

PERFORMANCE REPORT FORM

EAST TEXAS A&M UNIVERSITY

(AUGUST 2022) through (DECEMBER 2024)

Provide to your department head or director by the stated deadline:

1. A report of your professional performance, and
2. An updated vita. [RossVitaSR1rev32725.pdf](#)

Purpose for the Report:

- Pre-Tenure Review* (3rd year, 4th year; or 5th year)
- Tenure Review*
- Post-Tenure Review*
- Promotion

*Not applicable for professional track, clinical or library faculty)

Name Dr. Sharon Ross Highest Degree Held Ed.D.

Present rank Assistant

Number of years in present rank (including current academic year) 3

Tenured: Yes No If yes, provide month and year: _____

Number of years teaching/working experience:

At East Texas A&M University 3
(include current academic year)

At other universities/colleges: 3 at Tarleton State University

Assigned Duties:

I have been assigned to the Department of Educational Leadership as an Assistant Professor and Coordinator of Dallas DILI Principal's program which are inclusive of providing and fostering a positive, engaging learning experience whether online, or face-to-face. My time is divided

amongst the three areas of responsibility with 40% weighted in Teaching Effectiveness, 30% toward Scholarly Research and/or Creative Activity, and the other 30% distributed in Service/Community Engagement.

As a faculty member, I provide **Teaching Effectiveness** as will be evidenced by evaluations, and the syllabi depicting lesson planning. Evidence of delivery is provided throughout the electronic portfolio. In addition to teaching, I provide collaboration with colleagues in reference to course design, attend training to improve my effectiveness in teaching, and conduct academic advising to students in the principal, superintendent, and doctoral programs throughout the semesters.

In the area of **Scholarly Research and Creative Activity**, I find myself learning more and more each year by engaging in areas that advance my knowledge with colleagues in the department and profession. Working with our department faculty on CPED has advanced my knowledge in the doctoral program. I am more equipped now that we have worked collaboratively on course revisions, development, and redesign. Moreover, providing practitioner-focused and research-based presentations to the educational profession at conferences has expanded my networking and connections in academia, moving me beyond the public education realm but bridging the two to aid in better serving graduate students.

I was once told by a wiser senior faculty member, not to overload myself with too much **Service/Community Engagement** because the other areas would be deficient; therefore, I have tried to balance and blend the percentage of time spent on these activities. Evidence provided will show participation in departmental committee work, college and university service, and a commitment to service beyond ETAMU, in the profession at the local, state, regional, and

national/international levels. Engaging in a variety of service activities benefits my professional growth and development as well as our department, college, university, and profession.

State your accomplishments in the following areas:

CATEGORIES OF PERFORMANCE

I. TEACHING

When I began the journey full-time at Tarleton State, my department head provided me with a book, *The Professoriate; Profile of a Profession*, by Anthony Welch. He wanted those of us who were new to understand what it meant to be in this new life, having come from PK-12. I soon learned that while I had been a successful CEO/Superintendent of Schools in a couple of Texas Public Schools, there was still so much I had to learn about the basic operations of higher education and my lack of research training. Dr. Mike Ponton (2024) further challenged me to think about the mindset of ‘higher’ education for students and how we help them connect to that concept by becoming an active learner and one who can think for him/herself rather than one who enters to sit and get.

Instead of merely providing students with the D2L online format, which typically involves reading assignments and answering questions, I strive to create opportunities for my adult learners to build upon their own experiences and understanding derived from the assigned readings and learning materials. This approach aligns with my teaching philosophy of constructivism. Adult learners enroll in university programs with a goal of acquiring a degree of higher education; thus, it is my responsibility to design lessons and assessments that emphasize making personal connections and constructing meaning through active participation.

Additionally, the modules encompass activities that require interaction, a concept endorsed by John Dewey, emphasizing that learners co-construct knowledge and meaning from the material they engage with, as noted by McLeod (2024). I consistently reflect on and evaluate my lesson designs to ensure that my commitment to constructivism is aligned to stated objectives and deliverables. Evidence of collaboration is integrated into the syllabi through virtual meetings via Zoom, active participation in discussion boards where students respond to one another, and the creation of presentations that require peer feedback and engagement.

My approach in the courses I teach is to foster a supportive and engaging learning environment whether online or face-to-face. I encourage all students with this phrase: “Do Not Suffer In Silence” which is written on the syllabus for them and in D2L. I explain the meaning which is simply ask questions if the material or assignment is not understood, after reading and attempting to understand, of course! This is my method of emphasizing the importance of communication and seeking help, which is crucial for their success. Providing a personal video introduction not only helps establish a connection but also makes your online presence more relatable and online students feel a sense of belonging with the university and the professor providing the lessons of study. To build a sense of community, I ask them to provide a short video about themselves. I want to show I value their individuality and perspectives. Moreover, guiding them to think beyond the assignments encourages critical thinking, which is essential for deeper understanding.

