

Curriculum Vita

Ok-Hee Lee, Ph.D.

Education

Ph.D.: Curriculum and Instruction, Indiana University, Bloomington, Indiana

M.S.: School Administration, Indiana State University, Terre Haute, Indiana

B.A.: Elementary Education, Seoul National Teachers College, Seoul, South Korea

Professional Experiences

Interim Provost and Senior Vice President for Academic and Student Affairs	June 2025 - Present
Dean, College of Education and Human Services & AVP of Student Success Minnesota State University Moorhead	February 2024 – May 2025
Dean, College of Education and Human Services Minnesota State University Moorhead	July 2016 – May 2025
Interim Dean, College of Education and Human Services and Graduate Studies Minnesota State University Moorhead	July 2014- June 2015
Co-Chair and Professor, School of Teaching and Learning Minnesota State University Moorhead	July 2010-June 2014
Associate Professor, School of Teaching and Learning Minnesota State University Moorhead	August 2008-May 2014
Assistant Professor, Elementary and Early Childhood Education Department Minnesota State University Moorhead Tenured in 2006	August 2001-May 2008
Associate Instructor, Department of Curriculum and Instruction School of Education, Indiana University, Bloomington, Indiana	September 1996-May 2001
Elementary School Teacher Bae-Bong Elementary School, Seoul, South Korea	March 1988-December 1991

Responsibilities as Interim Provost and Senior Vice President for Academic and Student Affairs

- Serve as a member of the President's Cabinet and collaborate with other Vice Presidents and President to participate in planning and decision making for the University. Provide leadership for Academic Affairs Council, University committees and Meet & Confer. Represent the University to other agencies such as accreditation agencies, the System Office, corporate partners, alumni, and other governmental units.
- Develop the vision and strategic direction for academic programs, policies, and standards. Support efforts to enhance the University's academic reputation, regionally, nationally, and internationally. Oversee activities related to assessment of academic programs and learning outcomes. Develop and enforce academic standards and ensure adherence to student rights and responsibilities.
- Evaluate faculty and make recommendations to the President regarding retention/tenure and promotion and other faculty matters. Understand and implement multiple collective bargaining agreements and other personnel policies. Implement, assess, and recommend to the President relevant student affairs staffing appointments, organizational structure, retention, and renewal.
- Oversee and develop effective student services to meet the needs of continuing, new and prospective students (i.e. registration, orientation, counseling and advising, accessibility services, academic support services and student activities) to promote student success and retention.
- Lead the development of new programs that engage alumni and meet the needs of public and private stakeholders; in addition, lead the development and expansion of joint programs with other educational institutions.
- Manage the budget development and implementation for all academic and student affairs including the planning, allocation, and administration of multiple accounts, including general fund, student activity, and grant accounts; and planning and administration of facilities and equipment assigned to, utilized by, or purchased by the division.
- Provide leadership and direction for academic Associate Vice President, Deans and academic affairs staff, and student affairs and support program directors as they exercise their responsibilities to plan, propose/recommend/monitor budgets, to recruit, employ and assign faculty/staff and to oversee the development, improvement, and retention of these programs.
- Participate in Minnesota State College and University system-wide planning and operations in cooperation with the Chancellor's Office, the Vice Presidents and employee bargaining units.

Responsibilities as the Dean of the College of Education and Human Services at MSUM

Academic Administration

- Serve as the managerial representative of the University administration in the direct supervision of academic departments, faculty, and support staff; Academic departments include the Department of Leadership and Learning, School of Teaching and Learning, School of Social Work, Sociology and Criminal Justice Department, and Speech Language Hearing Sciences Department.
- Manage faculty curriculum development and maintenance.

- Administer all personnel matters, including the recruitment, selection, coaching, mentoring, and evaluation of faculty and staff in the College, in accordance with bargaining agreement and Board Policy at the system level.
- Lead and oversee efforts to secure space, equipment, and other resources necessary to support faculty and academic programming.

