

II. RESEARCH OR OTHER SCHOLARLY AND CREATIVE ACTIVITIES

As I reflect on my evolving journey in research at East Texas A&M University, I recognize both the challenges and opportunities that have shaped my experience thus far. While I currently do not have any funded research activities, my prior involvement in a substantial grant during my time at Tarleton State University has provided a valuable foundation for my future endeavors. Although that past work does not count toward my current standing, it serves as a motivator for me to actively seek funding opportunities in the upcoming semester, as I navigate the tenure process.

My research journey has been particularly intriguing as I lean towards qualitative writing. This preference aligns with my passion for storytelling and exploring intricate human experiences, especially in educational leadership. Perhaps the most challenging was the experience with autoethnography and Dr. Lucy Bailey (Oklahoma). She coached me through the process and new learning of autoethnographical submissions. While I lean more toward qualitative projects, I am aware of my limitations in quantitative research. To address this gap, I have engaged with writing groups and collaborated with individuals who possess expertise in quantitative methodologies. These collaborations encourage us all to confront our fears and broaden our skill sets, fostering a supportive environment for growth. Further, I listen to my own colleagues when discussing quantitative information, and while working with Dr. Sharonda Pruitt on a project listened to her perspective and advice on databases.

Throughout my research, I have contributed to articles and chapters that explore critical themes such as administrative preparation, self-care, motivation, and the unique challenges women face in educational leadership roles during pivotal moments. These commonalities illuminate the

importance of resilience and adaptability in our field. Additionally, I am excited about several projects in the pipeline outlined in the attached documentation, which will further explore these themes.

As a reviewer for various academic journals, I have gained invaluable insights into diverse writing styles and the specific requirements of different publications. This exposure not only enhances my own writing skills but also cultivates a deeper understanding of effective communication within scholarly communities. I remain conscious of my growth and the necessity to continue refining my voice as a first author and to engage in empirical research.

In conclusion, my research trajectory at East Texas A&M University is one marked by curiosity, collaboration, and personal growth. As I pursue funding and further developing relevant projects, I am committed to advancing my expertise, contributing meaningfully to the discourse in educational leadership, and embracing the ongoing journey of discovery in academia.

A. Research & Grants: Identify all funded (amount) and non-funded research activities at East Texas A&M.

No funded research activities at ETAMU.

B. Scholarly Publications: (List refereed and non-refereed articles separately.)



1. Provide full bibliographic references to books, articles, and monographs published.

*The star * indicates a work that is empirical research.*

Journal Articles Refereed

- *Atchley, S., **Ross, S.** (2024). Caring by enhancing online principal preparation students' well-being through gamification. *Texas Educator Preparation*, 8(1). 34-41.
<https://doi.org/10.59719/txep.v8i1.46>
- *Taylor, J., **Ross, S.**, Washington, K., & Brown, K., (2024). Igniting resilience during critical times: Reflections of women superintendents, *School Leadership Review*, 18(2-2),
<https://scholarworks.sfasu.edu/slr/vol18/iss2/2>
- *Washington, K., **Ross, S.**, Taylor, J., & Brown, K. (2024). Exploring work satisfaction of women in educational leadership from a racial perspective during times of crisis. *Tapestry: Journal of Diversity, Equity, Inclusion, and Belonging in Education*, 2(1).
<https://digitalcommons.acu.edu/deie/vol2/iss1/5>
- Ross, S.** (2023). Undercover prophet – Retrospective reflections of my spiritual-servant leadership becoming transformational leadership, *Vitae Scholasticae, The Journal of Educational Biography: Vol 40: 1 & 2*, 91-110.
- *Washington, K., Brown, K., Taylor, J.L. & **Ross, S.** (2023). During critical times: The perceptions of women in educational leadership and work satisfaction. *Journal of Texas Women School Executives*. 8(1), 20-35. <https://issuu.com/tasanet/docs/jtwse23>
- Ross, S.**, Pruitt, S., Atchley, S. (2023). Matters of the Heart: Supporting from the Office to the Classroom. *TxEP: Texas Educator Preparation: Vol. 7(1)*.
<https://txep.csotte.com/iphp/txep/article/view/17>

Book Chapter Refereed

- Atchley, S., & **Ross, S.** (2024). Redesigning Principal Preparation Programs: A continuous improvement culture using Bambrick-Santoyo's data meeting conceptual framework. In McKee, L. Editor, Read, S. Editor, & Rickey, D. Editor (Eds.), *Using data for continuous improvement in educator preparation* (pp150-161). Myers Education Press.
<https://myersedpress.presswarehouse.com/browse/book/9781975505905/Using-Data-for-ContinuousImprovement-in-Educator-Preparation>

Book Chapter Non-Refereed

- Ross, S.** (2025). The light that shineth in me. In L. Salazar-Montoya & Friends (Eds.), *Empire of radiance: Unity and legacy* (pp. 261-271). Urban Book Publishers.

2. Identify works in progress; provide tentative title, publisher, and publication date.

Ross, S. "You Are Bringing in Too Many Black People" and Other Related Perceptions That Sabotage – Black Leaders' Efforts to Staff Inclusive Schools," IGI Global Scientific Publishing, May 21, 2025.

