

Corina Kaul, Ph.D.

Baylor University
Curriculum & Instruction Department
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Academic Degrees

- Ph.D. Educational Psychology, specializations in Quantitative Methods and Exceptionalities-Gifted and Talented
Baylor University, Waco, TX
Dissertation: *Using structural equation modeling to examine the relationships between environmental characteristics, intrapersonal characteristics, and adult numeracy achievement*. ProQuest Dissertations and theses database (UMI No. 13857933).
- M.A. Educational Psychology
Baylor University, Waco, TX
Thesis: *Long-term effects of a summer enrichment program on low-income gifted students*. ProQuest Dissertations and theses database (UMI No. 1566278).
- B.S. Management, Marketing, and Psychology, graduated magna cum laude
University of Oregon, Eugene, OR

Professional Experience

- 2020 – Present *Lecturer*
Curriculum & Instruction Department, Baylor University
Online Ed.D.: Learning and Organizational Change
- 2019 – Present *Adjunct Instructor*
Educational Psychology Department, Baylor University
- 2019 – 2020 *Adjunct Instructor*
Curriculum & Instruction Department, Baylor University
Online Ed.D.: Learning and Organizational Change
- 2018 – 2020 *Temporary, Full-Time Instructor*
Educational Psychology Department, Baylor University

2016 – 2019	<i>Assistant Director</i> Center for Community Learning and Enrichment, Baylor University
2016 – 2018	<i>Graduate Student Instructor</i> Educational Psychology Department, Baylor University
2015 – 2016	<i>Assessment Coordinator</i> Student Learning and Engagement, Baylor University
2013 – 2014	<i>Testing Administrator</i> Office of Advanced Academics, Waco Independent School District
2002 – 2013	<i>Teacher</i> Brazos Valley Co-op, Waco, TX.
1995 – 1999	<i>Human Resource Specialist</i> Grocers Insurance Group, Portland, OR.
1994 – 1995	<i>Workers' Compensation Claims Department Supervisor</i> Grocers Insurance Group, Portland, OR.
1994 – 1995	<i>Vocational Consultant</i> Grocers Insurance Group, Portland, OR.
1991 – 1993	<i>Workers' Compensation Claims Examiner</i> Grocers Insurance Group, Portland, OR.

Courses Taught – Baylor University

EDC 6393	Capstone
EDC 6391	Problem of Practice 1 & 2
EDC 6333	Problem of Practice Three
EDC 6359	Mixed Methods Research
EDP 5334	Statistical Methods
EDP 5333	Psychology of Learning, Cognition, and Affect
EDP 3326	The Developing Child
EDP 3324	Learning and Development

Research and Scholarship

 <https://orcid.org/0000-0003-3832-2032>

- Kaul, C. R.**, Werse, N. R., Smith, J., Davis, B., Howell, L., Sanguras, L. Y., Papadakis, L. C., & Shelton, R. N. (Under Review). Exploring doctoral writing self-efficacy and apprehension in the dissertation process: A convergent mixed methods study. *Journal of Higher Education*.
- Crocker Papadakis, L., Davis, B., Howell, L., **Kaul, C. R.**, Shelton, R. N., Smith, J., & Werse, N. R. (Submission Pending). Collaborative advising: How faculty advisors and writing center professionals help online doctoral students thrive throughout the dissertation process. *Writing Center Journal*.
- Kaul, C. R.** (Forthcoming). EdD statistics course redesign: Intentionality and application of andragogy to reduce statistics anxiety, increase relevancy, and prepare for a problem of practice dissertation. In C. Benedetti & A. Covarrubias (Eds.), *Teaching Critical Inquiry and Applied Research in Ed.D. Programs Moving beyond Traditional Methods*. Meyers Press.
- Walker -Schmidt, W., **Kaul, C. R.**, Crocker Papadakis, L. (2022). Onboarding effects on engagement and retention in the IT sector. *Impacting Education: Journal on Transforming Professional Practice*, 7(4), 8–15. <https://doi.org/10.5195/ie.2022.220>
- Sulak, T., Wilson, R., Renbarger, R., & **Kaul, C. R.** (2020). The relationships among employment status, numeracy scores, and soft skills in Americans. *New Horizons in Adult Education*, 32(2), 19-39. doi.org/10.1002/nha3.20281
- Strietzel, J., **Kaul, C. R.** & Sriram, R. (2020). Overall effectiveness of a student affairs scholar-practitioner quantitative research workshop: A mixed-methods study. *Journal of Student Affairs Research and Practice*, 57(4), 441-456.
- Johnsen, S. K., & **Kaul, C. R.** (2020). What the research says about STEM education for students with gifts and talents. *Tempo*, 15(1), 25-38.
- Kaul, C. R.**, & Johnsen, S. K. (2019). What the research says regarding twice-exceptional students. *Tempo*, 15(1), 26-37.
- Renbarger, R., Sulak, T., & **Kaul, C. R.** (2019). Finding, accessing, and using secondary data for research on gifted education and advanced academics. *Journal of Advanced Academics*, 30, 463-473. doi.org/10.1177/2F1932202X19864117
- Johnsen, S. K. & **Kaul, C. R.** (2019). Assessing teacher beliefs regarding research-based practices to improve services for GT students. *Gifted Child Today*, 42, 229-239. doi.org/10.1177/1076217519862332

