

## GREGORY M. HAUSER

### HOME ADDRESS:

3910 North Fremont Avenue  
Chicago, Illinois 60613  
(312) 853-4760 (work)  
ghauser@roosevelt.edu

### PROFESSIONAL EXPERIENCE:

Professor of Educational Leadership, 2017-Present. Associate Professor of Education, August, 1998-2017. Roosevelt University, 18 South Michigan Avenue, Chicago, Illinois 60603. Chair and master's degree coordinator from August, 2003 to 2006 and during Spring Semester 2009. Acting Director of the Ed.D. Program during the 1998-99 academic year.

Teach master's and doctoral courses in the Educational Leadership. Advise doctoral students and chair dissertation committees. Teach undergraduate ACP courses. Engage in research related to educational leadership, student achievement and school reform, technology, among other topics. Serve on departmental, college, and university committees.

Student Services Coordinator (Part-time). Roosevelt University-Woodlawn Cluster Gear-Up Grant, Chicago, Illinois. 60605. January 2000-May 2007.

Coordinated educational support services for six elementary schools and one high school in the Chicago Public School System. Supervised twelve teacher leaders in the planning, implementation, and evaluation of services to at-risk student population. Collected, analyzed, and disseminated data in compliance in U.S. Department of Education grant.

### EDUCATION:

Ph.D. Educational Administration (Major)  
Organizational Theory (Minor)

Dissertation: Conditions of Decisional Participation Related to Job Satisfaction of Deans of Schools, Colleges, and Departments of Education

University of Wisconsin-Madison, Madison, Wisconsin.

M.S. Educational Administration  
University of Wisconsin-Madison, Madison, Wisconsin.

B.S. Music Education (Wisconsin Teacher's Certificate)  
Mount Senario College, Ladysmith, Wisconsin.

COURSES TAUGHT:

ACP 250/EDUC 299 Metropolitan Issues in Education (including a section of honors course)  
ACP 250 Ethical Decision Making for Social Justice  
ELOC 411 Social Foundations of Diverse Communities  
ELOC 412 The Dynamics of School Culture and Community Relations  
ELOC 463 Internship in Educational Leadership Part 1  
ELOC 464 Internship in Educational Leadership Part 2  
ELOC 533 Seminar on Diversity, Schools, and Communities  
ELOC 538 Politics of Education  
ELOC 594 Topics in Educational Leadership  
ELOC 596 Seminar in Student Affairs and Enrollment Management  
ELOC 661 Human Resource Management and Professional Development  
ELOC 663 Internship in Educational Leadership Part 1  
ELOC 664 Internship in Educational Leadership Part 2  
ELOC 680 Seminar in Ethics and Educational Leadership  
ELOC 690 Dissertation

(Average overall teaching evaluation across all semesters and fifty-eight courses: 4.14/5.0)

BOOKS:

Hauser, G.M., & Thomas, T.P. (in process). *Ethics and educational leadership*. Lanham, MD: Rowman & Littlefield.

Hauser, G. M., & Koutouzos, D.M. (2010). *The standards-based digital school leader portfolio: Using TaskStream, LiveText, and PowerPoint* (2<sup>nd</sup> ed.). Lanham, MD: Rowman & Littlefield.

Hauser, G. M., & Koutouzos, D.M. (2005). *The standards-based digital school leader portfolio: A handbook for preparation and practice*. Lanham, MD: Rowman & Littlefield.

BOOK CHAPTERS:

Choate, K., Hauser, G.M., & Thomas, T.P. (2013). Stakeholder perceptions associated with the transition of students from 8<sup>th</sup> grade to high school. In D. H. Jarvis & S. E. Elliot-Johns (Eds.). *Perspectives on transitions in schooling and instructional practice*. Toronto: University of Toronto Press.

Hauser, G.M., & Thomas, T.P. (2011). Responding to the expanding demands of diversity in schools in the USA: Fostering practitioner reflection and response. In Khine, M.S., & Saleh, I.S., Eds. *Practitioner research in teacher education: Theory and best practices*. Hamburg: Peter Lang.

Hauser, G. M., & Koutouzos, D.W. (2009). Technology training and professional development of school leaders in the U.S.A.: The critical need for reform. In Khine, M.S., & Saleh, I.S., Eds. *Transformational leadership and educational excellence: Learning organizations in the information age*. Rotterdam: Sense Publishers.

