Pamela R. Hallam

Brigham Young University
Department of Educational Leadership and Foundations
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EDUCATION

2006 **University of Utah,** Milton Bennion School of Education, Educational Leadership and Policy Department, Salt Lake City, UT
Ed.D. in Educational Leadership
Dissertation: *Principal Leadership: Trust as the Fulcrum for School Improvement*

1990 **Brigham Young University,** McKay School of Education, Provo, UT
Master of Educational Leadership and Foundations

1979 **Brigham Young University,** McKay School of Education, Provo, UT
Bachelor of Science, Home Economics Education

ACADEMIC BACKGROUND

Teaching and Leadership Experience
(Overall teaching ranged between 4.6 and 5.0 with an overall average of 4.82 out of 5.0 during that last 5 years.)

2006-current **Associate Professor, Brigham Young University**. *Department of Educational Leadership and Foundations, David O. McKay School of Education: focus on educational leadership.*
Courses taught in undergraduate, graduate, and doctoral programs:
   EDLF 620: Educational Finance (Graduate)
   EDLF 610: Human Resource Management (Graduate
   EDLF 627: Instructional Leadership I (Graduate)
   EDLF 452: Educational Foundations (Undergraduate)
   EDLF 635R: Reflective Seminar (Graduate)
   EDLF 632R: Field Practicum (Supervisor)
   EDLF 701: Collaborative Leadership for Change (Doctoral)

2004-2006 **Director, Curriculum and Instruction**. *Alpine School District, American Fork, Utah.* Responsible for K-12 curriculum, professional development, instructional coaches, teachers on special assignment (math, literacy, secondary), and new teacher mentoring.

2001-2004	**Director, Technology Information Systems**. *Alpine School District, American Fork, Utah*. Responsible for data service, technology infrastructure, school technical support and instructional technology.
1996-1999	**Adjunct professor, Brigham Young University.** Taught Educational Foundations, EDLF 452.
1993-2001	**Principal, Orem Junior High School.** *Alpine School District, Orem, Utah*. Responsible for the instructional program of 900-1400 students and 50-70 faculty and staff; and, responsible for all of the building operations and maintenance of the school.
1990-1993	**Assistant Principal, Orem Junior High School**. *Alpine School District, Orem, Utah*. Responsible for the curriculum and instruction of one third of the teaching staff; and, responsible for issues related to student management and discipline.
1979-1989	**Teacher, Home Economics.** *Springville High School, Nebo School District, Springville, Utah*. Responsible for all of the curriculum and student learning for three subject areas: clothing construction, food science and nutrition, and family and consumer science.

SCHOLARLY PUBLICATIONS
(37 total scholarly publications, 23 peer-reviewed articles. Six publications with undergraduate students – underlined, and 14 publications with graduate/doctoral students - *italicized*)

Peer-Reviewed Journal Articles
Hallam P. R., Brown, S. D., & Bills, J. (2022) (In-Press). Connecting collective efficacy, trust, and principal leadership: A case study of Stonefields School in New Zealand. *World Studies in Education.*

Conceptualized and led out on this study, wrote a grant for this study, and was highly involved in the analysis, writing and editing of this paper.

Hallam, P. R., Calvert I. W., Brown S. D. (2021). Common ground leadership team: Building trust in uncommon groups. *World Studies in Education.* (22)2, 47-72. https://doi.org/10.7459/wse/22.2.04

Conceptualized and led out on this study, wrote a grant for this study, and was highly involved in the analysis, writing and editing of this paper.

Wilson, T., **Hallam, P. R.**, Baum, D., & Owens, M. (2020). Impact of propensity to trust on academic success of student–athletes: Implications for athletic officials in higher education. *International Journal of Humanities, Social Sciences and Education.* (7)9. https://doi.org/10.20431/2349-0381.0709001

Second author on this study based on a student's dissertation research; supervised as dissertation chair; and, was highly involved with study conceptualization, analysis, writing, and editing of the paper.

Owens, M.A., **Hallam, P.R.**, Brown S.D. (2020). Follower engagement in elementary schools, a multi-site study. *World Studies in Education.* (21)1, 5-23. https://doi.org/10.7459/wse/21.1.02

Second author on this study; assisted with updating references and editing of this paper.

Hallam P. R., Brown, S. D., Chan, P., & Bills, J. (2019). Navigating the new silk road: Eastern vs. Western perspectives on trust development in Chinese education. *World Studies in Education.* (20)1, 25-43. https://doi.org/10.7459/wse/20.1.03

Conceptualized and led out on this article; wrote a grant used to collect data for this article; and was highly involved in the analysis, writing, and editing of this paper.

Farnsworth, S., **Hallam, P. R.**, and Hilton, S. (2019). Principal learning-centered leadership and faculty trust in the principal. *NASSP Bulletin.* https://doi.org/10.1177/0192636519871624

Second author on this study based on a student's dissertation research; supervised as dissertation chair; and, was highly involved with study conceptualization, analysis, writing, and editing of the paper.

Hallam, P.R., Boren, D. M. (2019). Examining a university-district sponsored principals academy through the lens of principal supervisors. *AASA Journal of Scholarship and Practice*, (16)1, 4-19. https://www.aasa.org/uploadedFiles/Publications/JSPSpring2019.FINAL.pdf

Wrote a grant used to collect data for this project; and, was highly involved in all aspects of this project including study conceptualization, analysis, and writing of the paper.

Brown, S.D., Bills, J. B., **Hallam P. R.**, & Binghai, S. (2018). Exploring the faces of trust: A study of Chinese students in higher education. *World Studies in Education*, (19)2. https://doi.org/10.7459/wse/19.12.05

Equally co-authored paper; mentored undergraduate student throughout process and was included as co-author; and, was highly involved with study conceptualization, analysis, and writing of paper.

Brown, S.D., **Hallam, P. R**., & *Tang, H.* (2018). Impacts of Chinese education reform on trust development of higher education faculty and students. *Curriculum and Teaching,* 33(1), 55-77. https://doi.org/10.7459/ct/33.1.05

Equally co-authored paper; wrote grant used to collect data for this study; and, was highly involved with study conceptualization, analysis, and writing of the paper.