Fiscal Administration

- Determine and administer staffing budgets, including adjunct and overload instruction budgets.
- Lead departments and department chairs in the development of non-personnel budgets and represent those budgets to the upper administration.
- Approve utilization of college and departmental budgets in accordance with University and Board policy.

Institutional Support

- Provide opportunities for students and faculty to air grievances or discuss problems that cannot be solved elsewhere.
- Maintain collaborative relationships with other departments across the campus.
- Serve as a member of the Provost Council, Administrative Council, and various University and System committees.
- Participate in University shared governance processes.

Responsibilities as the AVP of Student Success at MSUM

- Provide leadership for retention, persistence, completion, and success initiatives.
- Provide oversight and leadership for the following departments: Academic Success Center, Accessibility Resources, Career Development Center, and First Year Programs.
- Provide effective and efficient management of student success programs and their human and financial resources; ensure that resources are allocated effectively to achieve objectives for student success; review expenses, prepare periodic reports, and develop annual budget recommendations; and ensure that programs produce measurable results that are communicated to the campus community.

Accomplishments as Interim Provost and Senior Vice President for Academic and Student Affairs

1. Investing in Faculty Positions

As Interim Provost, I led a collaborative process with faculty leadership and academic administrators to strengthen departmental stability and support long-term growth. Together, we approved strategic faculty hiring decisions for FY27 (AY26-27), including converting six fixed-term positions to probationary (tenure-track) appointments and replacing two retiring faculty members with probationary hires. These decisions were guided by enrollment trends, programmatic needs, and a commitment to academic excellence. By initiating searches early and prioritizing high-quality faculty retention, we are ensuring robust candidate pool and advancing our shared goal of fostering faculty stability and student success.

2. *Initiating the College Visioning Process*

Building on the university's new strategic framework including its four strategic pillars and two cornerstones, I have been leading a comprehensive college visioning process in partnership with the academic deans and the Executive Director of the Library and Online Learning. I have facilitated an inclusive, collaborative approach for the current academic year, establishing clear milestones that promote shared ownership across academic units. The process remains on schedule for completion by mid-April and will equip the colleges to articulate a cohesive academic vision that strengthens long-term planning, advances institutional priorities, and aligns fully with the university's mission.

3. *Launching a Feasibility Study Utilizing Pre-Development Grant from DEED*

Under the guidance of President Downs, I worked with Brent Thompson, Executive Director of Grants, to secure a Pre-Development grant from the Minnesota Department of Employment and Economic Development in the amount of \$47,300. The grant funds will be used to launch a comprehensive feasibility study for a future Doctor of Physical Therapy (DPT) program—an essential step toward establishing a Center for Health Professions aligned with Moorhead's strategic expansion of allied health offerings. I appointed Dr. Jitendra Singh an Interim Director to ensure cohesive leadership, guiding a cross-campus engagement process involving faculty, academic leaders, and community stakeholders in close collaboration with an external consultant. The multi-phase study, targeted for completion in Fall 2026, is designed to produce a data-driven viability assessment and implementation roadmap, with plans to advance to competitive grant submissions should the program be deemed feasible.

Administrative Accomplishments as an Academic Dean

1. *Academic Excellence and Innovation in Academic Program Development Related*

a. *Developing Two New Graduate Programs: Master of Art in Criminal Justice and Master of Social Work*

Under my leadership, the College of Education and Human Services at MSUM completed a comprehensive visioning process during the spring and summer of 2021. Each department within the College developed a five-year vision for the academic years of 2021-2026. Among the department vision goals were developing two new graduate programs in Criminal Justice and Social Work. Both programs were successfully developed during the academic year of 2021-2022 and received full approval from the University, Minnesota State System, and Higher Learning Commission. Launched in Spring 2023 with an initial cohort of 20 students, the programs have demonstrated strong demand with combined enrollment growing to 74 by Fall 2025.

b. *Launching First Stand-Alone Doctoral Program: Ed.D. in Educational Leadership*

