

Peggy M. Delmas
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Leadership and Teacher Education
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[Curriculum Vitae, October 2022]

Education

Additional graduate-level English course work, 18 hours, University of South Alabama, 2012.
Major: English

Ph D, University of Alabama at Birmingham, 2006.
Major: Educational Leadership
Supporting Areas of Emphasis: Higher Education Administration
Dissertation Title: A Qualitative Multiple Case Study of the Academic Experiences of Catholic Women Religious Faculty Members at Public Four-Year Universities in the South

MA, University of Alabama, 1994.
Major: Communication Arts
Supporting Areas of Emphasis: Advertising and Public Relations

BA, University of West Florida, 1992.
Major: Communication Arts
Supporting Areas of Emphasis: Advertising, Psychology

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Assistant Professor, tenure track, University of South Alabama, College of Education & Professional Studies. (August 15, 2017 - Present).

Assistant Professor, non-tenure track, University of South Alabama College of Education. (January 1, 2014 - August 14, 2017).

Assistant Professor/Director of Student Advising, University of South Alabama, College of Education. (August 15, 2009 - December 31, 2013).

Instructor/Coordinator of Student Advising, University of South Alabama, College of Education. (August 16, 2006 - August 14, 2009).

Program Coordinator for Student Recruitment, Retention & Alumni Affairs, University of Alabama at Birmingham, College of Education. (August 2002 - February 2006).

Director of Student Services, University of Alabama at Birmingham, College of Education. (August 2001 - July 2002).

Academic Advisor/Teacher Certification Officer, University of Alabama at Birmingham, College of Education. (August 1998 - July 2001).

Class Schedule Editor, Registrar's Office, University of Alabama at Birmingham. (April 1997 - July 1998).

Licensures and Certifications

- Diversity and Inclusion Training, University of South Alabama. (June 2, 2022 - Present).
- Accelerated Continuing & Professional Education (CPE) Reviewer Course, Quality Matters. (December 13, 2019 - Present).
- Quality Matters Rubric Update 6th Edition, Quality Matters. (January 25, 2019 - Present).
- Quality Matters Peer Reviewer, Quality Matters. (December 20, 2018 - Present).

Professional Memberships

- American Educational Research Association. (2017 - Present).
- American Association of University Women. (September 2016 - Present).
- Student Affairs Professionals in Higher Education. (March 2012 - Present).
- AERA Research on Women in Education Special Interest Group. (January 2017 - August 2021).
- Association for the Advancement of Computing in Education. (January 2019 - December 2019).
- AERA Mixed Methods Research Special Interest Group. (May 2017 - December 2019).
- Association for the Study of Higher Education. (2007 - 2019).

Development Activities Attended

- Course Attended, "Acrobat Pro DC Training Course," USA Innovation in Learning Center, Mobile, AL, U.S. (September 1, 2022 - September 27, 2022).
- Webinar, "Exploring Insights and Tools from Multiracial Experiences in Higher Education: Contesting Knowledge, Honoring Voice, and Innovating Practice," Stylus Publishing. (February 17, 2022).
- Webinar, "Publicly Engaged Scholarship: Deepening Power and Opportunity in Knowledge Production," USA Office of Community Engagement. (April 26, 2021).
- Conference Attendance, "American Educational Research Association Annual Meeting," American Educational Research Association, virtual. (April 8, 2021 - April 12, 2021).
- Conference, Virtual, "Beyond Academia Conference," University of California - Berkeley. (February 25, 2021 - February 26, 2021).
- Webinar, "A Catholic in the White House: The Biden Presidency in Historical Context," Cushwa Center for the Study of American Catholicism. (February 2, 2021).
- Webinar, "COVID-19: The Impact on Qualitative Research - A Blip in Time?," NVivo & SAGE Publishing. (January 21, 2021).
- Webinar, ""Not Just In DC... The Attack at the Capitol and How the Aftermath Affects Us Here at Home"," USA. (January 20, 2021).

Webinar, "First-gen Students at Community & Technical Colleges: A Discussion of Key Findings," NASPA. (January 14, 2021).

Workshop, "Research Misconduct, Questionable Research Practices," USA Office of Research Compliance and Assurance. (January 7, 2021).

Virtual Presentation, "Selma Greenberg Outstanding Dissertation Award Presentation," Research on Women in Education Special Interest Group, AERA. (December 14, 2020).

Mini-conference, "Fall Faculty Showcase," USA ILC. (December 10, 2020).

Streaming Forum, "Race, Class, and Campus Climate," Chronicle of Higher Education. (December 10, 2020).

Research/Writing Presentation, "Parenthood, Science, Productivity and Covid," USA. (December 7, 2020).

Panel Discussion, "Diversity, Equity, and Inclusion During a Pandemic," Research on Women in Education AERA SIG. (November 17, 2020).