PEER REVIEWED JOURNAL ARTICLES:

Williams-McMillan, Y., & Hauser, G. M. (2014). The impact of a system-wide community college professional development program on pedagogical practice: An assessment of faculty perspectives. *International Journal of Arts & Sciences*, 07(02), 617-627.

Hauser, G.M., Choate, K., & Thomas, T.P. (2009, July). A Two-Year Study of Stakeholder Perceptions Associated with the Transition from 8th Grade to High School. *The International Journal of Learning* (16) 3, 315-326.

Hauser, G.M., Koutouzos, D., & Olson, G. (2005). The standards-based school leader digital portfolio: A case study of student perceptions. *International Journal of Learning*, 12(7), 311-316.

PEER REVIEWED CONFERENCE PROCEEDINGS:

Klimczak, S. M., & Hauser, G.M. (2016). A case study of technology leadership by school principals in the USA; Implications for preparation and practice, *Proceedings of the 14<sup>th</sup> International Conference e-society*, 169-172.

Ganan, B.J., Hauser, G.M., & Thomas, T.P. (2015). A correlational study investigating the relationship between the Fluidez en La Lectura Oral lectura (IDEL FLO) and the English portion of the Illinois Standard Achievement Test (ISAT), *Procedia - Social and Behavioral Sciences* 197, 2411–2416.

Collins, S. & Hauser, G.M. (2011). A Case Study of Student, Teacher, Parent and Administrator Perceptions of Cyberbullying at a Public Elementary School in the USA. In T. Bastiaens & M. Ebner (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011* (pp. 709-713). Chesapeake, VA: AACE.

Hauser, G. M. & Jones, A. (2008, June). A formative analysis of student perceptions of the standards-based digital portfolio on student learning in educational leadership preparation programs at two private urban universities in the U.S.A. *Proceedings of the ED-MEDIA 2008--World Conference on Educational Multimedia, Hypermedia & Telecommunications*, Vienna, Austria.

Hauser, G. M., & Olson, G. (2005). Faculty perceptions of IBM's Learning Village and TaskStream as Web-based tools in the development of student electronic portfolios. *Proceedings of the Hawaii Interantional Conference on Education*, Honolulu, HI, 1782-1790.

Hauser, G. M., & Katz, S. (2004). A case study: Incorporating electronic portfolios into a school leader preparation internship. *Proceedings of the ED-MEDIA 2004--World Conference on Educational Multimedia, Hypermedia & Telecommunications*, Lugano, Switzerland, 4961-4966.

Hauser, G. M. (2004). A constructivist model for creating digital standards-based school leader portfolios. *Proceedings of the ED-MEDIA 2004--World Conference on Educational Multimedia, Hypermedia & Telecommunications*, Lugano, Switzerland, 2403-2408.

Olson, G. E., Hauser, G. M. & Bennett, A. (2003). What role should higher education play in university-school collaborations? *Proceedings of the Hawaii International Conference on Education*, Honolulu, HI, 1-18.

#### OTHER PUBLICATIONS

Hauser, G.M. (2009). American Legislative Exchange Council (ALEC). In *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: Sage.

Hauser, G. M. (2002). Terrorism: A challenge for moral leadership. *Illinois School Board Journal*, 70(1), 4-7.

Erbe, B. M. & Hauser, G. M. (2001). Local demographics with Internet 'point and click'. *Illinois School Board Journal*, 69(5), 19-21.

#### CONFERENCE PRESENTATIONS

Hauser, G.M. (2018, July). *The need for meaningful ethics education in American schools*, Keynote address at the 7<sup>th</sup> International Congress on Education and Learning, Paris, France.

Monaghan, P. & Hauser, G.M. (2017, June). *The Implications Associated with Teacher Perception and Understanding of the Danielson Framework in Selected High Schools in the U.S.A.*, Paper presented at the 6<sup>th</sup> International Congress on Education and Learning, Milan, Italy.

Hauser, G. M. (2016, November). Plenary speaker: *Current and Emerging Challenges for School Leaders in the USA Related to Diversity (Retos presentes y futuros para líderes escolares norteamericanos en relación a la diversidad)*, Madrid, Spain.

Williams-McMillan, Y., & Hauser, G. M. (2016, January). *The merits and limitations of Guskey's PDEM for evaluating community college faculty professional development*, Paper presented at the 14<sup>th</sup> Annual Hawaii International Conference on Education, Honolulu, Hawaii.

