

AMY GRATCH HOYLE

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CAREER HIGHLIGHTS

- Dedicated over twenty years to teaching and leadership in higher education with a proven ability to lead innovative undergraduate and graduate education programs.
- Lead curriculum reform and new program development in undergraduate and graduate education.
- Lead university-wide workshops for faculty and staff to foster student-centered practices, enhance pedagogical strategies, and to promote diversity, equity, inclusion, and justice (DEIJ).
- Achieve stellar feedback from faculty and staff about leadership as dean. Strengths identified include enhancing community through active listening, engagement, relationship building, communication, and transparency; providing opportunities for research and professional development; and engaging faculty and staff in DEIJ work.

EDUCATION

Ph.D., The University of North Carolina at Chapel Hill, Social Foundations of Education

Dissertation: "The CoConstruction of Beginning Teachers"

M.A., Eastern Michigan University, Elementary Education

B.A., University of Michigan at Ann Arbor, Economics

LEADERSHIP EXPERIENCE

Neumann University

2020 – Present

Dean & Full Professor, School of Social Sciences, Humanities & Education, Neumann University

- Lead a team of over 50 full-time faculty and staff as well as many adjuncts and supervisors.
- Foster collaborative and data-informed fiscal planning, overseeing multiple budgets totaling more than \$2,000,000.
- Stewarded 15 education certification and endorsement programs through Pennsylvania Department of Education reaccreditation. Led faculty in writing Self Studies for CACREP and MSCHE reaccreditation.
- Facilitate professional development workshops, collaborating with faculty and staff to generate ideas to make classrooms and the community more inclusive and student-centered, and to develop strategies to increase student recruitment and retention.
- Collaborate with faculty and staff to increase student enrollment, assess, and improve curriculum and instruction, enhance existing programs, and expand program offerings at the graduate and undergraduate levels.

Cabrini University

2013 – 2020

Department Chair, Educational Policy and Leadership, Cabrini University (2013 – 2020)

- Hired and mentored faculty, providing guidance through the tenure process, coaching to improve pedagogical and assessment strategies, and opportunities for leadership development.
- Managed multiple education programs: supervised program directors, faculty, and staff; managed budgets; created schedules; staffed courses; assessed programs; applied for, received, and maintained accreditation for certification and endorsement programs.

Coordinator, Doctoral Program in Educational Leadership (2016 – 2020)

- Identified the need for an educational leadership doctoral program and engaged faculty and instructional designers to create and launch a hybrid program that greatly increased enrollment.
- Mentored faculty, dissertation chairs and committee members to ensure rigor and academic excellence.

Assistant Dean for Graduate Education, Cabrini College (2013 – 2016)

- Created policies and procedures to increase efficiency and effectiveness in the School of Education and to recruit and retain education students.
- Facilitated professional development opportunities for faculty focusing on teaching pedagogy, curriculum development, and diversity, equity, inclusion, and belonging.

TEACHING EXPERIENCE

Cabrini University

2012-2020

Associate Professor

- Served as Doctoral Dissertation Chair & Committee Member.
- Taught doctoral education courses in leadership for social justice, educational policy, and philosophical and theoretical foundations of leadership.
- Created and taught doctoral and master's level courses in educator advocacy for social justice.
- Collaborated with colleague to create a rigorous core curriculum for the master's in education program.
- Built and taught graduate courses in sociocultural foundations of education, and teaching and learning for social justice.
- Enhanced online learning experiences for students, creating a template for online courses to ease navigation, and providing faculty development in online teaching pedagogy.

West Chester University

2001-2003/2005-2012

Adjunct & Assistant Professor

- Created and taught interdisciplinary education courses open to students in a variety of majors.
- Created and taught a course on democracy and education, guiding students to develop critical thinking skills and to become curious about the experiences of marginalized groups in schools and society.
- Created and taught an Educational Entrepreneur Seminar for faculty.
- Supervised student teachers and taught a seminar to engage them in critical examination of schooling and to reflect on their role in the classroom.
- Created and taught graduate courses in curriculum development, theories, and trends.