The College of Education and Human Services developed MSUM's first stand-alone doctoral program in Educational Leadership and launched its first cohort in the fall semester of 2018. It started with a cohort of 20 students, and the program grew to admit two cohorts per year since the fall semester of 2021, which is indicative of the program's remarkable success within a short period of time. The Ed.D. program

was recognized as Top 10 Best Online Educational Leadership Doctoral Program in the nation by *Forbes Advisor* in Fall 2023.

c. *Developing Four Online Undergraduate Programs*

As a result of the CEHS visioning process described above, the College committed to expanding accessibility and flexibility across its academic programs. To advance this priority, four undergraduate programs developed and launched new online tracks over the past several years. The School of Teaching and Learning introduced the Elementary Inclusive Education Online Program in Fall 2023 and the Early Childhood Education Online Program in Fall 2024. Similarly, the Department of Sociology and Criminal Justice launched the Criminal Justice Online Program in Spring 2023, and the School of Social Work secured CSWE approval to implement an online track and launched it in Fall 2025. With the addition of these online pathways, programs across the College have increasingly adopted HyFlex delivery where appropriate to support student choice, enhance access, and strengthen overall program reach.

2. *Diversity, Equity and Inclusion Related*

a. *Establishing Teacher Cadet Program*

I collaborated closely with the Director of Teacher Education and leaders from Moorhead Public Schools to establish the Teacher Cadet program at Moorhead High School. This partnership was intentionally designed to build a more diverse teacher pipeline by encouraging high school students, particularly those from BIPOC and other underrepresented groups, to pursue careers in education. The initiative supports both community workforce needs and MSUM's enrollment goals in teacher education. Launched in Fall 2023 with an inaugural cohort of 11 students, the program has grown to around 20 students in recent years demonstrating strong momentum. In partnership with the MSUM Foundations team, I secured funds to provide scholarships for Teacher Cadet participants who choose to continue their teacher preparation at MSUM, further strengthening long-term recruitment and retention efforts.

b. *Creating Concurrent Enrollment Courses*

In collaboration with Detroit Lakes School District administrators, teachers, and MSUM's Director of Teacher Education, I led the university's first concurrent enrollment course—*Introduction to Education*—at Detroit Lakes High School, to be launched in Fall 2022. Similarly to the Teacher Cadet initiative, this effort was designed to strengthen the teacher pipeline by encouraging more high school students, particularly those from BIPOC and underrepresented groups, to explore teaching as a career and remain in the profession. Enrollment in the course has shown steady growth, increasing from nine students in its inaugural semester to the mid-teens in recent years, demonstrating expanding interest and impact.

3. Creative and Innovative Leadership through External Grants and Fund Raising

a. Receiving Mental Health Demonstration Project Grant in the Amount of 6.7 Million

The Counseling Program in the College of Education and Human Services, together with the School Psychology Program in the College of Health Science and the Environment, secured a five-year, \$6.7 million federal grant from the U.S. Department of Education in December 2022. The grant aimed to address the critical shortage of mental health professionals in high-needs schools while advancing efforts to diversify the mental health workforce. Under this initiative, we significantly expanded our network of community partners from 18 to 28, adding new collaborations with school districts, service cooperatives, a tribal college, and a Bureau of Indian Education school. In recognition of the scope and impact of these partnerships, our grant team received the Innovative Partnering and Collaboration Award at the 2024 Academic and Student Affairs and Equity and Inclusion Fall Conference hosted by the Minnesota State System.

b. Receiving MDE Student Support Personnel Workforce Pipeline Grant: Ohziitaa

The School of Social Work in the College of Education and Human Services received a Minnesota Department of Education's Workforce Pipeline Grant in the amount of \$750,000 in Summer 2024. This grant was designed to expand the pipeline of school social workers, with a strong emphasis on diversifying the profession and reducing equity gaps in school-based social work support. The program provides students with financial support through scholarships and strengthens their preparation by integrating embedded field experiences prior to their semester-long internship, ensuring they enter the workforce with meaningful, hands-on practice.