Klimczak, S. M., & Hauser, G.M. (2016, April). *A case study of technology leadership by school principals in the USA; Implications for preparation and practice*, Paper presented at the 14<sup>th</sup> International Conference e-society, Villamoura, Portugal.

Ganan, B.J., Hauser, G.M., & Thomas, T.P. (2015, February). *A correlational study investigating the relationship between the Fluidez en La Lectura Oral lectura (IDEL FLO) and the English portion of the Illinois Standard Achievement Test (ISAT)*, 7<sup>th</sup> World Conference on Educational Sciences, Athens, Greece.

Williams-McMillan, Y. & Hauser, G. M. (2014, March). *The impact of a system-wide community college professional development program on pedagogical practice: An assessment of faculty perspectives*. Paper presented at International Journal of Arts & Sciences (IJAS) Conference for Academic Disciplines, Paris, France.

Collins, S., & Hauser, G.M. (2012, August). *New media and cyberbullying at the elementary school level in the USA*. Paper presented at the Nineteenth International Conference on Learning, London, UK

Hauser, G.M., & Katz, S. (2011). *Developing and cultivating democratic learning community: Research into theory and practice in a college of education*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hauser, G.M., & Thomas, T.P. (2010, June). *Critical perspectives on the preparation and training of school teachers in the USA related to diversity in the curriculum*. Paper presented at the XIV World Congress World Council of Comparative Education Societies (WCCES), Istanbul, Turkey.

Hauser, G.M., Choate, K., & Thomas, T.P. (2009, July). *A two-year study of stakeholder perceptions associated with the transition from 8th grade to high school*. Paper presented at the International Conference on Learning, Barcelona, Spain.

Hauser, G.M. (2009, July). *School leadership in the USA: Preparing technology "Power Users" in the Information Age*. Paper presented at the International Conference on Learning, Barcelona, Spain.

Hauser, G.M., Choate, K., & Thomas, T.P. (2009, January). *A research model for practitioners investigating the transition of 8th grade students to high school*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

Hauser, G.M. & Jones, A. (2008, June). *Standards-based digital portfolios in educational leadership programs: Lessons from the field*. Paper presented at the ED-MEDIA 2008--World Conference on Educational Multimedia, Hypermedia & Telecommunications, Vienna, Austria.

Hauser, G. M., Choate, K., & Thomas, T.P. (2008, March). *An analysis of student, parent, and teacher perceptions of issues associated with the transition from 8<sup>th</sup> grade to high school*. Paper presented at the annual conference of the American Educational Research Association. New York.

Hauser, G.M., Thomas, T.P., & Olson, G.E. (2007). *Analysis of student participation in GEAR UP student services activities and student achievement in six urban public elementary schools*. Paper presented at the annual conference of the American Educational Research Association. Chicago, IL.

Hauser, G.M., Olson, G.E., & Burnette, R. (2006, April). *A multi-case study of the impact of the digital portfolio development process on student thinking and learning*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Hauser, G.M., & Olson, G.E. (2006, April). *Teachers' perceptions of the impact of GEAR UP on student achievement*. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, Chicago, IL.

Hauser, G.M., Koutouzos, D., & Olson, G. (2005, July). *A standards-based digital portfolio: templates and tools for school leaders*. Presentation at the meeting of the Twelfth International Conference on Learning, Granada, Spain.

Olson, G.E., Hauser, G.M., & Bennett, A. (2005, April). *Applying the model of essential supports for student learning to assess the impact of the GEAR UP project on urban schools*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Olson, G., & Hauser, G. M. (2005, April). *An assessment of student perceptions of the impact of electronic portfolios on learning and professional development*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Olson, G., & Hauser, G. M. (2005, April). *Supporting reflective pedagogy and portfolio development through technology; Multiple approaches and perspectives*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Donovan, M., L., Hunt, E., Olson, G., & Hauser, G. M. (2005, February). *Quality teacher preparation through technology integration*. Presentation at the annual conference of the Association of Teacher Educators, Chicago, IL.

Olson, G., & Hauser, G.M. (2004, January). *Choosing Web-based tools for portfolio development: Selection criteria derived from comparisons of student experiences and products*. Paper presented at the Hawaii Interantional Conference on Education, Honolulu, HI.

Olson, G., Rodgers, C., & Hauser, G. M. (2003, July). *Video documentation of GEAR UP activities: A prototype for project dissemination*. Paper presented at the National Council for Community and Education Partnerships Annual Conference, Washington, DC.