Webinar, "Navigating Higher Education Finance During COVID-19," HIED Forum. (July 7, 2020).

Webinar, "Mobile in Black & White: Preview with Introductory Discussion with the Filmmakers." (June 22, 2020).

Webinar, "Let's Talk About America and George Floyd," USA Committee on Diversity and Inclusion, Mobile, AL, U.S. (June 4, 2020).

Webinar, "Training Session 3: 2021 Annual Meeting – How to Create Review Panels," AERA, US. (May 27, 2020).

Webinar, "New Leader Orientation/Best Practices Session for SIG Officers," AERA, US. (May 13, 2020).

Webinar, "Changing Landscape of Online Education (CHLOE) Survey results: Navigating the Mainstream," Quality Matters, U.S. (April 14, 2020).

Webinar, "You Proctor: Using Zoom to Administer Exams in Sakai and Canvas," USA ILC, Mobile, AL, US. (April 9, 2020).

Webinar, "COVID-19 and Doing Virtual Fieldwork," QSR International (UK) Limited, UK. (April 1, 2020).

Workshop, "Canvas Course Organization," USA ILC, Mobile, AL, USA. (February 13, 2020).

Workshop, "Management of Data Research Training," USA Office of Research Compliance and Assurance. (February 4, 2020).

Canvas Fundamentals Online Training 2019, USA ILC. (December 10, 2019).

Workshop, "Conflict of Interest Research Training," USA Office of Research Compliance and Assurance. (November 19, 2019).

Conference Attendance, "Research on Women in Education Fall Conference," Research on Women in Education SIG, Nashville, TN, US. (November 7, 2019 - November 9, 2019).

Conference Attendance, "E-Learn 2019," Association for the Advancement of Computing in Education, New Orleans, LA, US. (November 4, 2019 - November 7, 2019).

Seminar, "Dr. David Bauer Five Part Grant Writing Seminar," USACEPS, Mobile, AL. (October 24, 2018 - August 4, 2019).

Conference Attendance, "11th Triennial Conference on the History of Women Religious," Cushwa Center for the Study of American Catholicism, Notre Dame, IN, U.S. (June 23, 2019 - June 26, 2019).

Webinar, "Reimagining, Re-embodiment, Re-politicizing Organization Research for Social Justice," Association for the Study of Higher Education. (April 23, 2019).

Webinar, "Building an Integrated Mixed Methods Research Design," International Institute for Qualitative Methodology, Alberta, Canada. (April 16, 2019).

Conference Attendance, "American Educational Research Association Annual Conference," AERA, Toronto, Canada. (April 5, 2019 - April 9, 2019).

Webinar, "Using Theoretical Frameworks in Mixed Methods Research," International Institute for Qualitative Methodology, Alberta, Canada. (March 19, 2019).

Seminar, "How to Find and Win Foundation & Corporate Grants," USACEPS, Mobile, USA. (January 28, 2019).

Conference Attendance, "Association for the Study of Higher Education Annual Conference," ASHE, Tampa, FL. (November 14, 2018 - November 17, 2018).

Video Presentation, "Ron Chenail - Tabling Tables in Qualitative Research Reports," WCQR World Conference on Qualitative Research. (October 29, 2018).

Seminar, "How to Find and Win Government Grants," USACEPS, Mobile, USA. (October 24, 2018).

Workshop, "Developing TBL Modules," USA Innovation in Learning Center, Mobile. (August 10, 2018).

Workshop, "Introduction to Team-Based Learning," USA Innovation in Learning Center, Mobile. (August 9, 2018).

Training, "University Disciplinary Committee Training," University of South Alabama, Mobile, AL. (July 18, 2018).

Webinar, "Building Data Literacy Among Students Using the ARDA's Free Online Resources," Association of Religion Data Archives. (July 12, 2018).

Training, "Trauma Informed Training," University of South Alabama Counseling & Testing Services, Mobile, AL. (July 10, 2018).

Training, "Title IX Training," University of South Alabama, Mobile, AL. (June 29, 2018).

Presentation, "Campus Course Experience," Academic Affairs, USA, Mobile, AL, U.S. (June 26, 2018).

Conference Attendance, "Adult Education Research Conference," Adult Education Research Conference, Victoria, British Columbia, Canada. (June 8, 2018 - June 10, 2018).

Webinar, "Digital Accessibility in Higher Education," Inside Higher Ed. (May 31, 2018).

Conference Attendance, "Conference on Teaching and Learning," University of South Alabama, Mobile, AL, U.S. (May 7, 2018 - May 8, 2018).

Workshop, "Taking TBL Online: Best Practices for Blended, Synchronous & Asynchronous TBL," USA ILC, Mobile, AL. (April 10, 2018).

Colloquium Presentation, "Comparative Higher Education in a Global Context," College of Education & Professional Studies, University of South Alabama, Mobile, AL. (April 5, 2018).