Brown, S.D., **Hallam, P. R**., & Qin, T. (2018). Propensity to trust and trust development among Chinese university students. *World Studies in Education,* 18(2), 25-41. https://doi.org/10.7459/wse/18.2.03

Equally co-authored paper; wrote grant used to collect data for this paper; mentored visiting scholar through process and was included as co-author; and, was highly involved with study conceptualization, analysis, and writing of the paper.

Boren, D. M., **Hallam, P. R**., Galbraith, N., Gill, C., & Li, V. (2017). Examining effective principal professional development through a university-district sponsored principals academy. *Educational Practice & Theory, Volume*. 39(2 87-106). https://doi.org/10.7459/ept/39.2.06

Wrote grant used to collect data for this project; and, was highly involved in all aspects of this project including study conceptualization, analysis, and writing of the paper.

Brown, S. D., **Hallam, P. R.**, Hite, S. J., & Hite, J. M. (2016). The impact of various demographic and educational attributes on international students' propensity to trust school officials. *Education and Society*, 34(2), 49-68. https://doi.org/10.7459/es/34.2.04

Second author on this study based on a student's dissertation research; supervised as dissertation chair; and, was highly involved with study conceptualization, analysis, writing, and editing of the paper.

Hallam, P. R., *Smith, H. R.,* Hite, J. D., Hite, S. J., & Wilcox, B. (2015). Trust and collaboration in PLC teams: Teacher relationships, principal support, and collaborative benefits. *NASSP Bulletin,* 99(3), 193-216. https://doi.org/10.1177/0192636515602330

First author on this study based on a student's dissertation research; supervised as dissertation chair; and, was highly involved with study conceptualization, analysis, writing, and editing of the paper.

Caldarella, P., **Hallam, P. R.**, Christensen, L., & Wall, G. (2014). Systematic screening for behavior disorders in professional development schools: A social validity study. *School-University Partnerships*, 7(2), 19-33. https://files.eric.ed.gov/fulltext/EJ1046943.pdf

Equally co-authored paper; principal investigator of grant used as the basis for the paper; and, was highly involved with study conceptualization, analysis, and writing of the paper.

Trevino, A., Hite, J. M., **Hallam, P. R.**, & Ferrin, S. (2014). Latino educators of tomorrow: Culture-specific mentoring for the college transition. *NASSP Bulletin*, 9(98), 198-218. https://journals.sagepub.com/doi/full/10.1177/0192636514549887

Member of this student's dissertation committee; contributed to study with recommendations to enhance the literature review, methodology, and results sections; and, by reading and editing the final completed manuscript.

Shatzar, R. H., Caldarella, P., **Hallam, P. R.**, & Brown, B. L. (2014). Comparing the effects of instructional and transformational leadership on student achievement: Implications for practice. *Educational Management, Administration and Leadership, 42(4), 445-459.* https://doi.org/10.1177/1741143213502192

Member of the lead author's dissertation committee; contributed to study with recommendations to enhance the literature review, methodology, and results sections; and, by reading and editing the final completed manuscript.

Taylor, M. J., **Hallam, P. R.**, Charlton, C. T. & Wall, G. (2013). Formative assessment of collaborative teams (FACT): Development of a grade-level instructional team checklist. *NASSP Bulletin,* 98(1), 26-52. https://doi.org/10.1177/0192636513514109

Second author on this study; and, was heavily involved with both conceptualization and writing of the paper.

Dulaney, S., **Hallam, P. R.**, Wall, G. (2013). Superintendent perceptions of multi-tiered systems of support (MTSS): Obstacles and opportunities for school system reform. *AASA Journal of Scholarship and Practice,* 10(2), 30-45. https://cacollaborative.org/sites/default/files/7.2.%20Dulaney_et_al_2013_Superintendent_perceptions_of_MTSS.pdf

Second author on this study; and, was heavily involved with both conceptualization and writing of the paper.

Hallam, P. R., *Boren, D. M.,* Hite, J. M., Hite, S. J., & Mugimu, C. B. (2013). Headteacher visibility and teacher perceptions of headteacher trustworthiness: A comparison of the Ugandan context to existing theory. *International Journal of Educational Development,* 33(5), 510-520. https://doi.org/10.1016/j.ijedudev.2012.08.003

First author on this study based on a student's dissertation research; supervised as dissertation chair; wrote grant used to collect data for study; and was highly involved with all aspects of the process.

Hallam, P. R., *Chou, F.,* Hite, J. M., & Hite, S. J. (2012). Two contrasting models for mentoring as they affect retention of beginning teachers. *NASSP Bulletin.* 96(3), 243-277. https://doi.org/10.1177/0192636512447132

First author on this study based on a student's dissertation research; supervised as dissertation chair; and, was highly involved with study conceptualization, analysis, writing, and editing of the paper.

Blair, B. W., & **Hallam, P. R.** (2011), A study of the concept of "trust" and a new "trust model" for educational leaders. *Journal of Educational Policy, Planning & Administration*, 1(1), 4-17.

Second author on this study based on a student's thesis research; supervised as thesis chair; and, was highly involved with study conceptualization, analysis, writing, and editing of the paper.

Richards, A. L., & **Hallam, P. R.** (2009). Making ourselves irrelevant: Educational philosophy in the United States. *Rassegna di Pedagogia/ Pädagogische Umschau*, 67(1-4), 101-111. https://www.torrossa.com/en/resources/an/2405807

Second author on this study; and, was involved with both conceptualization and writing of the paper.

Ferrin, S. E., & **Hallam, P. R.** (2008). State constitutionality and adequacy: Signposts of concern on Utah's path toward developing vouchers. *Brigham Young University Law Review*, (2), 353-376. https://heinonline.org/HOL/Page?collection=journals&handle=hein.journals/byulr2008&id=368&men_tab=srchresults

Second author on this study; and, was involved with both conceptualization and writing of the paper.

Hallam, P. R., & Matthews, L. J. (2008). Principal leadership: Building trust to support school improvement. *Journal of School Public Relations*, 29(2), 210-236. DOI: 10.3138/jspr.29.2.210

Conceptualized and led out on this study, dissertation research was the basis for the data of this study; and, was highly involved with study conceptualization, analysis, and writing of the paper.