c. Receiving OHE Early Childhood Family Education Teacher Shortage Grant: Elevate ECSE

The School of Teaching and Learning in the College of Education and Human Services received a \$112,000 Early Childhood Family Education Teacher Shortage Grant from the Minnesota Office of Higher Education in Summer 2024. The "Elevate Early Childhood Special Education" project provided scholarships to graduate students pursuing an ECSE license at MSUM as well as to undergraduate Early Childhood Education majors intending to pursue ECSE licensure after completing their initial degree. In addition, the faculty principal investigator led a community of practice that offered students opportunities to learn from and network with practicing ECSE teachers, strengthening their professional preparation and supporting workforce development in this high-need area.

d. Helping Raise a Gift of 5.5 Million in Collaboration with Alumni Foundations to Name Nibbe School of Teaching and Learning

In partnership with the Minnesota State Moorhead Foundation team and Dr. Erin Gillett from the School of Teaching and Learning, I successfully presented a legacy proposal to the Nibbe Family Foundation, securing the largest gift in university's history—\$5.5 million. This transformative contribution renamed the School of Teaching and Learning as the Nibbe School of Teaching and Learning and will fund

undergraduate scholarships, support innovative teaching practices, expand study abroad and conference participation opportunities, and celebrate excellence and innovation in teaching.

4. Budget Management Related

a. Outstanding Performance of CEHS in the MSUM's Metrics

During my tenure as Dean, the College of Education and Human Services consistently demonstrated exceptional performance on the University's key metrics, particularly in enrollment and financial sustainability. The College achieved significant gains in graduate enrollment over several consecutive years, ultimately accounting for more than 60% of MSUM's total graduate enrollment. As a result of this strong, sustained performance, the College was subject to the smallest budget reductions during the University's major budget adjustment cycles in Spring 2020 and Fall 2024, reflecting its critical contribution to institutional stability and overall success.

5. External and Internal Collaboration and Partnerships Related

a. Launching Three Million Legislation: 18 online

Following the Minnesota Legislature's 2016 initiative to fund graduate coursework for high school teachers to meet Higher Learning Commission qualifications, MSUM partnered with Lakes Country Service Cooperative and Northwestern Service Cooperative to launch the 18 Online (Northwest Partnerships) program. Although the grant was secured by Dr. Boyd Bradbury, I was charged with resolving significant logistical and governance challenges that initially stalled implementation. Through sustained collaboration and negotiation with the Academic Affairs Council and faculty association leadership, I successfully secured campus support and launched the program in Spring 2017. The initiative has continued to thrive and expand, even after my time overseeing it.

b. Promoting Early Alert Updates

As part of MSUM's student-retention strategy, the University implemented the Early Alert system, which requires faculty to report student progress at weeks 5 and 10 each semester to identify and support students at academic risk. Through close collaboration with the Academic Success Center, the CEHS Student Relations Coordinator, and all faculty within the college, the College of Education and Human Services has consistently achieved the highest Early Alert completion rates on campus—regularly between 97% and 100%. In Fall 2024, CEHS reached a record milestone with 100% completion at both checkpoints, the first time in the program's history that any college achieved two perfect reporting cycles within the same semester.

c. Collaborating with Education Deans through Minnesota Education Deans' Alliance

The education deans from the seven universities within the Minnesota State System established an alliance to jointly address the ongoing challenges created by frequent legislative changes, evolving

PELSB licensure and program approval requirements, and shifting national accreditation standards. As part of this work, we collaborated to strengthen the teacher pipeline across Minnesota, particularly in high-need licensure areas. I also served as the systemwide representative on the Minnesota State Teacher Education Committee, providing leadership and coordination on behalf of the education deans. Our collaborative efforts secured two Intercampus Collaboration Grants in 2019 and 2020, which meant to support the development and shared delivery of small-enrollment Secondary and K–12 Education programs and advanced our collective goal of recruiting and supporting more BIPOC teacher candidates.