University of South Carolina, Aiken

1996-2001

Assistant Professor

- Developed and implemented curriculum and assessment strategies for undergraduate and graduate programs.
- Engaged preservice and beginning teachers in on-going reflection about the role of teachers in classrooms and society and the role of schools in reproducing social structures.
- Taught undergraduate and graduate courses in classroom management, curriculum and instruction, and sociology, history, and philosophy of education.

The University of North Carolina at Chapel Hill

1993-1996

Graduate Assistant

- Collaborated with faculty to develop interdisciplinary curriculum.
- Established partnerships with professional development schools, creating opportunities for preservice teachers to learn about and teach social studies and science methods in schools.
- Engaged preservice teachers in analysis of the social foundations of education and in the development of meaningful social studies curriculum.

Bruns Avenue Elementary School (Charlotte-Mecklenburg School District)

1990-1994

- Taught 5th and 6th grade.

RESEARCH PUBLICATIONS

A dean and faculty "doing the work" of CR-SE: How we built the wall and a plan to deconstruct it. In Cole-Malott, D. & Curci, J. (Eds.) (In Press).

Invited Author. (In Progress). Book Review: Geneva Gay's, *Educating for Equity and Excellence*. *Teachers College Record*.

Courageous conversations about race in online classes. In Ozaki, C. C. & Parson, L. Eds. (2022). *Teaching & Learning for Social Justice in Higher Education: Methods and Curriculum Across Content Areas, Vol. II*. Palgrave.

Social Justice Advocacy in Graduate Teacher Education. (2018) *Journal of Education and Learning*, 7(2), 12-20.

Francis, D., Colbry, S., Hoyle, A., Ratmansky, L., Sheety, A., & Szpara, M. (September 2017). Opting into a Faculty Scholarship Community: Benefiting Productivity and Personal Well-being. *The Journal of Faculty Development*, 3(31), 1-10.

Faculty development: Fostering teacher education faculty professional growth. (2016) *Journal of Modern Education Review*, 6(3), 147-160.

Collaborative faculty development with part-time faculty in teacher education. (2015). *Pennsylvania Teacher Educator*, 14, 11-21.

Book Review. When School Reform Goes Wrong, by Nel Noddings. (2010). *Educational Studies*, 46 (4), 429-437.

Teachers doing qualitative research: School context and educational change. (Winter 2002). *Educational Studies*, 33(4), 422-35.

The co-construction of teacher and researcher (2001). *SRATE Journal*, 10(2).11-16.

The culture of teaching and beginning teacher development. (Fall 2001). *Teacher Education Quarterly*, 28(4), 121-136.

Teacher voice, teacher education, teaching professionals. (2000). *High School Journal*, 83 (3), 43-54.

Becoming teacher: Student teaching as identity construction. (2000). *Teaching Education*, 11 (1), 119-126.

Reconsideration. The Curriculum: Problems, politics and possibilities, 2nd ed., Landon E. Beyer & Michael W. Apple, eds. (1999). *Educational Studies*, 30 (1), 19-24.

Beginning teacher and mentor relationships. (1998). *Journal of Teacher Education*, 49 (3), 220-227.

Reconsideration. Power / knowledge / pedagogy, Dennis Carlson & Michael W. Apple, eds. (1998). *Educational Studies*, 29 (1), 86-91.

Growing teaching professionals: Lessons taught by first year teachers. (1998). (ERIC Clearinghouse on Assessment and Evaluation No. ED 417170). *Resources in Education*, RIE.

Book review (1998). Review of the book Beginning qualitative research: A philosophic and practical guide. *Qualitative Studies in Education*, 11 (1), 178-180.

The Co-Construction of beginning teachers: Lessons from a first-year teacher. (1997). *SRATE Journal*, 6 (1), 27-32.