In summary, I am an educator who shares the spirit and passion of my work with enthusiasm and power as I remember that adult learners come with their minds clouded by their daily agenda and workload. It is my work, planned activities, and discussions that bring them into another world, our world of higher education to explore (re)visioning possibilities, as defined by Dillard (2022) that could transform classroom culture and the lives of school children everywhere.

(Re)visioning is the call to think far beyond where we have been in our minds and lend attention to deeper knowledge, alternative solutions, and a greater ability to see things in a new light, differently, as new realities (Dillard, 2022). While I offer opportunities for learners to connect and collaborate, as a constructivist would, my spiritual-servant-transformational leadership conscious is always reminded to lead them into reflective thought so they connect theory with practice and move beyond what is currently presented to what could be from their leadership.

A. Courses Taught

My growth in courses taught is exponential. Having practitioner experience in both the principal and superintendent areas create a win-win for me. I enjoy teaching in both fields because I am responsible for improving schools across the state and nation by designing effective learning experiences for aspiring school administrators at all levels. Capitalizing on the required curriculum and my experiences, I can offer a rich experience for students in our programs. While all courses are meaningful and build capacity in our students, I highlight the Practicum course in the principal's program because students gain on-the-job-training, in the field, on their campus. I have been amazed at the growth of aspiring leaders in the Dallas LEAD/DILI partnership program. During Mini-Intensive sessions, I ensure students are exposed to excellent speakers who provide additional development and training on various instructional leadership and management topics. Providing feedback to students regarding their observations has led to exponential growth for students. The coaching and reflection throughout the year gives students opportunities to practice learned skills and reflect with the field and site supervisors.

To offer additional preparation in the superintendent program, my goal is bringing in guest speakers who will offer different views on the topics presented. Aspiring

Superintendents love hearing from Superintendents in the chair and other central office administrators who provide insight into the life of the superintendent. In the Human Resources course, I have connected students with an author of a nontraditional HR book to explore different thoughts regarding onboarding and putting the H in Human back in HUMAN RESOURCES rather than treat that department as a standardized hiring/firing office for paperwork processing only. I have not taught Facilities in a while; however, I was in discussion with an architect friend who wanted us to tour a nearby school construction site and discuss design issues and concerns.

EDAD 519, Designing Curriculum Online/F2F

EDAD 515, Leading Effective Schools Online/F2F

EDAD 510, Leading Learning Communities Reflective Practicum (Principals) Online/F2F

Dallas

EDAD 561, Culturally Responsive Campus Leadership Online/F2F Dallas

EDAD 556, Building Capacity for Powerful Learning Online

EDAD 569, Instructional Leadership Online/F2F Dallas

EDAD 620, School District Instructional Leadership–Human Resources Online/F2F Region 10

EDAD 639, Educational Program Evaluation for School Leaders Online

EDAD 651, School District Organizational Leadership: Facilities Online

EDAD 658, School Crisis Leadership, (Lead Course Designer) Online

EDAD 695, Research Methodology Online

EDAD 718, Doctoral Dissertation Online

B. Teaching Effectiveness.

Course Syllabi. Provide a syllabus for each course taught during the past year in an appendix to your report. The syllabus should include objectives, grading procedures, various writing and reading assignments, etc.

**The course syllabi and calendars are attached to the e-portfolio webpage.*

During my initial year at East Texas A&M, the onboarding process involved seeking a syllabus and course shell from a colleague and making necessary adjustments to tailor it to my unique teaching style. At that time, I was still getting acclimated to the D2L learning management system, which left me feeling somewhat nostalgic for the familiar system I had just departed

from. As the semester commenced, the pace felt overwhelming, and I realized I had not fully grasped the importance of meticulously reviewing the syllabus line by line, a crucial step that I unfortunately overlooked in my first year.

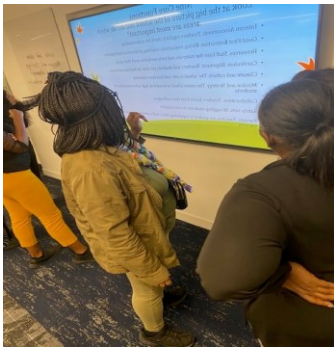
By the second year, I started to improve in my approach to syllabus development and course preparation. I gained a better understanding of the resources available to me and became more adept at navigating the expectations of my role. Now as I enter my third year, I have developed greater confidence in my abilities to prepare effectively and engage my students meaningfully.

The recent curriculum redesign utilizing the CPED model has further enhanced my confidence in both my teaching effectiveness and my preparation strategies. This structured framework has provided me with valuable insights and tools that have empowered me to create a more impactful learning environment for my students. I was grateful for the insight Dr. Melissa Arrambide had to lead us into working as teams designing and redesigning the D2L modules and coursework together. I am excited to continue this journey of growth and improvement, striving to foster a supportive and enriching educational experience for all learners.

Pedagogical Approaches. Indicate examples of especially innovative and/or effective teaching techniques.