Chapters in Edited Books

Eschler, B. H., **Hallam, P. R.**, & Brown S. D. (2022, in-press). Teacher collaboration: Behaviors, structures, and learning outcomes. *Globalisation and Values Education: Teaching Democracy.* Springer, Netherlands.

Member of the lead author's dissertation committee; contributed to study with recommendations to enhance the literature review, methodology, and results sections; and, by reading and editing the final completed manuscript.

Howe, A. T., **Hallam, P. R.,** & Hilton S. S. (2022, in-press). Principal trust: Factors that Influence Faculty Trust in the Principal. *Globalisation and Values Education: Teaching Democracy.* Springer, Netherlands.

Second author on this study based on a student's dissertation research; supervised as dissertation chair; and, was highly involved with study conceptualization, analysis, writing, and editing of the paper.

Brown S.D., Burton M., **Hallam P.R.**, Settle D.J. (2021). Development of moral and ethical reasoning: A comparison of U.S. and international university students' moral reasoning skills. In Zajda J. (Eds.), *Third International Handbook of Globalisation, Education and Policy Research*. Springer, Netherlands. https://doi.org/10.1007/978-3-030-66003-1_31

Third author on this paper; and, reviewed and edited the final paper.

Hallam, P. R., *Boren, D. M*., Hite, J. M., Hite, S. J., & Mugimu, C. B. (2015). Headteacher visibility and perceptions of headteacher trustworthiness: Perspectives of Ugandan secondary teachers. In Volume 14, Joseph Zajda (Eds.), *Globalisation, Ideology and Politics of Education Reforms.* Dordrecht: Springer, Netherlands. https://doi.org/10.1007/978-3-319-19506-3_7

First author on this study based on a student's dissertation research; supervised as dissertation chair; wrote grant used to collect data for this study; and was involved with all aspects of the process.

Hallam, P. R., Dulaney, S., Hite, J. M., & *Smith, H.* (2014). Trust at ground zero: Trust and collaboration within the professional learning community. In P. Forsyth, M. Van Houtte, & D. Van Maele (Eds.), pp. 145-170. *Trust relationships and school life.* Springer, Netherlands. DOI: 10.1007/978-94-017-8014-8

Conceptualized and led out on this paper; dissertation used as the basis for the data used for this study; and, was highly involved in the analysis, writing and editing of this paper.

Hallam, P.R., Hite, J.M., Hite, S. J., & Mugimu, C. B. (2013). Trust and educational leadership: Comparing the development and role of trust between U.S. and Ugandan school administrators. In Wise, C. Bradshaw, P. and Cartwright, M. (Eds.), *Leading professional practice in education.* SAGE Publications Ltd., London UK. DOI:10.4135/9781473915152.n7

Conceptualized and led out on this study; dissertation research used as the basis for the comparison data of this study; and was highly involved in the analysis, writing and editing of this paper.

Hallam, P. R. (2012). Administering the district and school budget. In, Brimley V. A. Garfield, R. R. & D. A. Verstegen (Eds.), *Financing education in a climate of change* (11ᵗʰ ed., pp. 278-301). Allyn & Bacon, Boston MA. ISSN: 1944-6470

Updated and provided new content to Chapter 16 of this textbook, which is highly used in Education Finance courses.

Hallam, P. R., Young, K. R., Caldarella, P., Wall, G., & Christensen, L. (2010). Preventing antisocial behavior and delinquency: A comprehensive school-wide approach. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (Vol. 2, pp. 820-828). Oxford, England: Elsevier.

Principal investigator for grant received from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) used to fund data used for this book chapter.

Hallam, P. R., Hite, J. M., Hite, S. J., & Mugimu, C. B. (2010). So, you want to be a headteacher? Liabilities of newness, challenges, and strategies of new headteachers in Uganda. In A. R. Shoho, B. G. Barnett & A. K. Tooms (Eds.), *The challenges of new principals in the 21st century* (Vol. 1, pp. 51-76). Information Age Publishing, Charlotte, NC. ISBN-10: 1617350931

Conceptualized and led out on this study, wrote a grant for this study, and was highly involved in the analysis, writing and editing of this paper.

Hallam, P. R., Hite, J. M., Hite, S. J., & Mugimu, C. B. (2009). The development and role of trust in educational leadership: A comparative study of U. S. and Ugandan school administrators. In A. W. Wiseman & S. Silova (Eds.) *Educational leadership: Global contests and international comparisons* (Vol. 11, pp. 49-80). Emerald Group Publishing Ltd., Brighton, UK. https://doi.org/10.1108/S1479-3679(2009)0000011005

Conceptualized and led out on this study, wrote a grant for this study, and was highly involved in the analysis, writing and editing of this paper.

Hallam, P. R., & Hausman, C. (2009). Principal and teacher relations: Trust at the core of school improvement. In L.J. Saha, & A.G. Dworkin (Eds.), *The international handbook of teachers and teaching* (Vol 21, pp. 403-416). Springer Press, New York NY. https://doi.org/10.1007/978-0-387-73317-3_26

Conceptualized and led out on this study, dissertation was used as the basis for the data in this study, and was highly involved in the analysis, writing and editing of this paper.

Geo-JaJa, M. A., Payne, S. J., **Hallam, P. R.**, & *Baum, D. R.* (2009). Gender equity and women empowerment in Africa: The education and economic globalization nexus. In J. Zajda (Ed.), *Globalisation, comparative education and policy research* (Vol. 6 pp. 97-121). Springer Press, Netherlands.
https://doi.org/10.1007/978-1-4020-9739-3_6

Third author on this article; provided assistance with literature review, edited and co-wrote the final manuscript.

Non-Peer Reviewed Journal Articles

Dulaney, S., **Hallam, P. R.**, (2012). On your mark, get set, go: Readiness issues with collaborative teaming. In M. Herbert & G. Eggen (Eds.) *The Utah Special Educator*, September 2012, pp. 22-25. Salt Lake City, UT

Second author on this study; provided assistance with conceptualizing the paper, updating the literature review, and editing the methods, results, and discussion sections.