Ross, S. *The Power of Language: How Words Can Harm and Heal*, IGI Global Scientific Publishing, Nov. 2025

Pruitt, S., Ross, S., Atchley, S., & Brock, J. *Bridging the Gap: College Readiness and the Influence of School Leadership*, *School Leadership Review*. Submitted as #1287.

Publication Reviews

2024

PEER REVIEWER, *School Leadership Review*, Contact-The Editors; Kriss Kemp-Graham, *Dismantling Inequities in the Faculty Evaluation System*, November 2024.

2023

PEER REVIEWER, CSOTTE, *TxEP Journal (State Level)* Contact – Abbie Strunc, TxEP Managing Editor August 2023

PEER REVIEWER, RWE, Panel/Symposiums (National/International Level) Contact – Mei Jiang, TAMUC September 2023

PEER REVIEWER, Kemp-Graham/Pruitt ICPEL Edited Book Chapter Peer Review Contact – Kriss Kemp-Graham, TAMUC December 2023

2022

PEER REVIEWER (CSOTTE, *TxEP Journal (State Level)*)
CO-EDITOR JTWS, *JOURNAL OF TEXAS WOMEN SCHOOL EXECUTIVES (State Level)*

PEER REVIEWER Book Review *The Mindful Supervisor: Enhancing Instructional Supervision in Schools through Mindfulness Techniques*, by Steven Haberling, (1-67). Roman & Littlefield, Wesleyan College [Instructions \(textreviews.com\)](https://www.wesleyan.edu/instructions/textreviews.com).

C. Creative Activity: Describe creative activities engaged in during the period of this report but not published. Give specific details for activity in creative fields, i.e., dates and locations of juried art shows, music recitals, concerts, etc.

Throughout the course of leadership and the professoriate, there are creative activities that are not published or measured by the intelligence ratings used within institutional settings

(Greenleaf, 1977). Intuition, awareness, perception, and the ability to conceptualize are great

traits to possess as leaders; but one must also be able to arouse the spirit within those around

them to engage and participate in meaningful activities that awaken and enlighten motivation. I

am a spiritual-servant leader who works tirelessly as a transformational leader. Continually, I grow spiritually (Ross, 2023) and understand that spirituality is centered in our work (Dillard, 2006).

The creative activities attached are visuals of those opportunities for transformation in the lives of those around me, although the activities may not be accepted in some university settings. I exercise in self-care, one of my research topics, and can discuss application when conversations are centered around the issue.

The first link is to my Monday Night Facebook page in which I am charged with leading a live Facebook church message entitled, In Case You Missed It. The teaching begins at 7pm and usually ends around 45 minutes later. The lesson content is from our Sunday class and is presented in case viewers miss their Sunday School lesson.

The second link is to a sermon I delivered because I am a licensed minister called to inspire others through the Word of God. At church, we work to spiritually transform lives. Conclusively, at ETAMU, I am proud to apply our mission which states we work to transform lives, so students excel and soar globally in their workplaces transforming schools, organizations, businesses, and the world around them.

D. Evidence of Other Scholarly and Creative Activities: Describe the amount and type of scholarship in professional activities, e.g., speeches (including papers presented), critical discussants, workshop presentations, and media appearances. Include the date, subject, and location of these activities.

In today's fast-paced academic environment, finding the balance between scholarship, professional activities, and community service can be quite challenging. As an educator deeply involved in promoting women in education, I have dedicated significant time to various

initiatives that not only enhance my professional growth but also contribute positively to my community and the broader educational landscape.

My journey began with participation in critical conversation webinars hosted by the Research on Women and Education organization. These platforms allow for meaningful discussions about the challenges and successes faced by women in educational leadership, providing a space for everyone to share their insights and experiences. Additionally, being a guest speaker at the TASA Midwinter Conference in Austin, Texas, enabled me to engage directly with fellow educators and administrators, sharing innovative strategies for fostering inclusive educational environments.

The opportunity to present papers at summer writing workshops and specialized conferences for principals and assistant principals further enriched my professional repertoire. These gatherings often spotlight issues relevant to Texas women in higher education, allowing for dialogue and collaboration among attendees. One highlight was the Texas Council of Women School Executives Spring Conference, where I shared my insights on leadership and empowerment in educational settings.

Moreover, I proudly led a fireside chat titled "Women in the Superintendency," where I moderated a discussion featuring Dr. Latonya Goffney, a prominent superintendent in Texas. This event not only underscored the achievements of women in leadership roles but also sparked critical conversations about the pathways available for aspiring female superintendents.

My commitment to scholarship is evident through my active participation in the annual AERA conference in 2023. As a discussant for over 15 papers, I contributed to critical dialogues around education research and its implications for practice, emphasizing the importance of data-driven

decision-making in educational policy and leadership. I learned quite a lot in being a first-time discussant for such a huge assignment and was quite overwhelmed, but the process afforded me an invaluable experience.