- Bagby, J., Sulak, T., Renbarger, R. & **Kaul, C.** (2019). The role of disability services in student veterans' private school choice. *Journal of Veterans Studies*, 4, 34-46.
doi.org/10.21061/jvs.v4i1.50
- Kaul, C. R.**, & Davis, B. K. (2018). How the state education agencies addressed gifted education in the Title II sections in their ESSA state plans. *Gifted Child Today*, 41, 159-167.
doi.org/10.1177/1076217518769700
- Davis, B. K., **Kaul, C. R.**, Renbarger, R., Gardner, P., & Johnsen, S. K. (2018). What the research says about professional learning for teachers of gifted students. *Tempo*, 39(2), 26-39.
- Kaul, C. R.**, Davis, B. K., & Johnsen, S. K. (2018). How to evaluate your school or district GT program. *Tempo*, 39(1), 6-17, 39-41.
- Kaul, C. R.**, Davis, B. K., Hardin, K. A., Johnsen, S. K. & Farah, Y. N. (2017). What the research says about gifted English language learners. *Tempo*, 38(1), 29-41.
- Renbarger, R., **Kaul, C. R.**, Davis, B. K., & Johnsen, S. K. (2017). What the research says about social influences on the learning and development of gifted and talented students. *Tempo*, 38(2), 21-30.
- Kaul, C. R.**, Renbarger, R., Gardner, P., & Johnsen, S. K. (2016). What the research says about influences on gifted students' academic success transitioning from secondary schools to higher education institutions. *Tempo*, 37(2), 22-33.
- Kaul, C. R.**, Hardin, K. A., & Beaujean, A. A. (2017). Predicting faculty integration of faith and learning. *Christian Higher Education*, 16, 123-138.
doi.org/10.1080/15363759.2016.1250684
- Kaul, C. R.**, Johnsen, S. K., Saxon, T. F., & Witte, M. M. (2016). Project Promise: A long-term follow-up of low-income gifted students who participated in a summer enrichment program. *Journal for the Education of the Gifted*, 39, 83-102.
doi.org/10.1177/1076217514556533
- Johnsen, S. K., & **Kaul, C. R.** (2016). Texas GT teachers' beliefs and practices survey: Supporting advocacy efforts. *Tempo*, 37(1), 6-18.
- Kaul, C. R.**, Johnsen, S. K., & Witte, M. M. (2016, Winter). Low-income gifted students' perceived long-term effects of participating in a summer enrichment program. Special Schools and Programs Network National Association for Gifted Children newsletter.
- Kaul, C. R.**, Johnsen, S. K., Witte, M. M., & Saxon, T. F. (2015). Critical components of a summer enrichment program for urban low-income gifted students. *Gifted Child Today*, 38, 32-40. doi.org/10.1177/1076217514556533

- Hardin, K. A., **Kaul, C. R.**, Davis, B. K., Farah, Y. N., & Johnsen, S. K. (2015). What the research says: Perspectives of individuals involved in gifted education. *Tempo*, 36(2), 28-42.
- Kaul, C. R.**, Hardin, K. A., Farah, Y. N., & Johnsen, S. K. (2015). What the research says about gifted students' resilience. *Tempo*, 36(3), 24-34.
- Hardin, K. A., **Kaul, C. R.**, Farah, Y. N., & Johnsen, S. K. (2015). What the research says about the assessment of advanced products and performances. *Tempo*, 36(1), 26-34.