CREATIVE WORKS

Hallam, P. R., Stone, S., & Bowles, B. (2020). *Human Resource Management: Actual Cases School Principals Must Learn How to Navigate.* Seventy-five real cases reported by acting school principals. Each case is presented with the facts and questions that students then work in teams to decide how to respond. The case includes district policy and applicable laws. Assignments like writing a formal letter of reprimand, etc., are included at the end of each case. This handbook is used in our EDLF 610 Human Resource Management courses.

Taylor, M. J., **Hallam, P. R.**, Wall, G., & Charlton, C. T. (2012). The *Formative Assessment of Collaborative Teams (FACT)* tool. This is a tutorial checklist developed to guide grade-level or department teams in collaborating more effectively as part of a school-wide professional learning community. The key features of effective teaming comprise the structure of FACT's three sections: Preparation, Collaboration, and Instruction. The FACT has been evaluated for content validity and a manuscript outlining the process is currently under review. (See submitted journal article by Taylor, Hallam, Christensen, & Wall above.)

Hallam, P. R. (2012) *Professional Learning Communities (PLCs) at Work* is a series of instructional videos that show real collaborative team examples of each of the attributes of the FACT tool (described in entry immediately above).

AWARDS & RECOGNITIONS

2012   **Outstanding Teacher Award,** *McKay School of Education, Nancy Perry Marriott*

2006 **Distinguished Project in Public Education Award,** *Utah Association of Teacher Education*

2003 **Milton Bennion Scholarship Award**, *University of Utah*

2002 **Scholarship Award,** *American Association of School Administrators*

1997 **National Principal of the Year Finalist**, *National Association of Secondary School Principals*

1996 **Utah State Principal of the Year,** *Utah Association of Secondary School Principals*

1994 **Excellence in Education**, *Huntsman Foundation*

RESEARCH GRANTS & FUNDING
(Total $1,188,125)

2021 Co-author and Principal Investigator, National Institute of Health Grant, BYU portion $772,352. *Teacher Voice Health*.

2020 McKay School of Education, Brigham Young University, Experiential Learning Grant, December, ($4,550) to study the BYU Civil Right Seminar.

2020 McKay School of Education, Brigham Young University, Research Grant, December, ($5,000) to conduct Trust research in Spain.

2020 David M. Kennedy Center for International Studies/Brigham Young University, January, ($2,150) research grant to study Trust and Leadership research in Spain.

2019 McKay School of Education, Brigham Young University, Visiting Scholar grant, May, ($5,000) to bring Tim Drake and Daniel Reyes-Guerra to consult on school leadership programs.

2018 McKay School of Education, Brigham Young University, Research Grant, December, ($4,121) to set up research in Cape Town.

2018 David M. Kennedy Center for International Studies/Brigham Young University, January, ($1,000) to set up research in Cape Town, South Africa.

2018 McKay School of Education, Brigham Young University, Experiential Learning Grant, August, ($5,489) to set up research in Cape Town.

2018   McKay School of Education, Brigham Young University, Experiential Learning Grant, July, ($7,200) for students to complete internships in Houston, Texas and China.

2018   McKay School of Education, Brigham Young University, Experiential Learning Grant, August, ($5,000) to study collective efficacy in New Zealand.

2018   The David M. Kennedy Center for International Studies/Brigham Young University, January, ($500) to study trust in China's K-12 schools.

2018   McKay School of Education, Brigham Young University, Visiting Scholar grant, October, ($5,000) to bring Brad Marianno out to consult with our Education Policy faculty.

2015   McKay School of Education, Brigham Young University, CITES Fellowship, January, ($30,000) to study the CITES Principal's Academy.

2014   McKay School of Education, Brigham Young University, Visiting Scholar grant, October, ($5,000) to bring Douglas Archbald out to consult on problem of practice dissertations with our EdD faculty.

2013   McKay School of Education, Brigham Young University, Research Grant, December, ($20,000) to study trust and principal leader behaviors.

2012   McKay School of Education, Brigham Young University, Research Grant, January, ($10,000) to study trust and principal leader behaviors.

2012   Brigham Young University Internship Office Grant, January, ($1,500) to redesign internship guidelines for our school leadership program.

2011   McKay School of Education, Dean's Office Grant, January, ($2,000) to pilot the Formative Assessment of Collaborative Teams (FACT) tool.

2011   McKay School of Education, Dean's Office Grant, March, ($3,500) to apply to professional learning communities at work videotape project.

2009   McKay School of Education, Brigham Young University, Research Grant, January, ($6,300) to study trust in secondary Ugandan secondary schools.

2009   The David M. Kennedy Center for International Studies, January, ($1,000) to study trust in Ugandan secondary schools.

2009   McKay School of Education, Dean's Office Grant, October, ($1,758) to bring Dr. Margaret T. Orr of Bank Street College to BYU as a visiting scholar.

2008 Co-author and Principal Investigator (2008-09): *Prevention Plus.* Office of Juvenile Justice and Delinquency Prevention (OJJDP), Funded Grant ($268, 305). To improve the academic and behavioral outcomes for at-risk students.

2008 McKay School of Education, Dean's Office Grant, January, ($7,600) for a comparative study of two unique and progressive coaching and mentoring initiatives.

2008 McKay School of Education, Brigham Young University, Research Grant, January, ($6,300) for *Trust: Comparative Study of U.S. and Ugandan School Administrators.*

2007 McKay School of Education, Brigham Young University, Research Grant, January, ($6,500) for *Career Patterns of the McKay School of Education Graduating Class of 1982.*

2006 Faculty Development Center Grant, January, ($1,000) for course development.

Non-Funded Grants

2021 Wallace Foundation Equity-Centered Pipeline Initiative – in collaboration with Granite School District.

2020 Spencer Foundation – Educational Leadership Program Collaborative Redesign Research-Practice Partnership.

2019 National Institute of Health – Teacher Voice Health, in collaboration with Michigan State University.

UNDERGRADUATE/GRADUATE MENTORING & FUNDING

Dissertation Chair
Completed Dissertations
(9 completed after CFS, with 11 total. EDLF accepts 9-12 students every other year)