Demonstrating constructivist pedagogical approaches in my teaching is indicated in this section by providing photos of hands-on learning with students presenting problem-based learning in the face-to-face Dallas Principal's Cohort. They are shown using technology to motivate participation. Administrators must further show knowledge and skills in technology competencies because they lead teachers in this area and evaluate them on the integration of technological in their instructional strategies.

Some of the photos reflect students' participation in reflective thinking activities such as group discussions and zooms. Participating in this manner helps students connect their experiences and extend their learning. Many of the activities were guided by thinking prompts in which students would be pushed to broaden their thinking. Further, the thinking prompts were used to create more dialogue, setting the stage for different perspectives in the conversations. Students also share ideas during the time they work together.



2022



2023



2024

Student Evaluations. Provide a summary of data on student evaluations of all courses taught during the past two years.

Semester	Course	Ross Ave	Dept of Ed. Leadership
Spring 2024	EDAD 620 Inst. Doctorate Level	5.00	4.50
Spring 2024	EDAD 620 Cour	4.90	4.57
Spring 2024	EDAD 519 Inst.	5.00	4.50
Spring 2024	EDAD 519 Cour	5.00	4.57
Spring 2024	EDAD 569 Inst.	4.57	4.50
Spring 2024	EDAD 569 Cour	4.43	4.57
Sum 1 2024	EDAD 561 Inst.	3.80	4.55
Sum 1 2024	EDAD 561 Cour	4.24	4.69
Sum 1 2024	EDAD 515 Inst	4.62	4.60
Sum 1 2024	EDAD 515 Cour	4.69	4.69
Sum 2 2024	EDAD 639 Inst Doctorate Level	4.11	4.28
Sum 2 2024	EDAD 639 Cour	3.97	4.25
Sum 2 2024	EDAD 556 Inst	5.00	4.28
Sum 2 2024	EDAD 556 Cour	4.90	4.25

Fall 2024	EDAD 519 Inst	3.00	4.23
Fall 2024	EDAD 519 Cour	4.00	4.53
Fall 2024	EDAD 561 Inst	5.00	4.46
Fall 2024	EDAD 561 Cour	5.00	4.53
Fall 2024	EDAD Inst. Lea Instr	5.00	4.46
Fall 2024	EDAD Inst. Lead Cour	4.85	4.53
Fall 2024	EDAD 510 Inst	3.58	4.46
Fall 2024	EDAD 510 Cour	3.80	4.53

Year of 2023

Semester	Course	Ross Ave	Dept of Ed. Leadership
Spring 2023	EDAD 620 Inst. Doctorate Level	5.00	4.41
Spring 2023	EDAD 620 Cour	5.00	4.52
Spring 2023	EDAD 695 Inst.	3.67	4.41
Spring 2023	EDAD 695 Cour	3.67	4.52
Spring 2023	EDAD 510 Inst.	4.67	4.41
Spring 2023	EDAD 510 Cour	4.80	4.52
Sum 1 2023	EDAD 519 Inst.		
Sum 1 2023	EDAD 519 Cour		
Sum 1 2023	EDAD 515 Inst	4.78	4.44
Sum 1 2023	EDAD 515 Cour	4.78	4.49
Sum 2 2023	EDAD 569 Inst	4.29	4.44
Sum 2 2023	EDAD 569 Cour	4.43	4.53
Sum 2 2023	EDAD 556 Inst		
Sum 2 2023	EDAD 556 Cour		
Fall 2023	EDAD 569 Inst		
Fall 2023	EDAD 569 Cour		
Fall 2023	EDAD 561 Inst	4.80	4.61
Fall 2023	EDAD 561 Cour	4.60	4.65
Fall 2023	EDAD 651 Inst	4.04	4.61
Fall 2023	EDAD 651 Cour	4.50	4.65
Fall 2022	EDAD 561 Mean	5.0	4.64
Fall 2022	EDAD 569 Mean	5.0	4.8

Overall, I know I provide a great framework while teaching and can always improve in areas of responsiveness as I continue meeting the needs of my adult learners. What I have learned throughout the process is while I want to students to make sense of their learning and accomplish goals set forth in many ways, some fear moving beyond the traditional parameters and want to

know step-by-step procedures when there are times when assignments may be open-ended for creativity and higher thinking. That is my way of giving students autonomy and offering choice within the lessons, as we should.

Reflecting on the student evaluations, I first look at the number of students responding and understand number variables. If only two out of twelve students respond and one has a positive experience and the other has a negative outlook on everything that occurred during the semester, the outcome for the evaluation will show I need a lot of help in many ways. I look at these scores and understand I have areas in which to grow and areas in which I glow.