A Planned Variation: The Study of Three Induction Programs. (1995). North Carolina State Department of Public Instruction. Burke, W., de Kruif, R., Gordon, J., Gratch, A., Atkinson, B., Hart, A., Rogers, T.

RECENT RESEARCH PRESENTATIONS

Hoyle, A., Berenato, C., Budzilowicz, M., Conway, T. & Whitaker, R. (March 2020) "Faculty and Staff Exploring Racism & Inclusivity: Enhancing Culturally Sustaining Pedagogy in Teacher Education." Paper presented at the Pennsylvania chapter of the National Association of Multicultural Education (PA-NAME) conference, Radnor, PA.

Hoyle, A., Szpara, M., Sheety, A., Francis, D. & Ratmansky, L. (June 2019) "How a faculty scholarship community can contribute to your scholarly productivity and personal well-being," paper presented at the 32nd Annual Textbook & Academic Authoring Conference, Philadelphia, PA.

"Courageous Conversations about Race in an Online Educational Foundations Course." Paper presented at the 2018 Annual Meeting of the American Educational Studies Association, November 2018, Spartanburg, SC.

"Courageous Conversations About Race and Racial Justice." Paper presented at the 2017 American Educational Studies Association Annual Conference, October 2017, Pittsburgh, PA.

"Courageous Conversations About Race: Faculty Development to Promote Racial Justice." Paper presented at the 2017 PAC-TE Teacher Education Assembly, October 2017, Harrisburg, PA.

"Social Justice Advocacy in Graduate Teacher Education." Paper presented at the 10th Annual Equity and Social Justice Conference at the Virginia Commonwealth University, March 2017, Richmond, Virginia.

"Love, labor and learning: Social justice advocacy in graduate teacher education." Paper presented at the American Educational Studies Association 2016 Annual Conference, November 2016, Seattle, WA.

"Promoting social justice advocacy and education in graduate teacher education." Paper presented at PAC-TE 2016 Teacher Education Assembly, October 2016, Harrisburg PA.

"Teaching for Social Justice in Graduate Teacher Education," Individual paper presented at the 2015 American Educational Studies Association conference, November 2015, San Antonio, TX.

"Social Foundations and Social Justice Advocacy in Graduate Teacher Education," Individual paper presented at the 2015 American Educational Studies Association conference, November 2015, San Antonio, TX.

"Learning and teaching for social justice: Graduate teacher education students engaged in social advocacy," Individual paper presentation at the 2015 PAC-TE Teacher Education Assembly, October 2015, Harrisburg, PA.

"Collaborative faculty development with part-time faculty in teacher education," Individual paper presentation at the 2015 PAC-TE Teacher Education Assembly, October 2015, Harrisburg, PA.

"A Scholarship Roundtable at Cabrini College: Creating and Maintaining an Intentional Research Community," Poster presented at the Fourth Annual Faculty Research and Scholarship Celebration, Cabrini College, May 2015, Radnor, PA.

"Teaching for social justice in graduate teacher education," Paper presented at the AACTE 67th Annual Meeting, March 2015, Atlanta, GA.

"Faculty development: Collaborating with part-time faculty in teacher education," Paper presented at the PAC-TE Teacher Education Assembly, October 2014, Harrisburg, PA.

"Promoting a social justice mission: Mentoring part-time faculty in a neoliberal context," Paper presented at the 2014 American Educational Studies Association conference, November 2014, Toronto, Canada.

"Education for social justice on a part-time basis." Paper presented at the Faculty Forum, Cabrini College, February 2014, Radnor, PA.

"Teaching for social justice: Adjunct faculty teaching in a graduate program for practicing teachers." Paper presented at the Annual Meeting of the American Educational Studies Association, October 2013, Baltimore, MD.

"Engaging teachers in education discourse and reform." Paper presented at the West Chester Critical Theory Conference, November 2012, West Chester, PA.