2022 Elizabeth J. Darger. Dissertation: *Latter-day Saint Women and Leadership in Higher Education.*

2021 Rebecca J. Peterson (EIME). Dissertation: *What did you say? Investigating the relationship of self-perceived communication competence and mindfulness in communication on levels of organizational trust in a postsecondary academic library.*

2020 Jared Wright. Dissertation*: Learning centered leadership: Exploring how distinguished learning-centered principals apply key processes of learning centered leadership.*

2020   Shawn R. Cates. Dissertation: *A case study in revolutionary change: From high school to missionary training center.*

2018   Trevor Wilson. Dissertation: *Propensity to trust and the impact on student-athletes: Implications for athletic officials in higher education.*

2016   Samuel D. Brown. Dissertation: *The Impact of demographic and educational factors on international students' propensity to trust: Implications for school officials in higher education.*

2016   A. Tyler Howe. Dissertation: *Principal trust: Factors that influence faculty trust in the principal.*

2015   Shane J. Farnsworth. Dissertation: *Principal learning-centered leadership and faculty trust in the principal.*

2014   Henry (Hank) R. Smith. Dissertation: *Development of trust and collaboration between teachers in PLC teams: The roles of teachers, principals and different facets of trust.*

2010   Po Nien (Felipe) Chou. Dissertation: *The Asher and Dane school districts' mentoring models: The relationship between mentoring and retention of beginning teachers.*

2010   David McKay Boren. Dissertation*: Headteacher visibility, teacher characteristics, and headteacher trustworthiness: Perceptions of secondary school teachers in Mukono District, Uganda.*

Dissertation Chair
Dissertations in Process

Anthony B. Bates – Co-chair – anticipated defense, 2022
Becky Gerber – anticipated defense, 2023
Karen Strong – Co-chair – anticipated defense, 2023
Heather Balli – anticipated defense, 2025
Momi Tu'ua– anticipated defense, 2025
Mary Allison– anticipated defense, 2025

Doctoral Students Advised as Committee Member
Completed Dissertations (19 after CFS, with 26 total)

2022   Mitch W. Nerdin. Dissertation: *Successful impoverished schools: What are the existing conditions in high poverty schools that have a higher than average proficiency rate?*

2022   Suzanne M. Kimball. Dissertation: *Principles of coaching for coaching of Principals.*

2021   Kristen C. Betts. Dissertation: *An exploration and identification of factors that predict performance in a large general education course in higher education.*

2021   Patrick Flanegen. Dissertation: *District response to USB64: Focus on compliance or improved student learning.*

2019   Blaine G. Edman. Dissertation: *Leadership content capacity: Preparation to build capacity to lead content-specific instructional change.*

2019   Chad Staheli. Dissertation: *A review of the principal impact on mathematics professional development.*

2019   Karen Johnson. Dissertation: *District leadership building principal capacity in improving teacher quality: Implementing effective professional development.*

2018   Aaron Wilson. Dissertation: *Exploring the capacity development of novice school administrators: It's not where capacity sources are accessed, but how.*

2018   Charlene E.M. Farnworth: *Instructional effectiveness of non-Latino professional learning community teams serving Latino populations.*

2016   Bruce H. Eschler. Dissertation: *Finnish teacher collaboration: The behaviors, learning, and formality of teacher collaboration*

2016   Maridee Beeston. Dissertation: *Relational embeddedness in mentoring relationships between prospective K-12 education leaders and their mentor principals.*

2016   Joseph Jensen. Dissertation: *Understanding author academic disciplinary background to direct a more effective use of standardized testing within the school community.*

2015   Betsy L. Ferguson. Dissertation: *The nature and function of professional support networks for teachers of English language learners.*

2015   Chris Wood. Dissertation: *PLC team functionality and team trust.*

2015   Anne L. Staffieri. Dissertation: *Collaborative team norms and team trust.*

2015   Royd L. Darrington. Dissertation: *A Multidimensional Policy Evaluation of the Utah Statewide Online Education Program*

2014   Patrick R. Wawro. Dissertation: *Gendered distances: A methodological inquiry into spatial analysis as an instrument for assisting gender equality in access to secondary schools in Mukono District, Uganda.*

2014   Mark E. Boberg. Dissertation: *Relationships matter: Social networks influencing Hispanic American cadets' decision to participate in a university ROTC program.*

2013   Joseph Backman. Dissertation: *A district-wide study confirming the relationship between professional learning communities and student achievement in elementary schools.*

2012   Jose Enriquez. Dissertation: *Improving student engagement: An evaluation of the Latinos in action program.*

2011   Sue A. Womack. Dissertation: *Measuring mathematics instruction in elementary classrooms: Comprehensive mathematics instruction (CMI) observation protocol development and validation.*

2010   Anna Trevino. Dissertation*: Latino educators of tomorrow: Culture-specific mentoring for the college transition.*

2009   Courtney D. Stewart. Dissertation: *A multidimensional measure of professional learning communities: The development and validation of the learning community culture indicator (LCCI).*

2009   Ryan H. Shatzar. Dissertation: *A comparison study between instructional and transformational leadership theories: Effects on student achievement and teacher job satisfaction.*

2007   Casey Griffiths, Dissertation: *The globalization of latter-day saint education.*

2006   Helene Van Natter, Dissertation: *Collaborative teacher teams within professional learning communities.*

Dissertations in Process as Committee Member
Michael V. Anderson - anticipated defense, 2022
Kami M. Alvarez - anticipated defense, 2023
Geovanni E. Guzman - anticipated defense, 2023
Lane T. Muranaka - anticipated defense, 2023
Jeffrey D. Hamm - anticipated defense, 2023
Benjamin M. Pacini - anticipated defense, 2023
Stephanie N Patton - anticipated defense, 2023
Belinda A. Talonia - anticipated defense, 2023
John Bakderree – anticipated defense, 2025

Master Student Advisement
(Chaired 43, committee member for 77 previous to CFS, with 0 afterward)

2006-2013   Chaired 42 committees and served as a committee member for 77 other School Leadership students who all graduated. Previous to 2010, the internship hours (450) were deemed sufficient for program completion, and a project or thesis was not required. After 2010, all master's students were required to complete a project, which required more significant mentoring and advising.