Training, "Office of Civil Rights/Section 504-Title III," USA, Mobile, AL. (April 4, 2018).

Conference Attendance, "Student Affairs Administrators in Higher Education Annual Conference," NASPA, Philadelphia, PA, U.S. (March 5, 2018 - March 7, 2018).

Tutorial, "Interactive Lectures: The Power of the Pause," USA Innovation in Learning Center, Mobile, AL. (February 27, 2018).

Tutorial, "Getting the Most from USAOnline Gradebook," USA Innovation in Learning Center, Mobile, AL. (February 6, 2018).

Training, "University Disciplinary Committee Title IX Training," USA, Mobile, AL. (January 23, 2018).

Webinar, "Advancing Methodologies: A Conversation with John Creswell," Sage Publishing, Los Angeles, CA, U.S. (November 16, 2017).

Presentation, "Empowering Women in Academia," USA Dept. of Political Science and Criminal Justice, Mobile, AL. (October 25, 2017).

Conference Attendance, "Research on Women in Education Conference," Research on Women and Education American Education Research Association SIG, Salt Lake City, UT, U.S. (October 6, 2017 - October 7, 2017).

Training, "Cybersecurity Awareness Training," USA Computer Services Center, Mobile, AL. (September 18, 2017).

Presentation, "Journal Impact Factors," USA Marx Library, Mobile, AL. (September 9, 2017).

Webinar, "New Directions in Online Education," Inside Higher Ed. (September 7, 2017).

Awards and Honors

Outstanding Contributions to Student Affairs Through Teaching, Student Affairs Administrators in Higher Education (NASPA). (January 21, 2022).

Lisa Mitchell Bukstein Faculty Development Award, USACEPS. (February 24, 2020).

TEACHING

Teaching Experience

University of South Alabama

EDL 512, Community Development, 3 courses.
EDL 550, Prin of School Lead, 3 courses.
EDL 561, Dev of Postsecondary Education, 3 courses.
EDL 562, Student in Higher Education, 1 course.
EDL 578, Law of Postsecondary Education, 3 courses.
EDL 595, Internship, 4 courses.
EDL 699, Research Project, 4 courses.
EDL 720, Global Education, 4 courses.
EDL 799, Research/Dissertation, 8 courses.
HED 501, Digital Leader, 2 courses.
HED 707, Multicult/Org Ch in Higher Ed, 1 course.
HED 732, Ethics and Law for Higher Ed, 1 course.

Directed Student Learning

Dissertation Committee Chair, Leadership and Teacher Education. (August 2022 - Present).
Advised: Sabrina Liu

Dissertation Committee Chair, "A Case Study of the Perception of Success of the Online Transition of Student Support Services at a Mississippi Community College," Leadership and Teacher Education. (August 2019 - Present).
Advised: Christopher Bagwell

Dissertation Committee Member, "Admissions Practices in Radiologic Science Programs as they Relate to Attrition in Four-Year Universities in the Southeast," Leadership and Teacher Education. (June 2019 - Present).
Advised: Dale Smith

Dissertation Committee Chair, "The Experience of Physicians with Regard to Knowledge Building and Level of Confidence of the Emergency Medical Services (EMS) System and EMS Personnel after Completing the Alabama Online Medical Director's Course," Leadership and Teacher Education. (August 2018 - Present).
Advised: David Garmon

Dissertation Committee Member, Leadership and Teacher Education. (August 2018 - Present).
Advised: Sonya Kopp

Dissertation Committee Member, "An Investigation of Female Leadership Aspirations in Stem Disciplines," Leadership and Teacher Education. (March 2020 - May 2022).
Advised: Melanie Cochrane

Dissertation Committee Chair, "A Phenomenological Study of Perceptions of Self-efficacy and Belonginess in Transfer Students with Disabilities after an Individualized Orientation at a Public University," Leadership and Teacher Education. (August 2019 - December 2021).
Advised: Laventrice Ridgeway

Dissertation Committee Chair, "Do College Faculty Impact Graduation Rates? A Phenomenological Analysis of Perspectives from Undergraduate College Students at a Mid-Sized Regional University in the Southeastern United States," Leadership and Teacher Education. (August 2019 - December 2021).
Advised: Rachel Giles

Dissertation Committee Member, "Promoting Diverse Leadership: Professional Experiences and Career Advancement Perceptions of Black Women in Higher Education," Leadership and

Teacher Education. (December 2018 - December 2019).
Advised: Delisa Johnson

Dissertation Committee Chair, "A Multiple Case Study of the Experiences of College Faculty Members Transitioning from Classroom Instruction to Online Instruction at a Small, Liberal Arts University," Leadership and Teacher Education. (August 4, 2015 - May 5, 2018).
Advised: Debra Chancey

RESEARCH

Published Intellectual Contributions

Book Chapters

Delmas, P. M., Giles, R. L. (2022). Qualitative Research Approaches and their Application in Education. *International Encyclopedia of Education (4th ed.)*. Oxford, UK: Elsevier.