Technical Reports

- Johnsen, S. K., & **Kaul, C. R.** (2017). *Implementation of the Texas State Plan and beliefs about gifted education in the Mansfield ISD: An evaluation report*. Department of Educational Psychology, Baylor University, Waco, TX.
- Kaul, C. R.**, & Johnsen, S. K. (2016). *Texas teachers of gifted children: A report on teacher beliefs, practices, results, and barriers*. Texas Association for the Gifted and Talented and Baylor University, Waco, TX.
- Kaul, C. R.** (2015). Presented Project Promise research to city of Waco annual grant meeting. Center for Community Learning and Enrichment, Baylor University, Waco, TX.
- Wilson, R. D., **Kaul, C. R.**, Saxon, T. F., & Hodges, T. D. (2015). *EnAbleD for College II: AT&T Foundation grant mid-term report*. Department of Educational Psychology, Baylor University, Waco, TX.

Grants

- Kaul, C. R.** & Werse, N. R. (2022, Funded). Baylor University Teaching Exploration Grant (UTEG). \$7,500. *Writing perceptions, practices, facilitators, obstacles, and persistence of EdD students in the dissertation writing courses*.
- Werse, N. R., **Kaul, C. R.**, & Shelton, R. (2022, Funded). International Writing Centers Association Research Grant. \$1,000. *Writing apprehension, writing self-efficacy, and writing center engagement: A mixed methods study of online doctoral students through the dissertation writing process*.
- Kaul, C. R.**, Werse, N. R., & Crocker Papadakis, L. (2022, Funded). Baylor University Research Committee ONE- URC Grant. \$5,000. *Mixed method explorations of the writing experiences, perceptions, and practices of online practitioner-oriented doctoral degree students*.

Kaul, C. R., & Werse, N. R. (2021, Submitted). Baylor University Research Committee ONE - URC Grant. \$5,000. *EDD doctoral students' writing perceptions, practices, and persistence in the dissertation process: A convergent mixed methods study.*

Kaul, C. R., & Johnsen, S. K. (2016, 2017, & 2018, Received Annually). Independent Bank Community Grant, \$11,000 annually. *Project Promise: A pre-college program for low-income gifted students.* Department of Educational Psychology and Department of Education, Baylor University, Waco, TX.

Johnsen, S. K., & **Kaul, C. R.** (2016, Received). City of Waco Housing and Economic Development: Community Development Block Grant Program, \$36,000 annually. *Project Promise.* Department of Educational Psychology and Department of Education, Baylor University, Waco, TX.

Kaul, C. R. (Author and Grant Director) with Sriram, R. R., & Massey, J. (2015, Submitted). NASPA's 2015 Channing Briggs Small Grant, \$5,000. *Developing a scholar-practitioner identity and increasing research dissemination among student affairs professionals via a scholarship support group.* Department of Educational Leadership and Office of Student Learning and Engagement, Baylor University, Waco, TX.

Presentations

International

Crocker Papadakis, L., **Kaul, C. R.**, Werse, N. R., Smith, J., Davis, B. K., & Howell, L. (2022, October 26-29). *Graduate students' engagement with the writing center in an online doctoral program* [Individual Presentation]. 2022 International Writing Centers Association Annual Conference, Vancouver B.C., Canada.

Crocker Papadakis, L., **Kaul, C. R.**, Davis, B. K., Werse, N. R., Smith, J. & Howell, L. (2022, October 26-29). *Strong connections: Relationship building between faculty and writing center professionals* [Roundtable Presentation]. 2022 International Writing Centers Association Annual Conference, Vancouver B.C., Canada.

Kaul, C. R., Crocker Papadakis, L., Howell, L., Werse, N. R., & Davis, B. K. (2022, October 26-29). *I think I can, I think I can: Investigating doctoral students writing self efficacy during the first phase of the dissertation writing process* [Individual Presentation]. 2022 International Writing Centers Association Annual Conference, Vancouver B.C., Canada.

National

Werse, N. R., **Kaul, C. R.**, Howell, L., & Davis, B. K. (2022, November 1-3). *Overcoming ABD in the online doctoral program: a study on writing self efficacy, apprehension, and anxiety when starting the dissertation process* [Paper Presentation]. Online Learning Consortium.