2007   Bryan Blair, Thesis: *"Trust Me, I'm the Principal" A new conceptual model of trust for educational leaders.*

Mentored Graduate (Master's and Doctorate) Research Assistants
(11 Research Assistants after CFS, with 23 total)

2021-Present   Liz Bernfeld, Alicia McIntire (both EIME) – NIH Grant: IRB work, developing interview and focus group questions. Interviewing principals and district office administrators regarding teacher voice health.

2019-2020   Hannah Collins, Becky Rock – literature review, NVivo coding, on collective efficacy in New Zealand.

2016-2017   Joseph Hao, Huili Tang – literature review, data analysis. Huili Tang was added as an author on trust in higher education faculty in China.

2015-2016   Joseph Hao – Nvivo coding, literature review.

2014-2015   Vera Terekhova – formulating problem statements, data analysis, literature review.

2013-2014   Catherine Lui, Sam Jarman – data analysis, literature review, for Professional Learning article.

2012-2014   Catherine Lui (doctoral) teaching assistant, literature review.

2012-2013   Hank Smith – trust and professional learning school.

2012-2013   Martha Howard – trust in underachieving schools.

2012-2013   Dan Randall – professional learning community videotaping.

2011-2012   Raheel Aslam – NVivo coding of trust interviews.

2011-2012   Sophia Lu – professional learning community literature review.

2011-2012   Ali Kirk – formative assessment of collaborative teams (FACT) tool pilot.

2010-2011	Felipe Chou – mentoring and coaching programs.
2010-2011	David Boren – trust research in Uganda.
2009-2010	Jill Haga – trust between headteacher and teachers.
2009-2010	Rachel Loven – co-authoring networks among technology scholars.
2009-2010	Cortney Evans – headteacher trust development.
2008-2009	Kristina Hatch – headteacher trust development.

Mentored Undergraduate Research Assistants
(6 Research Assistants after CFS, with 9 total)

2021-2022	Noah Bishop, Jonathan Schaeler – translating 31 interviews from Spain, initial coding in NVivo.
2018-2019	Jacob Bills, Kangting Jiang, Hannah Collins – NVivo coding, data analysis, literature review for Common Ground research.
2017-2018	Jacob Bills (undergraduate) – NVivo coding, data analysis, literature review, writing. Added as an author on Trust in China.
2008-2009	Danielle Hughes – co-authoring network structures of technology scholars.
2007-2008	Kristina Hatch – co-authoring network structures of technology scholars.
2007-2008	Danielle Stout – co-authoring network structures of technology scholars.

Mentored International Visiting Scholar

2016-2017	Ting Qin visiting scholar from Northwest University of Political Science & Law. Studied trust among university students in China. Resulted in the following co-authored journal article:

Brown, S.D., Hallam, P. R., and Qin, T. (2018). Propensity to trust and trust development among Chinese university students. *World Studies in Education,* 18(2), 25-41.

Mentored Student Funding
(Total funding $36,000)

2021	McKay School of Education, Brigham Young University, Research Grant (6,500) took two students to Spain to conduct research in Spanish.

2020   McKay School of Education, Brigham Young University, Experiential Learning
            Grant (6,500) to fund two student to observe micro-loans in Uganda, Africa.

2019   McKay School of Education, Brigham Young University, Experiential Learning
            Grant (6,500) to fund two student to meet with university officials in Cape Town,
            South Africa.

2018   McKay School of Education, Brigham Young University, Experiential Learning
            Grant (6,500) to fund five students' internship in China or Houston.

2018   McKay School of Education, Brigham Young University, Research Grant (5,000) to
            fund two doctoral student's research in New Zealand.

2009   McKay School of Education, Brigham Young University, Research Grant (5,000) to
            fund one doctoral student's research in Uganda, Africa.

2008   Undergraduate Mentoring Grant, January, ($1,000) to fund one student to research:
            *Co-Authoring Network Structures and Successful Academic Publishing Among
            Educational Technology Scholars*.

2007   Undergraduate Mentoring Grant, January, ($1,000) to fund one student to research:
            *Co-Authoring Network Structures and Successful Academic Publishing Among
            Educational Technology Scholars*.

NATIONAL and INTERNATIONAL PRESENTATIONS
(10 Presentations after CFS, with 18 total) (1 with an undergraduate student – underlined, and 2
with graduate students – *italicized*)

Hallam P. R., Brown, S. D., & Bills, J., (2023) (Accepted). Connecting collective efficacy,
    trust, and principal leadership: A case study of Stonefields School. Poster presentation at
    the *Hawaii International Conference on Education*, Waikiki, Hawaii.

Owens, M., & **Hallam, P.R.**, (2022, January). Follower engagement in elementary schools: A
    multi-site study. Poster presented at the *Hawaii International Conference on Education*,
    Kona, Hawaii.

Farnsworth, S., & **Hallam, P. R.**, (2019, January). Principal learning-centered leadership and
    faculty trust in the principal. Poster presented at the *Hawaii International Conference on
    Education*, Waikiki, Hawaii.

Hallam, P. R., (2019, November). Making change happen in schools. Presentation at the
    China Education Innovation Expo. Zhuhai, China.

Hallam, P. R., Boren, D. M., & Prater, M., (2019, January). Examining a university-multiple district sponsored principals academy from the perspective of principal supervisors. Paper presented at the *Hawaii International Conference on Education*, Waikiki, Hawaii.

Brown, S.D., & **Hallam, P. R.,** (2018, January). Propensity to trust and trust development among Chinese university students. *Poster presented at the Hawaii International Conference on Education*, Waikiki, Hawaii.

Brown, S.D., & **Hallam, P. R.,** (2017, January). The impact of various demographic and educational attributes on international students' propensity to trust school officials. Poster presented at the *Hawaii International Conference on Education*, Waikiki, Hawaii.

Brown, S.D., & **Hallam, P. R.** (2016, August). The impact of various demographic and educational attributes on international students' propensity to trust school officials. *XVI World Congress of Comparative Education Societies.* Paper presented in Beijing China.

Taylor, M. J., **Hallam, P. R.**, **&** Charlton, C. T. & Wall, G**.,** (2014, January). Formative assessment of collaborative teams (FACT): Development of a grade-level instructional team checklist. Poster presented at the *Hawaii International Conference on Education*, Waikiki, Hawaii.