Administrative Accomplishments as Associate Vice President for Student Success

Receiving Tackling Transfer State Funding: Trans4Success

In April 2024, I secured \$150,000 in Tackling Transfer state funding from the Minnesota State System Office to launch *Trans4Success: Expanding Proven Practice to Close Equity Gaps in Educational Attainment for BIPOC, First-Generation, and Pell-Eligible Transfer Students*. This initiative, developed in partnership with M-State and White Earth Tribal and Community College, addresses three key equity gaps in the transfer student experience: uncertainty and delays caused by preliminary credit evaluations, and the absence of FYE and onboarding experiences designed specifically for transfer students. Our evidence-based strategies include 1) providing transcript evaluations for credit *prior* to student inquiry, 2) offering FYE-like courses to strengthen transfer students' transition to MSUM, and 3) creating program-level onboarding experiences tailored to transfer learners. These equity-minded innovations are designed to enhance the transfer experience holistically and improve persistence, retention, and completion outcomes while advancing the goals of Equity 2030.

Teaching

Minnesota State University Moorhead (August 2001 – May 2014)

Undergrad:

EECE 280: Introduction to Early Childhood Education
EECE 333: Discovery Learning
EECE 367I: Intermediate Practicum
ED 443: Curricular Issues in Education (includes teaching online twice)
EECE 426: Primary Methods: Math, Science, and Social Studies
EECE 488: Contemporary Issues and Ethics in Early Childhood Education
EECE 437: Leadership and Advocacy in Early Childhood Education

Grad:

EECE 646: Elementary School Curriculum

ED 690: Social and Cultural Foundations of Education ED 609:

Action Research (online)

Peer-Reviewed Publications

Grineski, S. & Lee, O. (2013). Looking past the school door: Children and economic justice. In Gorski, P. & Landsman, J. (Eds.), *The Poverty and Education Reader: A Call for Equity in Many Voices*. Sterling, VA: Stylus Press.

Lee, O. (2012). Talking about race: A story from a teacher educator. In Landsman, J., Grineski, S., and Simmons III, R. (Eds.), *Talking about Race: Alleviating the Fear* (pp. 233-240). Sterling, VA: Stylus Press.

Lee, O. (2011). Understanding Korean American Students: Facts, not myth in Landsman, J and Lewis, C. (Eds.). *White Teachers/Diverse Classrooms*, 2nd Ed. (pp. 228-242). Sterling, VA: Stylus.

Lee, O., Jeong, H., & Park, S. (2009). Reestablishing the functions and roles of the Curriculum Review Committee, *Journal of Learner-Centered Curriculum and Instruction* (Korean journal). Vol. 9, N. 3, 273291.

Lee, O. (2007). Patriarchy in Developmentally Appropriate Practice, *Journal of Elementary Education*. Vol. 23, N. 1. 157-178.

Lee, O. (2007). Childhood images in Developmentally Appropriate Practice, *Journal of Curriculum and Pedagogy*, V. 5.

Lee, O. (2004). Deconstructing Developmentally Appropriate Practice, dissertation approved by research committee at Indiana University Bloomington in May 2004.

Presentations

DeSutter, K and Lee, O. (2023). Going virtual with Minnesota State University Moorhead's Elementary Inclusive Education Degree. Presentation at the 2023 CEEDAR Cross State Convening, San Francisco, California, in February 2023.

Haar, J., Gilles, J., Lee, O., and Mueller, J. (2020). Not a solo act: The impact of one state system's deans of Education Unified Voice, presentation at the Virtual Teacher Education State Colleges and State Universities (TESCSU) Conference in October, 2020.

DeSutter, K. and Lee, O. (2019). Improving MSU-Moorhead's data use practices through disaggregation and enhanced data analysis strategies. Poster presented at Network for Excellence in Teaching (NExT) Annual Summit. Plymouth, MN, in June 2019.

Lee, O. & Cole, L. (2013). Fostering resiliency in the time of accountability: Our journey, paper presented at the National Association for Early Childhood Teacher Educators Conference in San Francisco, California in June 2013.