- Werse, N. R., **Kaul, C. R.**, Smith, J., Davis, B. K., & Howell, L. (2022, November 1-3). *The nuts and bolts of collaboration: Bridging the gap between faculty advisors and student support staff to help online doctoral students thrive throughout the dissertation process* [Paper Presentation]. Online Learning Consortium.
- Werse, N. R., Smith, J., **Kaul, C. R.**, Davis, B., & Howell, L. (2022, November 1-3). *Do graduate students utilize the virtual research and writing development center in writing their dissertations? Why or why not?* [Paper Presentation]. Online Learning Consortium.
- Sanguras, L. **Kaul, C. R.**, & Werse, N. R. (2022, October 12-14). *Achieving doctoral candidacy: A study of scholar-practitioner perceptions of facilitators and obstacles when writing their problem of practice dissertation literature review and methodology* [Exchange Session]. Carnegie Project on the Education Doctorate Convening, Pittsburgh, PN.
- Kaul, C. R.**, & Davis, B. K. (2022, April 6, 13, 20, and 27). *Graduate students' writing anxiety and efficacy during the dissertation process* [Poster Presentation]. Lilly Conference on Enhancing Online, On-Site, and Hybrid Teaching and Learning.
- Kaul, C. R.**, Shelton, R., & Werse, N. R. (2022, March 21-22). *Dissertation readiness: An examination of doctoral student self-evaluations and faculty advisor ratings* [Poster Presentation]. Conference on Academic Research in Education (CARE).
- Smith, J., Shelton, R. N., Werse, N. R., **Kaul, C. R.**, & Crocker Papadakis, L. (2022, March 9). *Visiting the writing center in an online doctoral program* [Roundtable presentation]. International Writing Centers Association 2022 Collaborative Conference.
- Kaul, C. R.**, Howell, L., & Davis, B.K. (2022, March 9). *Investigating doctoral students' writing efficacy before and during the dissertation process* [Data Dash Paper Presentation]. International Writing Centers Association 2022 Collaborative Conference.
- Crocker Papadakis, L., Werse, N. R., Smith, J., Shelton, R., & **Kaul, C. R.** (2022, March 9). *Between student and advisor: A preliminary report on a mixed methods study comparing doctoral student self-assessments of their writing with dissertation advisor assessments* [Work-in-Progress Paper Presentation]. International Writing Centers Association 2022 Collaborative Conference.
- Lively, C., Blevins, B., Cooper, S., Earl, J., **Kaul, C.**, Pratt, S., Sanguras, L., & Talbert, S. (2020, October). From a distance: Community building in virtual environments [Conference session]. #CPED20 October Convening of Carnegie Project for the Education Doctorate (CPED). Tempe, AZ.
- Kaul, C. R.**, & Davis, B. K., Johnsen, S. K. (2018, November). *How to evaluate gifted programs*. Presentation at the annual conference of the National Association for Gifted Children in Minneapolis, MN.

- Hardin, K. A., **Kaul, C. R.**, Davis, B. K., & Farah, Y. N. (2018, February). *What the research says about gifted English language learners*. Presentation at the annual conference of the Council for Exceptional Children in Tampa, FL.
- Kaul, C. R.**, & Johnsen, S. K. (2018, February). *A partnership for promoting potential in gifted low-income students*. Poster presentation at the annual conference of the Council for Exceptional Children in Tampa, FL.
- Johnsen, S. K., & **Kaul, C. R.** (2017, November). *Using teacher beliefs to identify professional development needs*. Presentation at the annual conference of the National Association for Gifted Children in Charlotte, NC.
- Johnsen, S. K., & **Kaul, C. R.** (2017, April). *Teachers' beliefs and implementation of best practices in gifted education*. Presentation at the annual conference of the Council for Exceptional Children in Boston, MA.
- Strietzel, J., Sriram, R., **Kaul, C.**, & Duncan, L. (2017, March). *Developing quantitative research skills as a scholar-practitioner: A working group case study*. Presentation at the annual conference of Student Affairs Professionals in Higher Education in San Antonio, TX.
- Kaul, C. R.** (2016, November). *Cultivating a growth mindset in middle-grade students: A tool, a curriculum template, and teaching tips*. Presentation at the annual conference of the National Association for Gifted Children in Orlando, FL.
- Kaul, C. R.** (2016, November). *Impact of sibling participation on low-income participants' attendance in a summer talent enrichment program*. Poster presentation at the annual conference of the National Association for Gifted Children in Orlando, FL.
- Davis, B. K., & **Kaul, C. R.** (2015, November). *Promoting creativity in the classroom using two strategies*. Presentation at the annual conference of the National Association for Gifted Children in Phoenix, AZ.
- Kaul, C. R.**, Johnsen, S. K., & Witte, M. M. (2015, November). *The influence of a summer enrichment program on low-income gifted students' graduation rates*. Presentation at the annual conference of the National Association for Gifted Children in Phoenix, AZ.
- Kaul, C. R.**, Johnsen, S. K., & Witte, M. M. (2015, November). *Long-term effects of a summer enrichment program on low-income students*. Presentation at the annual conference of the National Association for Gifted Children in Phoenix, AZ.
- Johnsen, S. K., **Kaul, C. R.**, & Witte, M. M. (2014, November). *Long-term effects of a summer enrichment program on low-income students*. Presentation at the annual conference of the National Association for Gifted Children in Baltimore, MD.