Dulaney, S., **Hallam, P. R.**, & Wall, G**.,** (2013, January). Superintendent perceptions of multi-tiered systems of support (MTSS): Obstacles and opportunities for school system reform. Poster presented at the *Hawaii International Conference on Education*, Waikiki, Hawaii.

Hallam, P. R., & Wall, G**.,** (2011, November). Bringing emotional and behavior screening into the professional learning community discussion: A descriptive study. Paper presented at the *University Council for Educational Administration UCEA*, Pittsburg, PA.

Hallam, P. R., (2010, November). Challenges facing new principals in developing countries. Paper presented at the *University Council for Educational Administration*, New Orleans, LA.

Caldarella, P., Wall, G., Christensen, L., Young, R. K., & **Hallam, P. R.,** (2010, November). Bringing behavior into professional learning community discussions. Paper presented at *Teacher Educators of Children with Behavioral Disorders*, Tempe, AZ.

Caldarella, P., Wall, G., Christensen, L., Young, R. K., & **Hallam, P. R.,** (2010, October). General educators' perceptions of Systematic Screening for Behavior Disorders. Paper presented at *Teacher Educators of Children with Behavioral Disorders*, Tempe, AZ.

Hallam, P. R., (2008, November). Principal leadership: Building trust to support school improvement. Paper presented at *University Council for Educational Administration*, Orlando, FL.

Hallam, P. R., (2007, November). Principal leadership: Trust as the fulcrum for school leadership. Paper presented at *National Network for Educational Renewal*, Charleston, WV.

Hallam, P. R., Graff, B., & Porter, K., (2006, October). Democratic professional development. Paper presented at *National Network for Educational Renewal*, Scranton, OH.

Hallam, P. R., (2006, November). Principal leadership: Trust as the fulcrum for school leadership. Paper presented at *University Council for Educational Administration*, Arlington, VA.

REGIONAL PRESENTATIONS

Hite, J. M. & **Hallam, P. R.,** (2014). Proactively developing trust in network relationships. Presentation at the *Utah Women in Higher Education Network* conference, 4 April 2014, Orem, UT.

College & Class Presentations

2022   Aspiring Principal's Academy – Hats of the Principal

2022   Lunch and Share – Virtues of Leadership (Sergiovanni)

2018   MSE Faculty Presentation – Spiritually Strengthening Teaching

2018   Faculty Women's Association BYU Women Thrive Education – Trust

2010-15   Yearly presentation in Special Ed class – Principal's role

INTERNATIONAL FIELD RESEARCH EXPERIENCE

2022   Madrid, Spain; mentored two graduate students. Interviewed school administrators and teachers about building and maintaining trust.

2020   Uganda, Africa; mentored research process for two undergraduate students.

2019   Cape Town, Africa; mentored research process for two undergraduate students.

2018	Guanghou, China; interviewed school administrators about building and maintaining trust with faculty.
2018	Auckland, New Zealand; mentored two doctoral students. Interviewed school administrators and teachers about trust and collective efficacy.
2016	China, Beijing; interviewed university faculty about building and maintaining trust with students.
2015	China, Beijing; interviewed university students about building and maintaining trust with faulty members.
2008	Uganda, Africa; interviewed new headteachers regarding the challenges of being new and how they worked to resolve those problems.
2009	Uganda, Africa; interviewed headteachers regarding building and maintaining trust with faculty and staff members. Mentored one doctoral student.

BYU SERVICE & COMMITTEE ASSIGNMENTS
Department Service

2016-Present	**Department Chair, Educational Leadership and Foundations** Developed structures and processes as well as a department handbook. Revised department mission and vision statement. Hired new department secretary. Hired five faculty members. Conducted yearly Stewardship Interviews. Six faculty promoted to candidacy/CFS and/or rank advancement, five additional faculty in process this year. Education Policy Studies taken off furlough. CAEP accreditation achieved. Revisions to School Leadership Program. Currently revising Educational Policy Studies Program.
2014-2015	**Chair Doctoral Committee** Continued the redesign efforts of the EdD program including the prospectus and dissertation. Updated the EdD Handbook.
2014-2015	**President, Utah Consortium of Educational Leadership (UCEL)** Planned and officiated four meetings a year. We made policy recommendations regarding principal preparation to the Utah State Board of Education.

2013-2014	**Master's Committee** Developed a new Educational Leadership and Policy Studies Master's program and submitted to Committee of the Whole.
2012–2014	**TEAC Accreditation Committee** Represent the School Leadership Committee; and, helped to submit the TEAC accreditation addendum for the final committee review.
2011-2015	**Member of Utah Council for Educational Leadership (UCEL) committee** This state level committee provides policy recommendations to the State Office of Education regarding the requirements of school leadership programs as related to the preparation of students for state licensure.
2010-2014	**Director, School Leadership Committee (ExSL and LPP)** Redesign included bringing two tracks (part-time and full time) under one leadership structure with common student learning outcomes, a newly developed program handbook and project-based internship requirements.
2011-2014	**EDLF Department Certification Officer** Responsible for verifying and approving student applications for the Utah State Administrative Licensure.
2010-2011	**Faculty Search Committee** This committee conducted the initial screening of applicants to be considered for both tenure track and visiting professor positions.
2010-2011	**EdD Trust Group Leader** Responsible for leading four students and three faculty members as we have collaborated with students to review the literature, study and reflect, and then develop dissertation research projects around the topic of trust.
2009-2011	**Director, Executive School Leadership (ExSL) Program** Led the redesign of the ExSL track, which included the district cohort model being implemented in all partner school districts.
2006-2011	**Executive School Leadership (ExSL) Internship Supervisor** Oversaw the internship placement and supervision of the students in the ExSL School Leadership Program, working with local school districts in the selection and training of mentor principals.
2009-2010	**Member**, **TEAC Accreditation Committee** Developed program-learning goals for the School Leadership Program and worked to align them with state and national leadership standards.