To involve students more in the evaluation process, the ACUE course I am trying to complete suggests frequent evaluations throughout the semester in different modalities. I created a series of questions for a couple of courses in the Fall of 2023; however, I have not revisited the process, and I should because the platform gave students an opportunity to ask me additional questions while seeking and gaining clarity on matters concerning the students. This year I want to include more engagement and motivation by using basic gamification first with a course or two and then moving on to a wider audience. A colleague and I have previously used the platform to motivate graduate students using gamification at the lowest level and students loved getting stickers or accolades upon completing assignments. Students, of all ages, must be motivated as they continue their studies through higher learning.

To close this section of the report, I chose to leave student comments to fill my bucket and yours too!

Students Comments:

*I appreciate how responsive the professor was when I or other classmates reached out with questions. I especially appreciate that when one of my classmates asked a question, she informed the whole class of the question raised and her answer. I thought it was neat how she provided a

video once to clarify an assignment, and a recorded audio message to inform me that one of my assignments would not open. I appreciate her level of overall responsiveness.

*Thank you so much for the wealth of knowledge you have shared with us throughout this course!

*Dr. Ross is an amazing professor who always provides helpful feedback and is always willing to help you if you do not understand an assignment.

*The content given in person by Dr. Ross was invaluable, relatable, and transferable in this inexperienced leader's eyes.

*I have truly appreciated the time that Dr. Ross has taken to answer questions and respond to emails. She is gracious, kind, and supportive. I'm very grateful for all she has done during the Summer I course to help me learn more about how to lead.

*Dr. Ross has been so understanding and empathetic to the fact that she knows what weeks will be overwhelming and how to encourage us to still do our best.

*I really enjoyed this course! I learned a lot and I feel better prepared for what is before me. The videos were fairly lengthy, but I could see the value in them.

*The instructor provided in-depth and motivating comments to graded assignments.

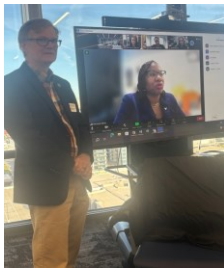
*Need more professors like Dr. Ross. Truly cares for her students and the students that they will be tasked with making decisions for in the future.

*Dr. Ross is a very supportive professor and that was extremely beneficial for the practicum experience. She challenged me to think like an administrator and be reflective of my skills and craft. She is a wealth of knowledge and impacted my future career immensely.

*I absolutely loved Dr. Ross. I feel that she was very personable and always answered when I called or emailed her in a timely manner!

Other Evidence of Teaching Effectiveness. Examples may include but are not limited to teaching portfolios, videos of class presentations, etc.

Photos and videos of the DILI program Mini-Intensives are provided as evidence of relevant teaching effectiveness indicating direct experiences from guest speakers enhancing their understanding of subject matter and career responsibilities. Information from the guest speakers is delivered as professional development in which students are engaged participants.



Dr. Peter Williams and I facilitated a Principal Panel – Dec. 2023



Dr. Connie Wallace: Chief Communications Officer, Duncanville ISD; Navigating Difficult Conversations – Nov. 2024



Dr. Marcus Scott: Director of Credit Recovery/Acceleration, Dallas ISD; Building Trust – Sept. 2024



I am introducing guest speaker and author, Dr. Elaine Wilmore; Passing the Principal As Instructional Leader TExES Exam Mar. 2023



Dr. Ken Young: Professor, Lamar Univ.; Time Management – Sept. 2022. I shadowed Dr. Templeton to learn DILI leadership and program management



[..\Videos\Valerie Walker at DILI Nov2023.MOV](#)

Valerie Walker: Principal, Crowley ISD; Crucial/Difficult Conversations/Effective Documentation Nov. 2023

LIBRARIANSHIP

The principle and practice of creating, selecting, acquiring, organizing, disseminating and providing access to information. Teaching others skills related to finding, critically evaluating, and using information.



To successfully execute librarianship in my practice, I use Modules within D2L to create content relevant to the description and student outcomes of the course. As a department, we have a system in which Course Leads, assigned to a main course, creates the content, researches and lists the materials and required or recommended textbooks and attaches essential videos or articles to enhance learning. When a faculty member is assigned to teach a course, he/she requests permission to use the course shell from the professor by following university procedures through IT. I am grateful for the insight our department head, Dr. Melissa Arrambide, used at the start of the Doctors program redesign. She assigned teams to work together on redesigning courses which helped me to better understand the process of CPED course design. During our

teamwork, I appreciated learning with and from my colleagues and, while selecting information for the coursework, I gleaned additional value of our credibility and diversity of perspectives. Each researched materials and textbooks, discussing our reasons for offering details we shared.

The methods I used to select and acquire information during the CPED redesign and other courses assigned included researching Google Scholar and Research Gate for scholarly articles relevant to the topics and course description. I continue to have conversations with senior faculty regarding their suggestions and regularly request information from professors at other universities. Additionally, I utilize information I have accumulated from attending workshops and conferences for professional development. I have learned from Drs. Kriss Kemp Graham, Julia Ballenger, and Danna Beaty to investigate what other universities are doing so I look on their websites for anything related to a course of interest and if there is something I believe may benefit our students, I research it and bring it to the discussion and if it is a course I have been working on individually, I add the new idea to the course.