Regional

Kaul, C. R. & Lively, C. (2021, February). *Understanding student attrition in an online doctoral program: A convergent mixed methods study*. Presentation at the annual conference of the Southwest Educational Research Association.

Nitsche, A. & **Kaul, C. R.** (2020, February). *Teen-gearred movies and how they differ with reality*. Presentation at the annual conference of the Southwest Educational Research Association in Arlington, TX.

Toledo-Castillo, A., Falcon, A. L., **Kaul, C. R.** & Robins, J. (2020, February). *Higher educational outcomes of gifted low-income students who attended a summer enrichment program*. Presentation at the annual conference of the Southwest Educational Research Association in Arlington, TX.

Kaul, C. R. (2020, January). *Adult student self-efficacy, anxiety, and online course interactions*. Presentation at the annual conference of the annual Lilly Evidence-Based Teaching & Learning conference in Austin, TX.

Kaul, C. R. (2019, February). *Numeracy competency: What are the characteristics of the highest performing adults?* Presentation at the annual conference of the Southwest Educational Research Association in San Antonio, TX.

Strietzel, J. & **Kaul, C.** (2019, February). *Effectiveness of a student affairs scholar-practitioner quantitative research workshop: A mixed-methods study*. Presentation at the annual conference of the Southwest Educational Research Association in San Antonio, TX.

Kaul, C. R., Renbarger, R., & Sulak, T. (2017, February). *Relationships between adults' numeracy skills and the usage of skills in work and daily living*. Presentation at the annual conference of the Southwest Educational Research Association in San Antonio, TX.

Kaul, C. R. (2017, February). *Investigation of the Learning and Study Strategies Inventory (LASSI) construct validity using factor analysis*. Presentation at the annual conference of the Southwest Educational Research Association in San Antonio, TX.

McBride, K., & **Kaul, C.** (2017, February). *Low-income gifted students' perspectives on achievement motivation*. Presentation at the annual conference of the Southwest Educational Research Association in San Antonio, TX.

Sulak, T., Wilson, R., Renbarger, R., & **Kaul, C. R.** (2017, February). *The relationships between numeracy cores and soft skills in employed and unemployed Americans*. Presentation at the annual conference of the Southwest Educational Research Association in San Antonio, TX.

Johnsen, S. K., & **Kaul, C. R.** (2016, April). *Texas teachers of gifted children: A report on teacher beliefs, practices, results, and barriers*. Closing session presentation at the annual leadership conference for Texas Association for the Gifted and Talented in Fort Worth, TX.

Renbarger, R., Tipton, R. J., & **Kaul, C. R.** (2016, February). *Siblings: Good for rivalry or success for low-income gifted students? Findings regarding the influence of sibling attendance at a summer enrichment program*. Presentation at the annual conference of the Southwest Educational Research Association in New Orleans, LA.

Wilson, R. D., **Kaul, C. R.**, Saxon, T. F., Hodges, T. D., & Leeper, D. (2016, February). *Preparing and building confidence in at-risk students to aid in transition to postsecondary education*. Presentation at the annual conference of the Southwest Educational Research Association in San New Orleans, LA.

Kaul, C. R., & Johnsen, S. K. (2015, December). *Report on G/T teacher beliefs survey*. Presentation at the annual conference of the Texas Association for the Gifted and Talented in San Antonio, TX.

Kaul, C. R. (2015, December). *Developing a growth mindset in preteens and teens*. Presentation at the annual conference of the Texas Association for the Gifted and Talented in San Antonio, TX.

Kaul, C. R. (2015, October). *Mindset curriculum*. Presentation at Baylor University's Center for Community Learning and Enrichment annual GT conference in Waco, TX.