Hauser, G. M., Rendon, L., Olson, G., & Rosch, T. (2003, July). *NCCEP journals and monographs: The need, possibilities, and challenges*. Paper presented at the National Council for Community and Education Partnerships Annual Conference, Washington, DC.

Hauser, G. M., Thomas, T. P., & Olson, G. E. (2002, October). *The results of a collaborative tutoring model: Six elementary schools, one high school, two universities, and two foundations in partnership*. Paper presented at the meeting of the Association of American Colleges and Universities 4<sup>th</sup> Biennial Diversity and Learning Conference, St. Louis, MO.

Hauser, G. M., Olson, G. E., Rosch, T. A., & Holloway, B. E. (2002, July). *Connecting higher education faculty to GEAR UP action research through a field-based tutoring program*. Paper presented at the National Council for Community and Education Partnerships Annual Conference, Washington, DC.

Hauser, G. M. & Thomas, T.P. (2002, April). *Formative evaluation of student services in an inner city GEAR-Up program*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.

Gregory M. Hauser

Page 7 (Conference presentations continued)

Hauser, G. M. (2001, April). *Teachers as leaders of school change: Teacher leaders as providers of supplemental services for students' success*. Paper presented at the annual meeting of the American Education Research Association, Seattle, WA.

Erbe, B. M. & Hauser, G. M. (2001, March). *Participation in school reform efforts: The role of the university reward system*. Paper presented at the annual meeting of the American Association for College Teachers of Education, Dallas, TX.

Erbe, B. M. & Hauser, G. M. (2000, November). *Community profiling through Internet databases*. Paper presented at the annual meeting of the Illinois Association of School Boards, Chicago, IL.

Hauser, G. M. & Erbe, B. M. (1999, November). *The role of the professoriate in the U.S. and Germany*. Paper presented at the "New Generation-New Approach" Germany and the USA in an Age of Global History Conference, Chicago, IL. Available from: <http://www.deutsche-kultur-international.de/w/usahaus.htm>

#### EDITORIAL BOARD

Editorial Board (2011-present) *International Educational Studies*, Canadian Center of Science and Education, Toronto, Canada

Editorial Board (2008-present), *Journal of Scholarship and Practice*, American Association of School Administrators (AASA), Arlington, VA

Editorial Board (2009-present) *International On-line Journal of Educational Sciences*, Sakarya University, Turkey

Editor, (2017-present) *International Education and Learning Review*, Madrid, Spain

#### CONSULTANT

Michigan State Department of Education (2008-2011), Evaluate alternative school leadership certification programs

#### REVIEWER

Reviewer for AERA 2009 Annual Conference for Division A, Section 5 and for the Portfolios and Reflection in Teaching & Teacher Education SIG.

#### COORDINATED THE DEVELOPMENT OF THE FOLLOWING GRANTS:

Kraft Employee Foundation. (2003). \$35,000.

Kraft Employee Foundation. (2002). \$20,000.

IBM Foundation.(2002).(Co-authored with Rosch, T. A.). \$1.5 million.

Kraft Employee Foundation. (2001). \$30,000.

IBM Foundation. (2000). \$40,000.

(Cumulative total of \$1,625,000 since appointment as Associate Professor in 1998)

Talent Search Program (1998), United States Department of Education, \$880,000.  
Russian Eurasian Program. (1997) National Association of Foreign Student Advisors and the United States Information Agency, \$20,000.  
Baltic East European Program. (1996) National Association of Foreign Student Advisors and the United States Information Agency, \$20,000.  
Russian Eurasian Program. (1996) National Association of Foreign Student Advisors and the United States Information Agency, \$40,000.  
Samantha Smith Memorial Exchange. (1995) Institute of International Education, \$10,000.  
Veteran's Upward Bound. (1995) United States Department of Education, \$897,000.  
Baltic East European Program. (1995) National Association of Foreign Student Advisors and the United States Information Agency, \$19,930.  
Russian Eurasian Program. (1995) National Association of Foreign Student Advisors and the United States Information Agency, \$30,000.  
Baltic East European Program. (1995) National Association of Foreign Student Advisors and the United States Information Agency, \$40,000.  
Baltic East European Program. (1994) National Association of Foreign Student Advisors and the United States Information Agency, \$17,266.  
Russian Teaching Assistant Program. (1994) United States Information Agency, \$12,512.  
Veteran's Upward Bound. (1992) United States Department of Education, \$605,000.  
Educational Opportunity Grant. (1991) United States Department of Education, \$1,139,551.  
Congress-Bundestag Program, (1991) CDS International Incorporated, \$2,981.