Lee, O. (2006). Field experiences in the United States and Korea, paper presented at the Curriculum and Pedagogy Conference at Balcones Spring, Texas in October 2006.

Lee, O. (2005). Patriarchy in Developmentally Appropriate Practice, paper presented at the Curriculum and Pedagogy Conference at Miami University at Ohio in October 2005.

Lee, O. (2005). Rethinking Developmentally Appropriate Practice, paper presented at the Midwest Association for the Education of Young Children Conference at Minneapolis, Minnesota in April 2005.

Lee, O. (2004). Beyond Developmentally Appropriate Practice, paper presented at the National Association for Early Childhood Teacher Educators Conference at Anaheim, California in November 2004.

Lee, O. (2004). Childhood Images in Developmentally Appropriate Practice, paper presented at the American Educational Research Association Conference at San Diego, California in April 2004.

Lee, O. (2003). Math in everyday experiences, workshop presented at the North Dakota Association for Education of Young Children Conference at Minot, North Dakota in September 2003.

Lee, O. (2003). Early childhood education in Korea, paper presented at the Association of Childhood Education International Conference at Phoenix, Arizona in April 2003.

Lee, O. (1999). Deconstructing Developmentally Appropriate Practice, paper presented at Journal of Curriculum Theorizing Conference at Burgamo, Ohio in October 1999.

Invited Panel Discussions

IFO Contract Training for Minnesota State System Administrators, Moorhead, MN, June 2022.

IFO Contract Training for Minnesota State System Administrators, St. Cloud, MN, December 2022.

Community Publication

Lee, O. (2021). MSUM Celebrates Esteemed 100-Year Teaching Legacy, *Extra*

Grants/Awards Received

- \$150,000 Tackling Transfer State Fundings from Minnesota State System in April 2024: This was a state funding I applied to enhance transfer experiences while at the same time eliminating equity gaps in collaboration with internal partners and MSUM and external partners including M-State in Moorhead and White Earth Tribal Community College.
- \$150,000 Intercampus Collaboration Grant from Minnesota State System in 2020: This was a grant that 7 education deans at Minnesota State Universities within the Minnesota State system wrote together to continue with the Secondary-K12 Education Enhancement Project funded by the initial grant below.
- \$150,000 Intercampus Collaboration Grant from Minnesota State System in 2019: This was a grant 7 education deans at Minnesota State Universities within the Minnesota State system wrote together to enhance Secondary and K-12 education programs within the system to meet

the workforce needs in Minnesota by offering small enrollment Secondary and K-12 Education programs collectively and recruit students of BIPOC.

- \$20,000 Research Grant received from the Ministry of Education, Science, and Technology in South Korea in 2009. The purpose of the grant was to conduct a study on the role of the National Curriculum Committee in the national curriculum revision process. This grant was written in collaboration with Drs. Sang-Cheol Park and Hye-Jin Jeong at Seoul National University of Education.
- Excellent Lecturer Award received at Seoul National University of Education in 2009
- Distance Education Course Development Fund received in the amount of \$3,187.50 to redesign a course for online delivery in the summer of 2007 at MSUM.
- Reassigned time of 2.5 credit hours to do a research study on field experiences in the United States and Korea received in the spring semester of 2007.
- 19A Faculty Professional Development Grant in the amount of \$1,833 received in 2003.

Committee Service

- Cabinet, MSUM (June 2025-Present)
- Student Affairs Leadership Team, MSUM (Feb. 2024-Present)
- Administrative Council, MSUM (2014-Present)
- Provost Council, MSUM (2014-Present)
- Minnesota State Teacher Education Committee, Minnesota State System (2022-2025)
- Faculty Professional Learning Committee, MSUM (2020-2025)
- University Planning and Budget Committee, MSUM (2019-Present), also serving on UPBC Position Review Subcommittee and UPBC Parameter Projection Subcommittee
- Calendar Committee, MSUM (2019-2025)
- Teacher Prep Committee, MSUM (2014-2025)
- University Grant Writer and Administrator Search Committee Chair, MSUM (Spring 2022)
- Minnesota State Salary Review Committee, Minnesota State System (2018-2022)
- Sexual Violation Prevention Committee, MSUM (2014-2022)
- University Scholarship Committee, MSUM (2018-2021)
- Restructuring of Colleges Task Force, MSUM (2019-2020)
- Dean of the College of Science, Health, and the Environment Search Chair, MSUM (2017)
- Associate Vice President for Academic Affairs Search Committee Chair, MSUM (2015)