The information learned and selected is organized in each module on D2L and disseminated to students in the same format. Students have access to the information when the course is open and available at the beginning of each semester. I also schedule additional zooms to clarify information and offer opportunities of engagement. In some cases, I schedule guest speakers, experts in the field, to attend zooms for the purpose of delivering relevant content. These rich discussions provide students with real-world practical solutions to problems of practice. Providing students with access to information in this manner also aids them in networking and hearing different perspectives.

When students complete the courses I teach, they will have been exposed to higher order thinking skills through discussion and research-based assignments. Some assignments require students to critically evaluate and analyze relevant articles while others seek a connection to leadership by asking them to identify standards and describe how the topic impacts their role. Lastly, one of the consistent strategies I use in grading is asking how a concept or lesson is relevant to the student as a principal or superintendent, depending on the course I am teaching.

II. RESEARCH OR OTHER SCHOLARLY AND CREATIVE ACTIVITIES

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 JTWSE, 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 \(textreviews.com\)](#).

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 reference on the e-portfolio is to my Monday Night Facebook page (a recording for this purpose) 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 reference is in the form of pictures from 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 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](#)

III. SERVICE

A. Service to the University, College, and Department:

List your service to the University, college, and department. You should include a statement indicating evidence of productivity and involvement.

Describe and document involvement in the development of courses and/or programs for the preparation of professionals.

As a dedicated public servant within the education profession, I have consistently recognized the importance of providing and engaging in meaningful service in my role as faculty in the Department of Educational Leadership, and as a proud member of the East Texas A&M University Lion family, I am committed to advancing our mission, vision, and strategic goals. Throughout my tenure at the university college and department I have actively participated in initiatives that bridge the gap between academia and the workforce thereby enhancing student success and career preparedness to exemplify my commitment to fostering a welcoming community. As one of our key strategic objectives, I have engaged in efforts that ensure students benefit from a safe, healthy, civil, and inclusive environment. Additionally, I have been supportive of initiatives that empower students to achieve their academic, personal, and professional aspirations.

My involvement, as a member of the strategic plan updating committee, has provided me with invaluable opportunities to collaborate with diverse faculty and staff across the university. This collaboration has allowed me to gain insights into the varied perspectives on student and faculty needs as well as the opportunities available at ETAMU.



Progress for ETAMU as we worked on the Strategic Planning updates.

Service to Education Research Community, University, College, and Department

SERVICE – EDUCATION RESEARCH COMMUNITY

2024

PEER REVIEWER, School Leadership Review, Contact-The Editors; Kriss Kemp-Graham, Dismantling Inequities in the Faculty Evaluation System, November 2024.
 Awards Chair, AERA Superintendent SIG; Chair and Discussant
 Institutional Representative, Texas Women in Higher Education
 Conference Committee Lead, Texas Women in Higher Education Spring Conference April, 2024 Corpus Christi, Tx.
 Lead – First Time Attendee’s Session
 Writing Workshop Planning Committee Member, TCPEA, June 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
 CO-EDITOR, JTWS, JOURNAL OF TEXAS WOMEN SCHOOL EXECUTIVES (State Level)
 AERA SUPERINTENDENT SIG OFFICER – AWARDS CHAIR ELECT on Board (National/International Level)
 AERA CHAIR/DISCUSSANT for Conference (Superintendent SIG Sessions)
 TWHE, Texas Women in Higher Education INSTITUTIONAL REPRESENTATIVE for TAMUC, Conference Planning Committee Member & CHAIR of Newcomers/1st time attendee’s session/Scholarships
 TCPEA Planning Committee Member Summer Writing workshop (2023-2024)

2022

PEER REVIEWER (CSOTTE, TxEP Journal (State Level)

CO-EDITOR JTWSE, 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 \(textreviews.com\)](#).

SERVICE – UNIVERSITY, COLLEGE, DEPARTMENT, AND LOCAL COMMUNITY

2024

EAST TEXAS A&M UNIVERSITY

Volunteered at TASA Midwinter Booth (Commerce & A&M Central) January 2024

Strategic Plan Updating Committee - [Strategic Plan: 2024-2029 - Texas A&M University-Commerce \(tamuc.edu\)](#)

[Strategic Plan: 2024-2029 | East Texas A&M University, ETAMU](#)

Donuts and Directions

Presentation to Enrollment Management Department, Oct. 11, 2024

Presentation to Honors Class, Dr. Erin Webster, Sept. 9, 2024

COLLEGE OF EDUCATION

College Search Committee: Began Nov. 25, 2024; HELT Department Head Search

DEPARTMENT OF EDUCATIONAL LEADERSHIP

TASB Spring School Board Workshop – Hosted at TAMUC

Course Lead: Revisions/Redesign for EDAD 620 and EDAD 658

COMMUNITY

Volunteer for Jackie Carden Elementary, Crowley ISD

Guest Speaker for Community Cemetery Clean-up, Whitehouse (Church)

