 2020
Supervisor, Paul Cortopassi, M.S. Higher Education Policy & Student Affairs, 2020
Supervisor, Brianna Facemire, M.S. Higher Education Policy & Student Affairs, 2020
Supervisor, Amy Gallagher, M.S. Higher Education Policy & Student Affairs, 2020
Supervisor, Jack Horne, M.S. Higher Education Policy & Student Affairs, 2020
Supervisor, Raina Johnson, M.S. Higher Education Policy & Student Affairs, 2020
Supervisor, Leslie McGowan, M.S. Higher Education Policy & Student Affairs, 2020
Supervisor, Sarak Yaskowski, M.S. Higher Education Policy & Student Affairs, 2020

Supervisor, Janet Swanner, M.S. Transformative Education & Social Change, 2018
Supervisor, Deanna Gabe, M.S. Transformative Education & Social Change, 2018
Supervisor, Nicholas Carullo, M.S. Transformative Education & Social Change, 2018

Second Reader, Molly Aron, M.S. Transformative Education & Social Change, 2018
Second Reader, Alicia Franklin, M.S. Transformative Education & Social Change, 2018

Second Reader, Jennifer Maiale, M.S. Transformative Education & Social Change, 2018

Committee Membership

Chair/Co-Chair, Graduate Executive Board/Graduate Council
West Chester University of Pennsylvania, May 2022 – Present

Graduate Coordinator, Principalship Certification & Superintendent Letter of Eligibility (LOE)
West Chester University of Pennsylvania, May 2022 – Present

College of Education & Social Work Representative, Graduate Executive Board
West Chester University of Pennsylvania, August 2020 – August 2023

Graduate Coordinator, Graduate Certificate in Educational Technology
West Chester University of Pennsylvania, June 2017 – May 2022

Member at Large, Academic Review Committee/Graduate Programs & Policies, Curriculum and Academic Policies Council (CAPC)
West Chester University of Pennsylvania, January 2017 – May 2019

Graduate Program Coordinator, M.S. in Transformative Education & Social Change
West Chester University of Pennsylvania, August 2016 – August 2017

Department Representative, Faculty Senate
West Chester University of Pennsylvania, August 2016 – December 2016

Professional Affiliations

American Association of Colleges for Teacher Education
American Philosophical Association
American Educational Research Association
Canadian Philosophy of Education Society
Canadian Society for the Study of Education
Computers & Education (Journal)
Eastern Educational Research Association
Heidegger Circle
International Human Sciences Research Council
Philosophy of Education Society
Society of Phenomenology and the Human Sciences