Refereed Journal Articles

Johnson, D., Delmas, P. M. (in press). Promoting Diverse Leadership: An of Examination Professional Experiences and Career Advancement Perceptions of Black Women in Higher Education. *Advancing Women in Leadership*. <https://awl-ojs-tamu.tdl.org/awl/index.php/awl>

Morton, B. C., Delmas, P. M. (2022). Speaking Out or Remaining Silent: University Presidents' Reflection on Charlottesville. *Journal of Higher Education Policy and Management*. <https://www.tandfonline.com/toc/cjhe20/current>

Delmas, P. M. (2021). Creation of an Off-Campus Domestic Program Assignment: A Reflective Account. *Innovative Practice in Higher Education*, 4(2), 263-282.
<http://journals.staffs.ac.uk/index.php/ipihe/index>

Delmas, P. M. (2020). Foremothers in STEM: Celebrating the work of Catholic sister scientists. *International Journal of Gender, Science and Technology*, 12(2), 316-325.
<http://genderandset.open.ac.uk/index.php/genderandset>

Morton, B. C., Delmas, P. M., Giles, R. L., Bhakta, S. (2020). No Place for Hatred: College and University Presidents' Response to Charlottesville. *Journal of Higher Education Policy & Management*, <https://doi.org/10.1080/1360080X.2020.1794297>, 1-17.
<https://www.tandfonline.com/toc/cjhe20/current>

Delmas, P. M., Childs, T. N. (2020). Increasing Faculty Engagement in the Early Alert Process. *Innovations in Education and Teaching International*, 58(3), 283-293.
<https://doi.org/10.1080/14703297.2020.1740102>

Delmas, P. M., Ivankova, N. V. (2018). A Catholic Sister's Experiences of Leadership and Ministry as a Faculty Member in Public Higher Education. *Religion & Education*, 46(3).
<https://www.tandfonline.com/doi/abs/10.1080/15507394.2018.1462644?af=R&journalCode=u-rel20>

Vitulli, P., Delmas, P. M. (2018). China's Terra Cotta Warriors: Uniquely Represented through Form and Texture. *Arts & Activities*, 163(1), 28-29. artsandactivities.com

Delmas, P. M., Ivankova, N. V. (2018). Sisters in the Sacred Grove: Catholic Women Religious as Faculty Members at Public Universities. *The Qualitative Report*, 23(2), 350-368.
<http://nsuworks.nova.edu/tqr/vol23/iss2/5>

Delmas, P. M. (2017). Using VoiceThread to Create Community in Online Learning. *TechTrends*, 61(6), 595-602. <https://link.springer.com/article/10.1007/s11528-017-0195-z>

Conference Proceedings

Delmas, P. M., Moore, P. R. (2019). *Student Perceptions of Video-Based Discussions in Online and Blended Learning* (pp. 1280-1286). San Diego, CA: Association for the Advancement of Computing in Education. <https://www.learntechlib.org/primary/p/211213/>

Presentations Given

Delmas, P. M., Conference on the History of Women Religious, "Catholic Sisters as Community College Faculty and Administrators in the U.S.: 1969-2005," Notre Dame University, Notre Dame, IN. (June 26, 2022).

Johnson, D. (Author & Presenter), Delmas, P. M. (Author), AERA 2021 Annual Meeting, "Promoting Diverse Leadership: Professional Experiences and Career Advancement Perceptions of Black Women in Higher Education," American Educational Research Association, virtual. (April 2021).

Delmas, P. M., Catholic Sisters Week, "Revealing the Hidden Work of Catholic Sisters in Public Higher Education," Communicators for Women Religious, virtual. (March 11, 2021).

Delmas, P. M., Women and the Academy, "The Impact of Covid-19 on Women Scholars," AERA's Research on Women and Education SIG. (January 25, 2021).

Delmas, P. M. (Moderator), Cordova, A. J. (Author & Presenter), 2020 Selma Greenberg Outstanding Dissertation Award Winner, "Dr. Amanda Cordova: Chicana Feminism Informs Educational Trajectories and Leadership: Graduate Student Testimonios from Napanatla," Research on Women in Education AERA SIG, virtual. (December 14, 2020).

Delmas, P. M. (Presenter), Morton, B. (Presenter), CEPS Diversity Council "What's Trending" Series, "Silence, Social Justice, or Something in between: U.S. University Presidents' Responses to Charlottesville," CEPS Diversity Council, virtual. (November 11, 2020).

Moore, P. R. (Presenter), Delmas, P. M. (Author), Conference on Teaching and Learning, "From flat to Flipgrid: Using video-based discussion as an alternative to text-based course forums," University of South Alabama, Mobile, AL. (May 12, 2020).