NSPDK, Inc. Epsilon Beta Toy Drive for North Tyler Day Care

NSPDK, Inc. Epsilon Beta Christmas Stockings for North Tyler, Glenwood Nursing Facility

2023

TEXAS A&M UNIVERSITY COMMERCE

Volunteer for Donuts and Directions, Aug. 2023

Recruiting at TASSP Conf. with Dr. Hayes and Dr. Faunce June 2023

DEPARTMENT OF EDUCATIONAL LEADERSHIP

TASB Spring School Board Workshop – Hosted at TAMUC

Tailgate, Aug. 2023

Graduation Representative August 2023

COMMUNITY

NSPDK, Inc. Sorority Pencil Drive for East Texas Classroom Teachers

B. Service to and Evidence of Involvement in the Community: Describe the amount and type of your involvement in professionally related community service activities. Include the date, type of service, and location of these activities.

Participating in community service is not just a selfless act; it is an enriching experience that fosters valuable relationships with local businesses and organizations. As a former school administrator and now a higher education professor, I have witnessed firsthand the profound impact that community involvement can have on both personal growth and societal betterment.

Engaging in community service allows individuals and organizations to connect deeply with their surroundings, building bridges that lead to collaborative initiatives and mutual support. For instance, volunteering to distribute coats at an elementary campus in Crowley ISD provided me with the opportunity to interact with children in need, while also strengthening ties with the school. Such interactions are essential, as they cultivate a sense of trust and reliability that can lead to future partnerships. I enjoyed my time at the campus.

Moreover, my experience purchasing toys and gifts for a nursing home facility through our Sorority exemplifies how community service creates bonds among diverse groups. This project not only enriched the lives of the elderly residents but also unified our Sorority members and local businesses who contributed. The act of coming together for a common cause builds camaraderie and encourages ongoing collaboration that benefits the entire community.

In addition to these efforts, our Sorority's provision of pencils for East Texas classroom teachers highlights the critical importance of supporting educational initiatives. By reinforcing our commitment to local educators, we create a network of support that enhances the learning environment for students. Documenting these experiences is vital, as it allows us to reflect on our journey and recognize the multitude of ways we've impacted the community over the past seven years.

As I continue my efforts in community service, I realize the importance of keeping track of my involvement. Each project offers a unique learning opportunity and serves as a testament to the connections we forge with businesses and organizations. Through collective action, we not only uplift those in need but also strengthen the fabric of our community, creating a collaborative atmosphere where everyone can thrive.

In summary, participating in community service is a rewarding endeavor that deepens relationships with businesses and organizations. It opens doors for collaboration, enhances personal growth, and fosters a spirit of unity within the community. My commitment to documenting these experiences will ensure that I can share the significance of our collective contributions and inspire others to engage in meaningful service.

Year Service Performed	Involvement in the Community – Professionally Related Community Service Activities	Evidence
2024	Volunteer for Jackie Carden Elementary, Crowley ISD Guest Speaker for Community Cemetery Clean-up, Whitehouse (Church) NSPDK, Inc. Epsilon Beta Toy Drive for North Tyler Day Care NSPDK, Inc. Epsilon Beta Christmas Stockings for North Tyler, Glenwood Nursing Facility Officer: Dean of Pledges	February 28, 2024 Crowley ISD August 2024, Whitehouse, Texas December 23, 2024, Tyler, Texas December 23, 2024, Tyler, Texas
2023	NSPDK, Inc. Sorority Pencil Drive for East Texas Classroom Teachers Officer: Krinon Chair	September 2023, Tyler, Texas
2022	NSPDK, Inc. Sorority Service Projects: Dec. 2022 Daycare and Nursing Facility Gifts Reading NSPDK, Inc. Sorority Officers: Publications Officer of Epsilon Beta, Tyler Chapter NSPDK,	December 19, 2022, Tyler, Texas December 19, 2022, Tyler, Texas

	Inc. Southwest Regional Office: Krinon/Journal Chair	
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C. Service to and Evidence of Membership and Involvement in Professional Associations:

List your membership in professional associations (including offices held) and describe the amount and type of your involvement.

I am a member of several organizations that reflect and support my research agenda. My affiliation with AERA and TCPEA aligns me with the Superintendent research agenda, while the mission, vision, and values of TCWSE and TWHE connect me to studies on women in leadership, resiliency, and self-care. Furthermore, being part of TABPHE provides me with valuable connections to colleagues who focus on research related to African-American and minority women in leadership.