- Graduate Council, MSUM (2014-2015)
- Student Academic Conference Committee, MSUM (2003-2005)
- Director of Information Resources Search Committee, MSUM (2004-2005)
- Global Studies and International Affairs Committee, MSUM (2005-2006)
- NCA Criterion IV Committee, MSUM (2004-2006)
- Student Success Task Force, MSUM (2007-2008)
- Dean Malott's Review Committee, MSUM (2011-2012)

Administrative Professional Development and Training

- Become a Provost Academy (BAPA) offered by American Academic Leadership Institute (ALLI) (June 2023 – July 2024)
- Minnesota State Academic and Student Affairs/Equity and Inclusion Conference (June 2024)
- Administrator Coaching Program through Minnesota State System, holding monthly meetings with a leadership coach (2021-2023)
- Minnesota State Academic and Student Affairs/Equity and Inclusion Conference at St. Cloud State University (May 2023)
- Building a Culture of Trust and Leading through Change, Rose Marie Sloan (July 2022)
- Minnesota State Academic and Student Affairs/Equity and Inclusion Conference at St. Cloud State University (May 2022)
- Virtual Minnesota State Academic and Student Affairs/Equity and Inclusion Conference (December 2021)
- 1B1 Decision Maker Training, Minnesota State (September 2019)
- Minnesota State Academic and Student Affairs Conference (June 2019)
- HLC Conference (April 2019)
- Minnesota State Academic and Student Affairs Conference (October 2018)
- Minnesota State Academic and Student Affairs Conference (June 2018)
- HLC Conference (April 2018)
- Minnesota State Academic and Student Affairs Conference (October 2017)
- Minnesota State Academic and Student Affairs Conference (June 2017)
- Minnesota State Academic and Student Affairs Conference (October 2016)

- Minnesota State Academic and Student Affairs Conference (June 2015)
- Minnesota State Academic and Student Affairs Conference (October 2014)
- Art of Supervision, Minnesota State (December 2014)
- Science of Supervision, Minnesota State (October 2014)

Titles of Dissertations That I Served as a Committee Member

- The Impact Perceptions Play in Creating and Sustaining Non-Representative Student Enrollment in International Baccalaureate and Advanced Placement Courses, 2024
- Race Matters: Factors that Impact Recruiting Black Teachers in Minnesota, 2023

Titles of Curriculum and Instruction Action Research Advised as the Advisor

- *Students' Perception of Being Alternative High School Students*
- *The Effect of Daily Mental Math Activities on Mental Math Skills for Foundational Math Students*
- *The Effects of Using an iPad on the Development of Reading Comprehension Skills for a Student with Severe to Profound Developmental Disabilities*
- *Letting the Cat Out of the Bag: The Relationship between Reading and Idiom Comprehension for English Language Learners*
- *The Effectiveness of Morning Meeting in First Graders*
- *Kindergarten Reading Achievement: The Effects of Analyzing Data and Providing Intervention*
- *Impact of iPad Technology on Achievement in Math*
- *The Effectiveness of Word Wall Lessons and Activities for First Graders*
- *Effects of Writing Revision Techniques on Kindergarten Students' Independent Writing*
- *The Effectiveness of Using iPad to Teach Literacy Standards in a First Grade Classroom*

Service to Students and the Community

- NCATE Program Reviewer through ACEI from 2010-2017
- Advisor to a student organization, Korea Club, from 2010-2019.