Morton, B. (Author & Presenter), Delmas, P. M. (Author & Presenter), 2020 American Educational Research Association Annual Meeting, "What Defines a Crisis and What Demands a Response?: University Leaders' Reflections on Charlottesville," AERA, San Francisco, CA. (April 18, 2020).

Delmas, P. M., Research on Women in Education (RWE), "Sister Scientists: Pioneering Catholic Scholars in STEM," RWE SIG, Nashville, TN. (November 8, 2019).

Delmas, P. M., Moore, P. R., E-Learn 2019: World Conference on E-Learning, "Student Perceptions of Video-based Discussions in Online and Blended Learning," Association for the Advancement of Computing in Education, New Orleans, LA. (November 6, 2019).

Delmas, P. M., 11th Triennial Conference on the History of Women Religious, "Parallel, Converge, Separate: Documenting the Work of Catholic Sisters in U.S Public Higher

- Education Against the Backdrop of Women's History," University of Notre Dame Cushwa Center, Notre Dame, Indiana. (June 25, 2019).
- Delmas, P. M. (Author & Presenter), Morton, B. (Author & Presenter), 2019 American Educational Research Association Annual Meeting, "Silence, Social Justice, or Something in Between: U.S. University Presidents' Responses to Charlottesville," AERA, Toronto, Canada. (April 6, 2019).
- Morton, B. (Author & Presenter), Delmas, P. M. (Author), University Council for Educational Administration 2018 Annual Convention, "They Did It, Should We? K-12 Leaders' Role in Sensemaking After Charlottesville," University Council for Educational Administration, Houston, TX. (November 17, 2018).
- Delmas, P. M. (Author & Presenter), Morton, B. (Author), Association for the Study of Higher Education 43rd Annual Conference, "Crisis Leadership and Sensemaking: University Presidents' Responses to Charlottesville," ASHE, Tampa, FL. (November 16, 2018).
- Delmas, P. M. (Panelist), Parrish, C. (Panelist), Robinson, L. (Panelist), Hobby, P. (Panelist), Semien, D. (Moderator), Eighth Annual South Alabama Conference on Teaching and Learning, "Teaching for Impact: Engaging Students Innovatively Online," USA, Mobile, AL. (May 8, 2018).
- Moody, E. M., Delmas, P. M., Walker, D. M., South Alabama Conference on Teaching and Learning, "Webcasting: Engagement Beyond the Classroom," University of South Alabama, Mobile, AL. (May 7, 2018).
- Delmas, P. M., 2018 NASPA Region III Alabama Drive-In Conference, "NASPA Leadership Competency: Locating Your Current Level and Planning for the Next," Student Affairs Administrators in Higher Education (NASPA), Birmingham, AL. (January 26, 2018).
- Billingsley, J. L., Morton, B., Delmas, P. M., Alabama Association of Higher Education Diversity Officers Conference, "From Dialogue to Action: A College's Journey from Courageous Conversations to a Middle School Collaboration," ALAHEDO, Birmingham, AL. (November 10, 2017).
- Delmas, P. M., Presentation to Integrative Studies faculty, "Improving Online Course Design with Quality Matters," USA COEPS Department of Integrative Studies (INGS), Mobile, AL. (November 8, 2017).
- Delmas, P. M. (Author & Presenter), Bridgeforth, J. (Author), 43rd Annual Fall Conference Research on Women and Education, "Gender Affects Everything: Faculty Attitudes Toward Tenure and Belonging," Research on Women and Education, American Educational Research Association Special Interest Group, Salt Lake City, UT. (October 7, 2017).

Contracts, Grants and Sponsored Research

Grant

Funded

- Delmas, P. M., "The Impact of Gender and Religion on the Experiences of Catholic Sister Scholars in U.S. Public Higher Education," Sponsored by University of South Alabama College of Education & Professional Studies, Internal to the University, \$1,750.00. (January 2020 - June 1, 2021).
- This purpose of this qualitative phenomenological study is to understand how gender and religion are experienced by Catholic sister scholars in U.S. public higher education. This research

documents the experiences of Catholic sisters who teach or administer in public universities and colleges, a perspective that is currently missing from the literature of lived experiences of women faculty in the U.S. Using in-depth interviews and archival data, this study seeks to explore the role that gender and religious identity have in the academic careers of 30 Catholic sisters employed in institutions of public higher education. Findings suggest that religious identity negatively affected the experiences of Catholic sisters who were employed in public higher education from the 1960s to the 1980s. These findings have implications for the campus climate of today's public universities and colleges with regard to religious diversity. [CEPS Research Development Grant Proposal Delmas-1.pdf](#)
[Award letter 1.10.20-1.JPG](#)

Not Funded

Delmas, P. M., "The Experiences of Catholic Sister Scholars in U.S. Public Higher Education: A Phenomenological Study," Sponsored by Louisville Institute, External to the University, \$22,999.00. (June 1, 2021 - December 31, 2022).