2009-2011	**Member, Leadership Committee**
	This EDLF program committee is responsible for all of the policies and procedures related to the school leadership master's degree.
2009-2009	**Member, School Leadership Committee (ad-hoc)**
	This committee investigated the redesign of both school leadership Master's emphases.
2007-2009	**Member, Master's Committee**
	EDLF program committee was responsible for all policies and procedures related to the school leadership and policy master's degrees.
2006-2009	**Director, Executive School Leadership Program**
	As director of the part-time master's degree program, I was responsible for all aspects of the program including advisement, internships, and field supervision.
2006-2007	**Member**, **Policy Pillar Committee**
	This committee investigated the redesign of policy master's degree.

McKay School of Education Service

2016-Present	**Member, Administrative Council**
	Monthly meetings with the Deans to coordinate the activities in the MSE. This includes Dean and Chair lunches CITES Leaders Associates meetings, curriculum council.
2014-Present	**Member, Research-Practice Partnership Committee**
	Tasked with creating a vision and infrastructure that will lead toward fulfilling our mission of improvement and learning.
2022	**Member, CITES Director Search Committee**
	Interview and recommend candidates to fill the CITES Director position.
2013-2015	**Member, Faculty Consulting Committee**
	Represented the Associate Professors in the McKay School of Education on the FCC that reports to the Dean's office.
2013	**Member, McKay School of Education Dean's Search Committee**
	Represent the EDLF department; and, helped to recruit, interview and recommend candidates to fill the Dean's position.
2006-2015	**Member University Council of Educational Administrators (UCEA)**
	I serve as the plenum representative for the McKay School of Education. This national committee provides policy recommendations to the U.S. Department of Education regarding the preparation and licensure of school administrators.

2007-2008	**Member, Data-Based Decision-Making Committee** This committee investigated the processes and technologies related to this concept. The long-term goal was that every student who graduated from the McKay School of Education would have developed the skills to access, analyze, and then use data to make informed educational decisions.
2008-2009	**Member, Long Distance Learning Committee** This committee investigated the possibility of making the McKay School of Education courses available to a larger audience through long distance learning.

University Service

2022-Present	**BYU Faculty Women's Association – Scholarship Committee** Award scholarship winners in the areas of Teaching, Scholarship and Citizenship
2020-Present	**Member, BYU Educator Preparation Program Advanced Programs Council** Committee Member; helped to develop CAEP Accreditation documents
2006-2014	**University EDLF Internship Coordinator** The university internship coordinator for our department has the responsibility to approve all of the student university internship applications.

Academic Community Service

2022-Present	Co-Editor of book - *Globalisation and Values Education: Teaching Democracy*, Springer, Netherlands.
2019-Present	Carnegie Project on the Education Doctorate (CPED) Delegates Council - Includes over 100 colleges and schools of education, which have committed resources to work together to undertake a critical examination of the doctorate in education (EdD) through dialog, experimentation, critical feedback and evaluation.
2014-2015	President, Utah Consortium of Educational Administration (UCEL) - Plan and officiate at four meetings a year. We make policy recommendations regarding principal preparation to the Utah State Board of Education.
2006-2015	University Council of Educational Administrators (UCEA) - I serve as the plenum representative. This national committee provides policy recommendations to the U.S. Department of Education regarding the preparation and licensure of school administrators.

2009-2014   Board Member, Utah Consortium of Educational Administration (UCEL).

Journal Article Reviewer

2020   Reviewer: "Renewing the Promise and Potential of School Based Management," *NASSP Bulletin.*

2019   Reviewer: "Administrative Support for Coaching Teachers in the Use of Evidence-Based Classroom Management Strategies," *NASSP Bulletin.*

2019   Reviewer: "Adolescent employment and postsecondary education among Latino children of immigrants." *Journal of Latinos and Education.*

2014   Reviewer: "Exploring practices through the lens of practice architectures" book proposal, Springer, Australia.

2013   Reviewer: "Cultivating teacher leadership in an urban middle school: An assistant principal's action research study," *NASSP Bulletin.*

2012   Reviewer: "Contemporary Skills for Education Leaders: Lessons from an Innovative University-Based Charter School," *Journal of School Choice and Reform.*

2012   Reviewer: "Principal theories of practice: Mapping the cognitive effects of instructional leadership," *Educational Administration Quarterly* (EAQ).

2012   Reviewer: "Perceptions of teachers and principals regarding the structures and practices in supervision and evaluation," *NASSP Bulletin*.

2011   Reviewer: "The numeracy coaching program: An examination of the program impact from the training room into the school classrooms by instructional coaches," *The Changing Nature of Instructional Leadership in the 21st Century.*

2009   Reviewer: "A comparative study of the TQM approaches to student services at private universities in Japan and Thailand," *Policy, Politics and Economics of Education*.

2008-2010   Conference reviewer for UCEA.

Local Community (selected)

2014-2017   Utah Multi-Tiered System of Supports (UMTSS) State Implementation Advisory Board. Made program recommendations to the State Board of Education.

2006-2010   Consultant, Alpine School District (ASD) on teacher mentoring program. Previous to my hire at BYU, I was the Curriculum Director in ASD where we had just received over a million dollar grant for new teacher mentoring and coaching. I continued to collaborate with ASD and also completed some research with one of my doctoral students. This resulted in the following peer-review journal publication:

Hallam, P. R., Chou, F., Hite, J. M., & Hite, S. J. (2012). Two contrasting models for mentoring as they affect retention of beginning teachers. *NASSP Bulletin.* 96(3), 243-277.

MEMBERSHIPS IN ACADEMIC & PROFESSIONAL ASSOCIATIONS

2008-present   Carnegie Project on the Education Doctorate (CPED)

2006-present   University Council of Educational Administrators (UCEA)

2006-present   Association of Supervision and Curriculum Development (ASCD)

2006-present   Faculty Women's Association, Brigham Young University (FWA)

1990-present   National Association of Secondary School Principals (NASSP)

1990-present   Utah Association of Secondary School Principals (UASSP)

OTHER PUBLIC SCHOOL PARTNERSHIP ASSIGNMENTS AND COMMITTEES

2019-2020   School Leadership Redesign Committee

2014-2016   CITES, Principal's Academy

2013-2014   Provo School District Associates

2012-2013   Alpine School District Associates

2009-2010   Provo School District Associates