"Prospective teachers becoming transformative intellectuals." Paper presented at the Annual Meeting of the American Educational Studies Association, November 2012, Seattle, WA.

RESEARCH EXPERIENCE (Select Examples)

Integrating Culturally Relevant & Sustaining Educator Competencies

2021-present

- This study emerged from work with educators from across Pennsylvania as member of the Pennsylvania Educator Diversity Consortium and of the Culturally Relevant and Sustaining Educator (CR-SE) Community of Practice. The research continues to follow the process of integrating CR-SE competencies into teacher preparation programs. The research includes analysis of collaborative efforts between administrator, faculty, and staff and the impact of the integration on teacher preparation students.

Courageous Conversations in Online Learning Environments

2018-2021

- Courses in the foundations of education provide important opportunities for teacher education students to examine issues related to systemic inequality and racism in schools and society. As we teach more of these courses in the online format it is important to understand the challenges of having online discussions about controversial topics such as racism. This research provided a basis for understanding the online pedagogical strategies best suited for engaging students in these courageous conversations.

Courageous Conversations about Race: Faculty Development to Promote Social Justice 2016-2020

- In the summer of 2016, through a seminar in educational foundations, a small group of faculty members at Cabrini chose to engage in “courageous conversations” around race and make commitments to action and advocacy in the name of racial justice on campus and in the wider community. This seminar, “Raising Race Questions,” provided the foundations for research related to the type of faculty support that is most beneficial for preparing faculty to have conversations about race and racism with colleagues and with students.

Teaching and Learning for Social Justice

2015-2018

- This research explored the experience of graduate students, practicing PreK-12 educators, in a course involving analysis of a social issue and participation in a social justice advocacy project. The research study revealed interesting findings related to the experience of the students and the impact of this type of pedagogy on educating for social justice. Received a grant from the Cabrini College *Faculty Grants, Initiatives, and Sabbaticals Subcommittee* to support this research.

Teaching for Social Justice: The Experience of Faculty

2012-2016

- A qualitative research study of the experience of part-time and full-time faculty in the graduate studies program at Cabrini College. The core courses in the graduate education programs at Cabrini College – EDG 540 Philosophical Foundations of Education and EDG 521 Sociocultural Foundations of Education – are educational foundations courses and as such involve the critical examination of philosophical, ideological, and theoretical assumptions in educational policy, practice, and relations considering the ideals of democracy and justice for the purpose of serving the common good. The courses are designed to provide students, most of whom are practicing teachers, with the skills, knowledge, and dispositions necessary to participate as change agents for social justice in the public sphere. This study investigated the experience of faculty teaching the courses in terms of the social justice mission of the College. How is this mission reflected in the College? In their courses? In the work of their students? Received a grant from the Cabrini College *Faculty Grants, Initiatives, and Sabbaticals Subcommittee* to support this research during the 2013-14 academic year.

The Social Foundations Classroom: Engaging Teachers in Critical Pedagogy through Intellectual Engagement in a Graduate Cohort

2012-2014

- It is essential that teachers act as transformative intellectuals to challenge current reform. The purpose of social foundations is to bring intellectual resources derived from the social sciences and humanities “to bear in developing interpretive, normative, and critical perspectives on education, both inside of and outside of schools.” This study was conducted with graduate-level students in two social foundations courses which were the core of the graduate education curriculum. The courses were designed to create a collaborative climate of inquiry to stimulate agency and critical pedagogy both inside students’ classrooms and in the larger public sphere. Using observations, interviews, and written documents, including personal philosophies of education, the research examined the factors related to creating a

social foundations classroom which fosters teaching for social justice, critical pedagogy, and political agency among teachers.

School Reform: Listening to the Experience of Teachers

2007-2010

- Conducted research to better understand the impact of school reform on novice and experienced teachers. Conducted interviews, collected teachers' reflective writings, observed in classrooms, and analyzed additional documents to understand how NCLB affected teacher practices and the role of teachers in schools. Findings revealed meaningful information related to the deskilling and deprofessionalization of teachers and to the structures and practices essential to investing in essential teaching practices for a democratic society.