(Cumulative total of \$3,734,240 prior to appointment as Associate Professor in 1998 and total amount of grants of \$5,359,240 since 1991)

#### SABBATICALS:

Fulbright Scholarship, United States-German International Education Administrators Program. Germany. April-May, 1994.

Research Leave, Roosevelt University, Spring Semester 2013.

#### DEPARTMENT, COLLEGE, AND UNIVERSITY SERVICE:

##### Department

Acting Director, EdD Program (1998-1999)  
Chair, Department of Educational Leadership (2003-2006)  
Member, Faculty Tenure and Reappointment Committee Member (various years)

##### College

Member, Executive Committee (1999-2000, 2003-2006, 2007-2008, 2011-2014)  
Chair, Executive Committee (1999-2000, 2011-2013)  
Member, Professional Development Committee (2008-2010)  
Member, Technology Committee (1999-2007)  
Member, Curriculum Committee (1998-2001, 2002-2003)  
Member, College of Education Space Committee (1999-2000)  
Member, College of Education Mentoring Committee (2003-2004)  
Member, EdD in Higher Education Leadership Curriculum Committee (2012-2013)



University

Member, Roosevelt University Board of Trustees (Elected by University Senate) 2018-present  
Member, Provost/Executive VP Search Committee (2016)  
Member, Faculty Advisory Board on Retrenchment, (2015-present)  
Member, University Senate (2012-2014)  
Member, University Senate Executive Committee (2012-2014)  
Member, University Senate Executive Committee, Handbook Sub-committee (2012-2014)  
Member, University Faculty Personnel Committee (2004-2006, 2008-2011)  
Member, University Planning and Budgeting Committee (2012-2014)  
Member, University Employee Benefits Committee (2011-2017)  
Member, Graduate Council (2005-2006, 2007-2008, 2009-2011)  
Member, Graduate Council Executive Committee (2010-2011)  
Member, Institutional Review Board (IRB) (2009-2016)  
Member, Honors Program Advisory Board (2013-2014)  
Member, Dean Search Committee (College of Professional Studies) (2012-2013)  
Member, Dean Search Committee (College of Education) (2006-2007)  
Member, Wellness Advisory Committee (2012-2014)

PROFESSIONAL MEMBERSHIPS:

American Association for Counseling and Development (ASCD)  
American Association of School Administrators (AASA)  
American Educational Research Association (AERA)  
Illinois Association of School Boards (IASB)

OTHER PROFESSIONAL EXPERIENCE:

Vice Provost for Student Affairs and Associate Professor of Education, Roosevelt University, 430 South Michigan Avenue, Chicago, Illinois 60605. August 1992-August 1998. Promoted from Associate Provost in September 1993. Granted tenure in the College of Education in 1997.

Selected, supervised, trained and evaluated staff responsible for admissions, financial aid, international student affairs, residence life, food service, intramural programs; counseling, testing, and career services; tutoring and writing laboratory, bookstore, student activities, and student government. Administered seven million dollar annual budget.

Dean of Student Affairs, Office of Student Affairs, Montana State University-Northern, Havre, Montana 59501. July 1988-July 1992. Appointed Associate Professor of Counselor Education in 1991.

Selected, supervised, trained and evaluated staff responsible for international student affairs, career and personal counseling, tutoring, testing, residence life, student activities, student health services, bookstore, food service, child care, American Indian advising, and student government. Administered several state and federal grants totaling in excess of five hundred thousand dollars per year. Coordinated annual student affairs staff planning retreats. Supervised staff responsible for student discipline.

Dean of Student Affairs, Office of Student Affairs, Montana State University-Northern, Havre, Montana 59501. July 1988-July 1992. Appointed Associate Professor of Counselor Education in 1991.

Served on several faculty committees. Supervised a budget of approximately three million dollars. (Added to area of supervision: Admissions Office in 1989, Cultural Gender Equity Center and Educational Opportunity Center in 1991, Financial Aid Office and Veteran's Upward Bound Center in 1992)

Dean of Students and Assistant Professor of Education, Office of Student Development, Monmouth College, Monmouth, Illinois 1981-1988.

Selected, trained, and evaluated professional and student staff responsible for residential life, student activities and student government, career planning and placement, counseling services, health services, international student affairs, minority student affairs, and conferences. Served on several faculty committees. Supervised student discipline. Supervised a budget in excess of five-hundred thousand dollars. Taught: Freshman Seminar. Served as an academic advisor to selected undergraduate students.