This purpose of this qualitative phenomenological study is to explore the experiences of Catholic sister scholars in U.S. public higher education. Currently there is a body of research concerning the work of Catholic sisters in private higher education, and in Catholic universities in particular. What's missing is research documenting the experiences of Catholic sisters who serve as faculty or administrators in public universities and colleges. In response to Vatican II and mergers and closures of Catholic women's colleges, Catholic sisters with advanced degrees began seeking positions at public colleges and universities in the late 1960s. However, this story is not widely known. Using in-depth interviews and archival data, this study seeks to document what it was like for 76 Catholic sisters to work as faculty and administrators in public post-secondary institutions from the 1960s to the present. The findings of this study related to identity, diversity, and inclusiveness are important to the church in North America and the academic community, both of which have struggled with these issues.

[Proposal narrative Delmas-1.pdf](#)
[Rejection letter 12.18.20-1.pdf](#)

Delmas, P. M., "Revealing the Hidden Work of Catholic Sister Scholars in U.S. Public Higher Education," Sponsored by Louisville Institute, External to the University, \$22,434.00. (March 2020 - January 2022).

In the mid-2000s when I conducted my dissertation research on the academic experiences of Catholic women religious faculty members in public universities in the South, I assumed that such individuals were fairly uncommon. My research for this current study has proved that assumption to be wrong. To date I have documented over 120 Catholic sisters who serve/served as full-time faculty or administrators at public universities and colleges in the U.S. Seventy-two percent of those women are represented as participants in this study. Initial findings suggest that their impact and influence on U.S. public higher education is broad and significant. However, that story is virtually unknown outside the religious communities to which the women belonged. Nowhere is the remarkable history of Catholic sisters' work and accomplishments in public higher education recorded. I plan to change that with this study.

[2019 Proposal Delmas-1.pdf](#)
[Rejection letter 12.10.19-1.pdf](#)

Delmas, P. M., "A Fuller Story: Documenting the Contributions of Catholic Sisters to U.S. Public Higher Education," Sponsored by Cushwa Center for the Study of American Catholicism, External to the University, \$1,500.00. (April 1, 2019 - March 31, 2020).

Previous studies have established that the experiences of Catholic sisters who teach or taught in public higher education in the U.S. are largely undocumented. Further, there is no comprehensive record of the work that Catholic sisters currently or previously did as

administrators in U.S. public higher education. There is an urgent need to document these experiences of Catholic sisters who are still living, evidenced by a decades-long decline in the population of Catholic women's religious communities, where 59% of women religious are age 75 and older. Using oral history and archival research, this study will help to create a fuller U.S. Catholic history by including the contributions of Catholic sisters to public higher education where one would not typically expect to find them working. Additionally, the study will help to more accurately reflect the vibrant diversity of faculty and administrators who previously and currently work in public higher education in the U.S.

[grant proposal package-1.pdf](#)

[grant rejection letter-1.pdf](#)

Delmas, P. M., "Documenting the Contributions of Catholic Sisters to U.S. Public Higher Education," Sponsored by Louisville Institute, External to the University, \$30,000.00. (January 2019).

How have Catholic sisters contributed to public higher education in the U.S.? This research examines experiences of Catholic sisters who sought employment in secular U.S. colleges as faculty and administrators -- how they did it, why they did it, and who benefitted from their service in public higher education. These stories are important to the church in North America to create a history of private, religious individuals who used their talents in a nontraditional way and in a public setting.

[grant proposal package-3.pdf](#)

[Louisville Institute rejection letter-1.pdf](#)

Delmas, P. M., "Mother Theodore Guerin Research Travel Grant," Sponsored by Cushwa Center for the Study of American Catholicism, External to the University, \$1,500.00. (June 2018).

Despite a centuries-old tradition of teaching, the history of Catholic sister educators in the United States is not well-documented (Hellinckx, Simon, & Depaepe, 2009; Kolmer, 1978; O'Donoghue & Potts, 2004). In particular, the experiences of Catholic sisters who teach or taught in public higher education in the U.S. are largely undocumented (Delmas & Ivankova, 2018). Further, there is no record of the work that Catholic sisters currently or previously did as administrators in U.S. public higher education. There is an urgent need to document these experiences of Catholic sisters who are still living, evidenced by a decades-long decline in the population of Catholic women's religious communities, where 59% of women religious are age 75 and older (United States Conference of Catholic Bishops, n.d.). Using oral history and archival research, this study will add to the very limited scholarship on the history of teaching/administering Catholic sisters in U.S. higher education, focusing on their leadership contributions to higher education, and how their history has intersected with the history of women's involvement in higher education more broadly.

[grant proposal package-2.pdf](#)

[Delmas Guerin Letter \(1\) rejection-1.pdf](#)

Delmas, P. M., "Leadership Development for Middle Grade Girls," Sponsored by American Association of University Women, External to the University, \$5,000.00. (December 2017 - May 2018).