American Educational Research Association (AERA) February 2022 – Present

Officer: Superintendent’s SIG Awards Chair Elect 2023; Awards Chair 2024

<https://www.aera.net/SIG097/Research-on-the-Superintendency-SIG-97>

Texas Council of Professors of Educational Administration (TCPEA) January 2020 – Present

Executive Board Member 2024

Committee: Summer Writing Workshop

Regional Affiliate Committee

Texas Association of Black Professors in Higher Education February 2021 – Present

Texas Women in Higher Education, Institutional Representative January 2020 – Present

Chair for 1st Time Attendee's Session 2023-24

Texas Council of Women School Executives (TCWSE) 1996? - Present

Past President 2018

Past Co-Editor/Journal 2020 – 2024 Volumes 5-9

As I continue my journey in academia, I find that several key opportunities fuel my ongoing engagement in this field. First, the chance to network with fellow educators, colleagues, researchers, and policy makers plays a crucial role in broadening my professional connections and fostering collaborative relationships. These connections often lead to fruitful partnerships that enhance my work and open doors for new projects. I started out in working with one writing group and because of the many opportunities to network in the associations, I have an opportunity to write and present with colleagues across the state and nation. I enjoy my colleagues in AERA, TCPEA, TABPHE, TCWSE, and TWHE.

Secondly, staying informed about the latest educational trends and policy changes is vital in an ever-evolving landscape. This is made possible through various avenues of the professional organizations, but especially within our Principal and Superintendent resource groups of TCPEA. It is within those resource groups that we share relevant information and resource documents pertaining to day-to-day operational functions. The awareness and information gained not only helps me align my teaching and research with current best practices but also enables me to advocate effectively for my students and institution.

Moreover, the pursuit of continuous professional development allows me to refine my knowledge and skills, ensuring that I remain at the forefront of my discipline. Engaging in workshops, conferences, and specialized training not only enriches my expertise but also inspires innovative approaches to teaching and research. There is an opportunity in all of the organizations to attend or present professional development depending on self-assessment and needs. I have taken advantage of available opportunities as much as possible.

Lastly, access to valuable resources, whether through institutional support, research, or academic collaborations, greatly enhances my ability to contribute meaningfully to the field. These resources, such as program forms for practicum use (TCPEA) empower me to explore new avenues of inquiry and implement impactful initiatives within the organizations of which I am a member.

I am aware of the need to blend and balance the time so I continue to work on scheduling and being careful not to join more organizations than I can commitment enough quality work and time. My time spent on zoom meeting commitments for active participation as an officer or committee member is as follows:

TCPEA Board: 1 hour monthly

TCPEA Writing Committee: 1 hour every other week unless we need to add more time to plan a conference

AERA: 1 hour monthly, or when needed

TCWSE: Summer meeting and Winter Board Meeting at Conference; Occasionally we will have emails sent for approvals on various items.

TWHE: Met monthly when I chaired the newcomers committee and weekly when we got closer to the conference.

In summary, it is the combination of networking, staying informed, pursuing professional growth, and accessing essential resources that keeps me actively involved in academia. Each of these elements reinforces my commitment to making a positive difference in education and support my professional and personal development.

Year Service Performed	Involvement in Professional Associations and Offices Held
2024	TCPEA – Executive Board Member TCPEA – Writing Conference Group Member TCPEA – Superintendent’s Resource Group (Board Member Overseer) AERA – Superintendent SIG Awards Chair TCWSE – Past President Texas Women In Higher Education – Institutional Representative
2023	TCPEA AERA – Superintendent SIG Awards Chair-Elect TCWSE – Past President Texas Women In Higher Education – Institutional Representative
2022	TCWSE Past President

IV. PROFESSIONAL DEVELOPMENT AND RECOGNITION

A. Professional Development: Identify activities engaged in to further your professional development, i.e., attendance at off-campus learned and professional conferences, workshops, additional course work, etc. Include special earned certificates as C.P.A., Registered Professional Engineer, etc.; indicate dates awarded.

Continuous professional development and teachability are essential qualities for effective leaders. I consider myself an effective leader in education; therefore, it is important that I

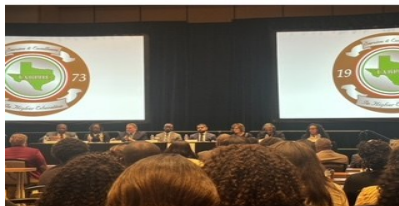
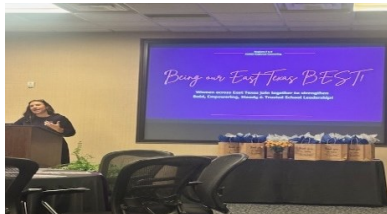
continue growing and staying abreast of educational topics and trends. I do not want to be guilty of remaining at the status quo level but always improving myself. I have learned to keep leading and leading through change and crisis, I must keep learning (Maxwell, 1999).

In an ever-changing evolving landscape, continuous learning enables me to stay relevant, adapt to new challenges, and inspire colleagues and students. A commitment to personal growth not only enhances my leadership skills but also fosters a culture of learning within the organization and our department. By remaining open to feedback and embracing new ideas I can help to impact and cultivate an environment where we thrive, and other team members feel empowered to develop their potential as well.