Director of Residence Life and Instructor of Social Work, Office of Student Affairs, MacMurray College, Jacksonville, Illinois 1980-81. Promoted from position of Director of Freshman Programs in 1980.

Supervised five full-time head residents, twenty-six resident advisors and work-study students, and clerical staff. Coordinated the social, cultural, and educational programming in the residence halls. Supervised judicial affairs. Taught: Organization of Social Services.

Director of Freshman Programs and Head Resident, Office of Student Affairs, MacMurray College, Jacksonville, Illinois 1979-80.

Coordinated resident advisor selection, training, and evaluation. Counseled students. Supervised social, cultural, and educational programming in the residence halls. Presided at judicial conferences.

CHAired THE FOLLOWING COMPLETED DISSERTATIONS

- |                         |      |  |
|-------------------------|------|--|
| Flournoy, K.            | 2018 | <i>An investigation of the challenges faced by Ghanaian international students in the American higher education system: A phenomenological multi-case study</i>                                      |
| Haywood, M.             | 2018 | <i>Black male perspectives on the impact of a mentoring program on their university academic experiences</i>   |
| Rich, C.                | 2017 | <i>Portraits of principals as social justice leaders</i>   |
| Klimczak, S. M.         | 2015 | <i>Principals' perceptions of educational technology leadership aligned to the ISTE NETSA-2009</i>   |
| Tucker, A.              | 2015 | <i>An examination of the effect of racial microaggressions on Black female students in a predominantly white high school</i>   |
| Monaghan, P.            | 2015 | <i>An investigation of teachers' perceptions of the Danielson Framework for Teaching as a tool for evaluation and instructional improvement; A case study of a suburban Illinois school district</i> |
| Tucker, S.              | 2015 | <i>An examination of public high school dean of students' knowledge and practice associated with student discipline in the state of Illinois</i>   |
| Patterson, E. L.        | 2015 | <i>Teacher perspectives of principal leadership behavior that facilitate teacher leadership</i>  |
| Brasfield-Carpenter, K. | 2015 | <i>Exploratory study of school leaders' perspectives of performance management at selected urban public elementary schools</i>   |
| Podraza, C.             | 2014 | <i>An analysis of the contributing factors of intrinsic motivation in a diverse Montessori school</i>  |
| Pickens, S. J.          | 2013 | <i>Teachers' perspectives of leadership behavior that facilitate school improvement</i>  |
| Williams-McMillan, Y.   | 2013 | <i>A culture of excellence: Professional development as an instrument of change</i>  |
| Robinson, T.            | 2012 | <i>The skip-generation phenomenon: African-American grandmothers raising academically successful grandsons</i>   |

- Ganan, B. J. 2012 *The Fluidiez en la Lectura Oral (FLO) portion of the Indicadores Dinámicos de Exito en la Lectura (IDEL) and the English language portion of the Illinois Standard Achievement Test (ISAT): A correlational study of second and third grade English Language Learners*
- Collins-Spaulding, S. 2012 *A phenomenological investigation of middle-school student, parent, teacher and administrator perceptions of cyberbullying*
- Choate, K. 2009 *Student, parent, and teacher perceptions of the transition between middle school and high school*
- Zguris, G. 2007 *A case study on the perspectives of a female parochial secondary school principal on ethical decision making*
- Gray, D. A. 2006 *The relationship of certain academic variables as predictors of success for first-time CMA exam takers*
- Kosner, J. B. 2006 *Leadership perspectives that facilitate school improvement: An ethnographic case study of a public elementary school principal's leadership role*
- Headen, N. E. 2005 *Leadership strategies that facilitate stakeholder involvement in the school improvement planning process: An ethnographic case study of a public high school principal's leadership role*
- Johnson, L. T. 2003 *An analysis of the English Accelerated Program on student achievement*
- King, A. C. 2003 *A case study of the 1995 amendatory school reform act's impact on successful Chicago elementary school principals' leadership perspectives*
- Donahue, J. 2003 *A case study of select Illinois community college board chair perspectives on their leadership role*
- Blackwell-Scott, D. 2003 *An analysis of the effectiveness of the Caroline Sibley Extended Day Reading Program*
- Ahrens, C. L. 2002 *Leadership practices that facilitate a shared vision of educational excellence: An ethnographic case study of a public elementary school district superintendent*
- Romba, R. A. 2002 *A case study of the micro-cohort*