Kaul, C. R. (2015, February). *Low-income gifted students' qualitative perspectives on the long-term effects of a summer enrichment program*. Presentation at the annual conference of the Southwest Educational Research Association in San Antonio, TX.

Farah, Y., & **Kaul, C. R.** (2015, February). *Using creative strategies to develop research ideas*. Presentation at the annual conference of the Southwest Educational Research Association in San Antonio, TX.

Graduate Research Direction

Ed.D. Committee Chair

Briancon, Alicia. *A qualitative study to explore how informal faculty-student contact is different in higher and lower retention courses*. Expected graduation 2023.

Foston, Ulysses. *A case study of barriers and facilitators of fourth grade black boys*. Expected graduation 2023.

Hicks, Jessica. *The impact of teacher stress and self-efficacy levels on elementary students' academic growth in a Texas, Title I School: A quantitative study*. Expected graduation August 2023.

- Hedrick, Robby. *An explanatory sequential model of shared mental models effect on performance in high-intensity teams*. Expected graduation August 2023.
- Hodges, Leanna. *My child is Deaf, now what? An explanatory sequential mixed methods study on 2-4 grade Deaf and hard of hearing students, their families, and the factors that influence skilled reading*. Expected graduation August 2023.
- Rivera, Joshua. *Exercise behavior and motivation for physical readiness training of soldiers at Fort Bragg, NC: A qualitative study*. Expected graduation 2023.
- Thompson, Anthony. *Value congruence in education: a sequential mixed methods study analyzing personal and organizational value congruence within a school system*. Expected graduation 2023.
- Ferguson, Candace. *Using a trauma-informed approach to put the brakes on the school-to-prison pipeline: A single case study of a juvenile justice alternative education program's implementation of the Trust-Based Relational Intervention (TBRI)*. Expected graduation May 2023.
- Huggins, Kristin. *Investigating voice classification protocols of higher education applied voice faculty and choral directors: A quantitative causal-comparative study*. Expected graduation May 2023.
- Layton, Tiffany. *Can you see me now? The perceived impact of a virtual instructional coaching partnership applied through the lens of the partnership principles on first-year teacher professional growth: An explanatory sequential mixed-methods study*. Expected graduation May 2023.
- Neuman, Erika. *STEM integration in elementary classrooms: A quantitative study exploring impediments and improvements*. Expected graduation May 2023.
- Talley, Blythe. *The meaning of diagnosis: An explanatory sequential mixed methods study of the patient impact of diagnosis of EDS*. Expected graduation May 2023.
- Baylis-Satcher, Jessi. *Exploring the relationship between hygiene and motivator factors relating to teacher's intended retention in Title I south Mississippi schools: A quantitative study*. Docoral Committee Chair. Graduated December 2022.
- Filer, Angel. *Unfolding the experience of professional development for special education teachers via video conferencing tools using single case mixed methods*. Graduated December 2022.
- Rodriguez, Alexa. *Faculty perceptions of the role of instructional designers in the online course development process and how their perceptions impact the collaborative experience at XYZ university: A qualitative narrative case study*. Graduated December 2022.

Delgado, Karina. *The impact of service-learning programs in the leadership skill development in high school students: A mixed-methods study*. Graduated August 2022.

Morgan, Lashana. *Promoting teacher social and emotional competence for improved student wellbeing: A quantitative investigation of teacher perceptions of school culture, commitment and comfort of SEL implementation and the school climate*. Graduated August 2022.

Nisbett, Melissa. *Engaging students in the implementation of student-centered learning: A mixed methods convergent design*. Graduated August 2022.

O'Donnell, Kimberly. *Y as a Function of X? A quantitative study identifying the relationship between secondary math teachers sense of responsibility and self-efficacy for student engagement*. Graduated August 2022.

Sherrill, Sadie. *Do it for the kids: A phenomenological examination of cognitive dissonance and inspirational martyrdom in education*. Graduated August 2022.

Ed.D. Committee Member

Kukawski, Callista. *Exploring complex interrelatedness attributing to success in once-at-risk adults despite cumulative ACEs: An instrumental collective case study*. Committee Member – second reader. Expected graduation 2023.

Burroughs, Danielle. *Exploring the principal perspective on teacher attrition in urban education: A multiple case study*. Committee Member – second reader. Expected graduation May 2023.