PROFESSIONAL DEVELOPMENT

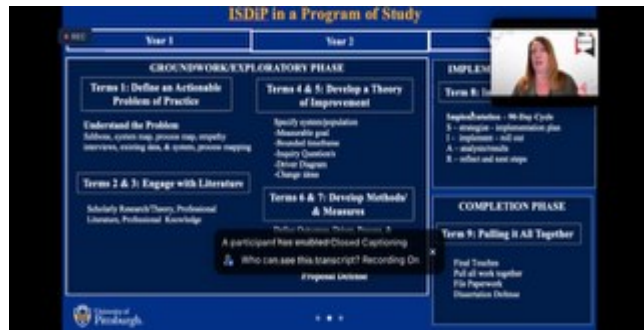
2024

2024, Carnegie Project on the Education Doctorate (CPED) National Convening, Hawaii
2024 Texas Council Professors of Educational Administration (TCPEA) Superintendent Preparation Program Discussion Group, Online Zoom
2024 Texas Council of Professors of Educational Administration (TCPEA) Summer Writing Conference, Online Zoom
2024 Texas Association of Black Professors in Higher Education (TABPHE) Spring Conference, Frisco, Texas
2024 Texas Association of Secondary School Principals (TASSP) Summer 2024 Conference, Austin, Texas
2024 TCWSE Region 7&8 Spring 2024 Conference, Mt. Pleasant, Texas
2024 Texas Women in Higher Education (TWHE) Spring Conference, Corpus Christi, Texas
2024 International Council of Professors of Educational Leadership (ICPEL), San Antonio, Texas
2024 Texas Council of School Executives (TCWSE), 39th Annual Conference, Austin, Texas



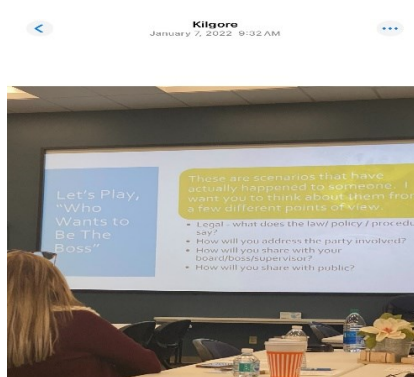
2023

TAMUC Course, Enrolled in US 497.02E: Leading US, Instructor: Tammi Vacha-Haase
ACUE Course, Enrolled in Effective Online Teaching Practices: Cohort E, Fall 23 – Spring 24
TCPEA Fall Graduate Exchange, Sept. 2023
AERA Qualitative Workshops, Sept. 2023 Qualitative Meta-Synthesis as a means to interrogate education research and achieve equity.
AERA Qualitative Workshops, August 2023 Social Network Analysis and Education Research: Core Concepts and applications with R.



2022

47th Annual Research on Women in Education Conference, Dec. 1-3, 2022. Houston, Tx. An AERA SIG 2022 CSOTTE Fall Conference Sessions, October. San Marcos, Tx. Program Provider organization!
D2L Integration, Zoom, Accessibility, and Gradebook Setup, Aug. 9-11, 2022. Commerce, Tx.
Professional Development Sessions, TAMUC, Commerce, Tx. October 5, 2022
Workshop, "Region 7 East Texas Council of Women School Executives Conference," Reg. 7 ETCWSE, Kilgore, Texas, USA. (January 7, 2022 - Present).



B. Recognition: List honors and awards received; indicate whether each was for teaching, research or other scholarly and creative activities, or service. Indicate dates and categories (international, national, or regional).

Awards and recognition serve as powerful motivators that acknowledge the hard work and dedication of individuals striving to operationalize the vision mission and core beliefs of our institutions. We should celebrate these achievements regularly to demonstrate to our employees how much we value their contributions, which can significantly aid in retention efforts.

Although I have received several awards in the past, they do not contribute to tenure at East Texas A&M University during my service. The Bravo Award I recently received was a result of heartfelt mentions and testimonials from those I have mentored within the organization, reflecting the unofficial mentoring I continued beyond the program's requirements. I believe in reaching back to uplift others, providing them with valuable advice and insights to help them succeed in their career advancement. I have learned that my candle and the light it carries loses absolutely nothing when it ignites the pathway and lights another (Maxwell, 1999).

2024 SERVICE AWARD (Regional)

Selected by Superintendent Program students regarding unofficial mentoring program
BRAVO AWARD – TCWSE Annual Conference, Jan. 2024 <https://tcwse.org/awards-scholarships/bravo-awards/>



References

Dillard, C. (2022). *The spirit of our work: Black women teachers (re)member*. Beacon Press.

Greenleaf, R. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.

Maxwell, J. C. (1999). *The 21 indispensable qualities of a leader: Becoming the person that people will want to follow*. T Nelson.

McLeod, S. (2024). *Constructivism Learning Theory & Philosophy of Education*. Simply Psychology. February 1, 2024. <https://www.simplypsychology.org/constructivism.html>.

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.