Adolescence is a critical time for tweens and teens, particularly for girls trying to figure out their role and place in the world. Research has indicated that adolescent girls may benefit in their identity formation from exposure to different types of feminine leadership, intergenerational mentoring, and affirmation of leadership skills and potential (Hoyt & Kennedy, 2008). The Leadership Development for Middle Grade Girls program is designed to enable girls (grades 6-8) to understand how their life experiences have shaped them as leaders and to encourage them to visualize the kind of leaders they want to be in the future. By exploring gender stereotypes related to power and leadership, we hope to make it easier and more comfortable for girls to claim the role of leader as part of their identity. This early outreach project will help promote AAUW's mission of advancing and empowering girls by helping

them to recognize and seek out leadership opportunities in their current environment, allowing them to observe other leaders in action, and providing activities in which they reflect on and expand their concept of a leader. The program is unique because it focuses on middle grade girls, a population traditionally underserved in terms of leadership development, and involves collaboration of a public school, public university, and local and campus AAUW chapters.

References

- Hoyt, M. A., & Kennedy, C. L. (2008). Leadership and adolescent girls: A qualitative study of leadership development. *American Journal of Community Psychology*, 42(3-4), 203-219. DOI 10.1007/s10464-008-9206-8
[Grant Proposal-4.pdf](#)
[grant rejection notice-1.pdf](#)

Sponsored Research

Not Funded

- Wu, S. (Principal), Estis, J. (Co-Principal), Delmas, P. M. (Co-Principal), "Collaborative Research (IRES Track I): International Research Experience Site for STEM Students in Smart and Sustainable Engineering Materials for Resilient Infrastructures," Sponsored by National Science Foundation, Federal, \$199,997.00. (January 1, 2020 - December 31, 2022).

Research Currently in Progress

- Delmas, P. M. "Catholic Sister Scholars in U.S. Public Higher Education" (On-Going)
In the mid-2000s when I conducted my dissertation research on the academic experiences of Catholic women religious faculty members in public universities in the South, I assumed that such individuals were fairly uncommon. My research for this current study has proved that assumption to be wrong. To date I have documented over 120 Catholic sisters who serve/served as full-time faculty or administrators at public universities and colleges in the U.S. Seventy-two percent of those women are represented in this study. Initial findings suggest that their impact and influence on U.S. public higher education is significant. However, that story is virtually unknown outside the religious communities to which the women belonged. Nowhere is the remarkable history of Catholic sisters' work and accomplishments in public higher education recorded. I plan to change that.
- Morton, B., Billingsley, J. L., Delmas, P. M. "From Dialogue to Action: A college's Journey from Courageous Conversations to a Middle School Collaboration" (On-Going)
This research seeks to explore the processes taken by a college level diversity committee to facilitate the continuous growth of members of the college from "cultural precompetence" to "cultural proficiency" and the development of an impactful middle school collaboration.
- Delmas, P. M. "Online Readiness Self-Assessment of Students in a Higher Education Graduate Program" (Planning)
Based on the Online Learning Readiness Self-Check survey

Jongpil Cheon, Jiaming Cheng & Moon-Heum Cho (2021): Validation of the Online Learning Readiness Self-Check survey, *Distance Education*, DOI: 10.1080/01587919.2021.1986370
- Delmas, P. M., Chanto-Wetter, A., Cox, B., Pearson, R., Dykes, K. "Reflecting on our Journey: A Developmental Autobiography Assignment for Student Affairs Professionals in Training" (Writing Results)
This reflective article is a joint effort between four graduate students in a Higher Education

Leadership program and the instructor of a student development theory course. The authors describe a developmental autobiography assignment and how it impacted their thinking about student development theory.

Ridgeway, L., Delmas, P. M. "Sense of belonging perceptions in transfer students with disabilities: Exploring the influence of individualized orientations" (Writing Results)
This research highlights an exploration of perceptions of belongingness in transfer students with disabilities (SWDs) after an individualized, one-on-one orientation with the Office of Student Disability Services (SDS) at Port City University. Through qualitative means, specifically a phenomenological approach, and purposeful sampling, the study conducted semi-structured interviews with transfer SWDs registered with SDS. This study obtained data from seven participants' responses concerning their experience with the individualized orientation as related to their perception of belongingness. Data was analyzed using an interpretative phenomenological analysis. Interview transcripts were then reduced into themes that highlighted the individualized orientation essence. The findings from the research showed that the factors related to the individualized orientation with the most influence on participants' sense of belonging were virtual meeting options, tailored approaches, and knowledgeable and engaging disability services providers. The findings, considerations for future research, and limitations are discussed in the article's conclusion.