Gaither, Kierra. *hidden, but not hiding: A multiple case study exploring the identity development of Black female collegiate athletes and their participation in predominantly White sports*. Committee Member – second reader. Expected graduation May 2023.

Hernandez, Deana. *The Perceptions of organizational culture in the community supervision procession: A quantitative study*. Committee member – second reader and methods advisor. Expected graduation May 2023.

Khuwaja, Shireen. *Systemic advocacy leadership: A multiple case study exploring catalysts and challenges for systemic change through perceptions of school leaders and teachers*. Committee Member – second reader. Expected graduation May 2023.

Ormes, Kandyce. *“I think I can, I think I can”*: A case study that explores the perspective of single mothers and their ability to become self sufficient. Committee Member – second reader. Expected Graduation May 2023.

- Satchell, Leon. *An exploration of the Army's diversity culture: A collective case study that captures the emotional intelligence of successful male African American general officers*. Committee Member – second reader. Expected graduation May 2023.
- Tilden, Leah. *The path to teaching emergency medical services: A multiple case study of paramedic educators' preparatory experiences*. Committee Member – second reader. Expected graduation May 2023.
- Underwood, Cristin. *Understanding the roles of psychological safety, team learning, and functional backgrounds for cross-functional product development teams: A convergent mixed methods study*. Committee Member – second reader and methods advisor. Expected graduation May 2023.
- Castro, Elena. *Teacher preparedness to employ culturally responsive teaching strategies after diversity, equity, and inclusion training: A quantitative causal-comparative design study*. Committee Member – methods advisor. Graduated December 2022.
- Gonzales, Nina. *Investigating organizational resilience: Quantifying planning and adaptive capacity indicator perceptions of a Texas charter school organization*. Committee Member – methods advisor. Graduated December 2022.
- Williams, Athena. *Unlocking employee motivation: An explanatory sequential mixed methods study examining the impact of a career development program on employee motivation*. Committee Member – methods advisor. Graduated December 2022.
- Gnanakan, Dorothy. *Higher education faculty perceptions on design thinking: A collective case-study*. Committee Member – second reader. Graduated August 2022.
- Kelly, Bradley. *A qualitative intrinsic case study exploring the effectiveness of instructor upgrade training among air national guard air battle managers*. Committee Member – second reader. Graduated August 2022.
- Kostrzewski, Nicole. *A descriptive case study: Understanding recruitment leadership's perception of psychological principles related to motivation*. Committee Member – second reader. Graduated August 2022.
- May, Tammie. *The impact of developmental course enrollment on self, identity, and college success of first-generation college students: A phenomenological study*. Committee Member – second reader. Graduated August 2022.
- Serrano, Rebecca. *The sabotaging truths of teacher attrition within Title I schools: an exploratory case study of novice teachers in Dallas-Fort Worth Title I public schools*. Committee Member – second reader. Graduated August 2022.

- Sykes, Peyton. *Factors influencing student satisfaction among doctor of physical therapy students*. A qualitative study. Committee Member – second reader. Graduated August 2022.
- Bowman, Michelle. *Learning together: A quantitative examination of interdistrict collaboration in a community of practice*. Committee Member – methods advisor. Graduated December 2021.
- Debra, Lacy. *Transformative leadership: exploring, understanding, and explaining the impact of leaders in attaining and sustaining high employee engagement: An explanatory sequential mixed methods study*. Committee Member – methods advisor. Graduated December 2021.
- Hughes, Patrick. *An explanatory sequential mixed methods with solving mathematics word problems among African American students*. Committee Member – methods advisor. Graduated May 2022.
- Hylton, James. *Leadership development influence on leadership self-efficacy (LSE): An explanatory sequential mixed methods study with civilian federal employees in the Department of Defense*. Committee Member – methods advisor. Graduated December 2021.
- Lucio, Brooke. *Transferring the stigma of mathematics during COVID19: Exploring correlations between parent and student perceptions about mathematics*. Committee Member – methods advisor. Graduated December 2021.
- Lunce, Jessica. *Career outcomes and perceptions across graduate programs: An explanatory sequential mixed methods study of dispute resolution and conflict management alumni*. Committee Member – methods advisor. Graduated December 2021.
- Fessler, Brent. *The emergence of character in a college character development program: A convergent mixed methods study*. Committee Member – methods advisor. Graduated December 2021.
- Postell, Michaela. *The desire to finish: A quantitative study examining the motivation of Black students at predominantly White institutions*. Committee Member – methods advisor. Graduated December 2021.
- Thompson, Yashama. *But Fo'realdo, are educators still hatin' on black language? An explanatory sequential mixed methods study exploring former pre-service teachers and professor instructional practices, attitudes, and experiences with U.S. Ebonics*. Committee Member – methods advisor. Graduated December 2021.
- Walker-Schmidt, Wendi. *Onboarding effects on employee engagement and retention: a mixed methods study exploring extending onboarding and its impact on long-term engagement and retention*. Committee Member – methods advisor. Graduated December 2021.