FACULTY DEVELOPMENT (Select Examples)

Diversity, Equity, Inclusion, and Belonging Workshops

- Lead an on-going series of workshops for faculty and staff in the School of Social Sciences, Humanities, and Education to engage participants in courageous conversations about race, exploration of their own cultural identities and lenses, examination of key concepts in DEIB, and development of curricular and co-curricular approaches to increasing inclusivity across campus. The workshop series involves faculty and staff members as facilitators to ensure diverse perspectives are heard.

Raising Race Questions: A Faculty Seminar on Racial Justice

- Faculty across disciplines participated in this seminar on racial justice in education. The seminar engaged faculty in critical and courageous conversations about race. The nature of this seminar, the urgency of the subject-matter, and cross-disciplinary perspectives enhanced the seminar which included critical examinations of theory, discourse among educators, development of pedagogical strategies to create a more inclusive learning community, and individual and group commitments to social action.

Summer Seminar in Educational Foundations

- Collaborated with a colleague to develop and lead a seminar for full-time and part-time faculty. The focus of the seminar was on philosophical and socio-cultural foundations of education and a primary purpose of the seminar was to provide professional development for faculty teaching education foundations courses.

RECENT PROFESSIONAL SERVICE

Culturally Relevant & Sustaining Educator Community of Practice: Webinar (Oct. 30, 2023)

Middle States Commission on Higher Education (MSCHE), Peer Evaluator

Pennsylvania Department of Education

PDE Major Program Accreditation Review, External Reviewer

PK-4 Competencies Framework, Member of Committee to Revise Standards

Pennsylvania Teacher Educator

Manuscript Reviewer

Associate Editor

Neumann University

MSCHE Standard II Accreditation Self-Study Working Group, Chair

MSCHE Accreditation Steering Committee

Neumann University Education Advisory Council, Chair

Neumann University Innovations Team (Strategic Plan development, implementation, assessment)

Pennsylvania Department of Education, Accreditation Major Review & Annual Reports

NU Knights Pantry Board

Safe Zone Training (Inclusivity & Welcome for LGBTQ Community)

Adjunct Faculty Support Initiative, Author & Facilitator
 Annual Title II Report, Author
 Pennsylvania Educators Diversity Consortium
 Culturally Responsive & Sustaining Education Community of Practice
 Cabrini University
 University Planning Committee
 Institutional Review Board
 New Programs Board
 Academic Planning Committee, Co-Chair
 Faculty Cabinet
 Graduate Council Subcommittee, Co-Chair
 Faculty Professional Topics Subcommittee
 Cabrini College Strategic Plan Working Group, Graduate Programs
 Faculty Development for Graduate Education Full-Time & Adjunct Faculty, Chair
 Dissertation Chair Working Group, Chair
 School of Education CommUNITY Retreat, Facilitator
 EdD Faculty & Dissertation Chair Workshops, Chair
 Student Admissions and Support working group for the MSCHE Decennial Review
 First Annual Graduate Research & Scholarship Symposium, Keynote Speaker
 Graduate Adjunct Faculty Guide, Author
 American Educational Studies Association
 Critics' Choice Book Awards Committee
 Program Committee
 Executive Council, Elected Member
 Program Committee
 Speaker Selection Committee
 The Pennsylvania Association of Colleges and Teacher Educators (PAC-TE)
 Conference proposal reviewer
 Psychological & Social Foundations Interest Group, Co-Chair
 Teacher Educator Assembly, Planning Committee Member
 Teacher Educator Assembly, Session Presider
Educational Studies
 Editor for Special Section, Foundations in the Classroom
 Editorial Board Member
 Manuscript Reviewer
Teaching and Teacher Education, Manuscript Reviewer
Journal of Teacher Education, Manuscript Reviewer
Urban Review, Manuscript Reviewer