Additionally, my recent media appearance highlighting my appointment to the TCPEA executive board reflects my dedication to advancing educational standards and advocating for equitable practices within our school systems. This role has provided me with a platform to influence educational policy and foster collaborative efforts among professionals in the field.

Looking ahead, I am currently developing a presentation in collaboration with a colleague from out of state. This project aims to tackle pressing issues within our educational frameworks and offers a unique perspective that I believe will resonate with our peers.

In conclusion, while the demands of these scholarly and professional activities require careful time management and prioritization, the rewards of contributing to my community and advocating for women in education are immeasurable. Each experience not only fuels my passion for educational leadership but also reinforces my commitment to creating inclusive spaces for all members of the educational community. As I continue this journey, I remain eager to embrace new opportunities for growth and collaboration.

Ross, S. (2025). Bringing voice without being void. Virtual Presentation. Spring 2025 Research on Women and Education (RWE) Critical Conversations Webinar. Virtual. AERA RWE SIG.

French, C., Brown, K., James, K., Martinez, B., Perkins, G., **Ross, S.**, Sorensen, M. (2025, January 27) Women in transformational leadership: Empowering voices, navigating challenges, and inspiring change. 2025 TASA Midwinter, Austin, Tx.

Washington, K., Brown, K., Taylor, J., & **Ross, S.** (2024, July 29-31) Examining women in educational leadership and work satisfaction through a racial lens. Paper Presentation. 2024 ICPEL San Antonio Conference.

- Ross, S., & Cooper, J.M.** (2004, June 20-21). The making of writing circles. 2024 TCPEA Summer writing workshop.
- Ross, S., & Connor, A.** (2004, June 12-14). Putting the “coach” in collaborative commitment. 2024 TASSP Summer Conference.
- Ross, S.** (2024, April 24). The power of balance, being the best. Region 7 & 8 Spring Convening of Texas Council of Women School Executives.
- Ross, S., Williams, S., Vaughn, G., Singh, M., Cerling, K.** (2024, April 7-9). First time attendees’ welcome session: I’m here, now what? Texas women in higher education 2024 annual conference.
- Ross, S., Walker, V., & Conner, A.,** (2024, January 27). Discover the powerful trio: Grit, grace, and culturally relevant leadership. TCWSE 2024 annual conference.
- Washington, K., Brown, K., Brown, J., & **Ross, S.** (2024, January 27). A statistical analysis: Examining women in educational leadership and work satisfaction through a racial lens during critical times. Texas Council of Women School Executives, 39th Annual Conference
- Ross, S.** Moderator. (2023, December 7). Fireside chat: Women in the superintendency. AERA Superintendent SIG.
- Williams, P., & **Ross, S.** (2023, December 6). Managing relationships in transition. Dallas LEAD Mini-Intensives, TAMUC.
- Washington, K., **Ross, S.,** Taylor, J., & Brown, K. (2023, October 11-13). A statistical analysis: Examining women in educational leadership and work satisfaction through a racial lens during critical times. [Paper presentation]. American Educational Research Association Research on Women SIG, 50th Annual RWE Conference.
- Ross, S.** (2023, October 5-7). Undercover prophet: Retrospective reflections on servant leadership and spirituality. International Society for Educational Biography (I.S.E.B.) 39th Annual Conference.
- Washington, K., Brown, K., Taylor, J.L. & **Ross, S.** (2023, April 14). During critical times: The perceptions of women in educational leadership and work satisfaction [Paper presentation]. American Educational Research Association Annual Meeting. <https://aera23aera.ipostersessions.com/?s=2A8C-90-4D-82-2B-15-C7-1C-Be-13-D2-C1-80-39-0B>
- Washington, K., Brown, K., Taylor, J.L. & **Ross, S.** (2023, January 27). During critical times: The perceptions of women in educational leadership and work satisfaction. Texas Council of Women School Executives Annual Conference.
- Washington, K., Brown, K., Taylor, J., & **Ross, S.** (2022, December 1-3). “The Perceptions of Women in Educational Leadership and Work Satisfaction Re-Imagined During Critical Times” 47th Annual RWE Fall Conference.
- Ross, S.,** Pruitt, S., Atchley, S., “Matters of the Heart: Supporting from the Office to the Classroom,” CSOTTE Annual Conference. October 2022.

Role as Critical Discussant - AERA 2023

Ross, S. Friday, April 14, 2023 Discussant: Paper Session 2: Trust, Mindset, Response, and Equity (5 Presenters)

Sunday, April 16, 2023 Discussant: Roundtable 17 The Lived Experience of Leaders Engaged in School Improvement in Event

Sunday, April 16, 2023 Discussant: Paper Session: Baltic Inclusion and Culture in Faculty Teaching, Evaluation, and Development

Presentation in Progress

Salazar-Montoya, L., **Ross, S.**, & Delgado, G.

Beyond Performative Allyship: Building Authentic Partnerships for Equity and Justice in Education

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:53f0ed42-0d30-40b0-8199-6578ba62720f>

Media Appearance

December 6, 2024 ETAMU Website

[East Texas A&M Professor Joins Educational Administration Group's Executive Board | East Texas A&M University, ETAMU](#)