Other Creative Products

Kaul, C. R., & Johnsen, S. K. (2017). *Administrator survey regarding GT beliefs and program evaluation.* Research survey developed for Mansfield Independent School District.

Kaul, C. R., & Johnsen, S. K. (2017). *Parent survey regarding GT beliefs and program evaluation.* Research survey developed for Mansfield Independent School District.

Kaul, C. R., & Johnsen, S. K. (2017). *Student survey regarding GT beliefs and program evaluation.* Research survey developed for Mansfield Independent School District.

Kaul, C. R., & Johnsen, S. K. (2017). *Teacher survey regarding GT beliefs and program evaluation.* Research survey developed for Mansfield Independent School District.

Kaul, C. R., & Johnsen, S. K. (2015). *Teachers of gifted children: A survey of beliefs, practices, obstacles, and student outcomes.* Research survey for identifying current practices of gifted teachers for the Texas Association for Gifted and Talented. Waco, TX: Baylor University, Department of Educational Psychology.

Kaul, C. R. (2015). *The mindset of a winner.* Social/emotional curriculum developed for middle school gifted and advanced learners. Field-tested with late-elementary and middle school students at the University for Young People, Waco, TX.

Kaul, C. R. (2015). Growth vs. fixed mindset foldable.

Kaul, C. R. (2015). Research idea-generation foldable: Force-fitting.

Farah, Y. N., & **Kaul, C. R. (2015).** Research idea-generation foldable: Force-fitting for Developing Research Questions.

Service

Professional

Journal of Advanced Academics, journal manuscript reviewer (2020-Present).

Conference on Academic Research in Education (CARE), annual conference presentation proposal reviewer (2016-Present).

Gifted Child Today, journal manuscript reviewer (2016-Present).

Southwest Educational Research Association (SERA), annual conference presentation proposal reviewer (2016-present).

National Association for Gifted Children's (NAGC), annual conference presentation proposal reviewer representing the research and evaluation network and the parent and community network (2015-2016).

Student Affairs Administrators in Higher Education (NASPA), grant proposal reviewer for the Region III Research Grant (2015).

University

Baylor University, EDD Think Tank (2015-Present).

Baylor University, University Survey Committee (2015-Present).

Baylor University, GT Advisory Board Member (2016-2019).

Baylor University, Outstanding Graduate Student Instructor Selection Committee (2018).

Baylor University, School of Education Advisory Council (2016-2018).

Community

Preschool Sunday School Teacher, Fellowship Bible Church, Waco, TX (2010-Present).

Waco ISD Reading Club Mentor, J. H. Hines Elementary, Waco, TX (2018-2020).

Women's Ministry Team Coordinator. Provided oversight to volunteers who coordinated weekly Bible studies, care ministry, women's retreat, and mentoring ministry at Fellowship Bible Church, Waco, TX (2002-2012).

Memberships in Professional Societies

Carnegie Project on the Education Doctorate

Council for Exceptional Children

National Association for Gifted Children

Texas Association for the Gifted and Talented

Southwest Educational Research Association

Honors and Awards

Graduate

Outstanding Graduate Student Instructor Award for teaching EDP 3326 - Spring 2017, Baylor University.

Nominated for Outstanding Graduate Student Instructor Award for teaching EDP 3326 - Fall 2017, Baylor University.

Dean's Award for Exceptional Graduate Student Research - *Effectiveness of a student affairs scholar-practitioner quantitative research workshop: A mixed-methods study*, Southwest Educational Research Association Conference, February 2019.

Dean's Award for Exceptional Graduate Student Research - *Low-income gifted students' perspectives on achievement motivation*, Southwest Educational Research Association Conference, February 2017.

Dean's Award for Exceptional Graduate Student Research - *Siblings: Good for rivalry or success for low-income gifted students?* Southwest Educational Research Association Conference, February 2016.