Delmas, P. M., Hencks, J. "Sr. Suzanne Fleming: University Leader and Catholic Nun" (On-Going)
This manuscript highlights the remarkable leadership of Suzanne Fleming, a Catholic nun who also served at high levels of administration for three public mid-western universities during the 1980s and 1990s.

Delmas, P. M., Moore, P. R. "Student perceptions of video-based discussions in online and blended learning" (Writing Results)
Given the demand for online learning and the need to retain students in online courses, higher education institutions and their faculty spend a great deal of resources on methods to provide students with successful educational experiences. This study presents the findings of a survey administered to students in online and blended courses to determine their perceptions of video-based discussions using the tool Flipgrid. The research is framed by the unified theory of acceptance and use of technology (UTAUT) and the community of inquiry (COI) model.

SERVICE

Department Service

Committee Member, Integrative Studies Department Assistant/Associate Professor Search. (March 2022 - Present).

Co-Coordinator, EDL Program Assessment/TracDat. (August 16, 2017 - Present).

Committee Member, Diversity Committee. (August 15, 2017 - Present).

Committee Member, Student Awards Committee. (August 15, 2017 - Present).

EDL M.Ed. program representative, University of North Carolina-Greenville Virtual Grad Fair. (October 26, 2022).

Committee Chair, Academic Program Review, M.Ed. Higher Education Leadership. (August 2020 - May 2021).

EDL Program Representative, University of North Carolina-Greenville Virtual Grad Fair. (October 16, 2020).

Committee Chair, Leadership Position Search. (September 2018 - March 2019).

Student Recruiter, Oshkosh Placement Exchange. (February 27, 2019 - March 3, 2019).

Student Recruiter, Oshkosh Placement Exchange. (February 22, 2018 - February 25, 2018).

Committee Member, Admissions Committee. (2009 - 2017).

Committee Member, Community Partnership Advisory Council (CPAC). (August 18, 2015 - August 15, 2017).

College Service

Committee Member, Technology Committee. (August 2019 - Present).

Committee Chair, Cathy O'Keefe Service Leader Award Committee. (August 2015 - Present).

Committee Member, Diversity Council. (January 2014 - Present).

MEGA Conference, LTE representative. (July 16, 2019).

CAEP Committee - Candidate Quality, Recruitment, & Selectivity. (October 31, 2017 - June 2019).

Discussion Facilitator, Diversity Committee "What's Trending" "Just Mercy" Book Discussion. (November 7, 2018).

EDL Program representative, USA Day. (October 20, 2018).

Committee Member, Student Honors & Awards Committee. (August 2015 - August 2017).

Committee Member, Undergraduate Candidacy Committee. (August 2015 - August 2017).

University Service

Committee Member, University Disciplinary Committee. (November 2017 - Present).

Committee Member, Counseling & Testing Services Advisory Committee. (June 10, 2016 - Present).

Committee Member, Council on International Education and Scholarship. (August 2007 - Present).

Team Member, USA Community Director Recruiting Team. (August 2017 - 2019).

Committee Member, IRB Committee. (October 2014 - October 2017).

Professional Service

Faculty Advisor, USA Higher Education Student and Professional Association (HESPA). (November 2020 - Present).

Editorial Review Board Member, Journal for the Study of Postsecondary and Tertiary Education. (May 2015 - April 2022).

Executive Board Member, Research on Women in Education AERA SIG. (October 2017 - 2021).

Chairperson, Research on Women in Education AERA SIG. (May 2020 - June 2021).

Reviewer, Book Chapter, International Encyclopedia of Education. (March 16, 2021).

Reviewer, Conference Paper, American Educational Research Association. (October 2020).

Reviewer, Conference Paper, American Educational Research Association. (October 16, 2020).

Reviewer, Conference Paper, Research on Women and Education. (September 24, 2019).

Reviewer, Conference Paper, American Educational Research Association. (August 15, 2019).

Reviewer, Journal Article, Educational Policy Analysis Archives. (July 15, 2019).

Reviewer, Book Chapter, IGI Global Publisher. (April 22, 2019).

Reviewer, Journal Article, Religion and Education. (March 18, 2019).

Reviewer, Conference Paper, American Educational Research Association. (August 2018).

Reviewer, Textbook, Sage Publications, Thousand Oaks, CA. (February 2018).

Reviewer, Conference Paper, American Educational Research Association. (August 2017).

Public Service

Volunteer, Alabama School of Math and Science, Mobile, AL. (October 4, 2019).

Volunteer, Interviewer, Life Skills Academy, Mobile County Public School System, Citronelle, AL. (October 25, 2017).

Volunteer, Empowering Change Serve Fest, Feeding the Gulf Coast, Theodore, AL. (September 15, 2017).

Consulting

Academic, Quality Matters NURS 517. (July 2022 - Present).

Academic, Quality Matters KINE 4300. (December 7, 2021 - January 25, 2022).

Academic, Quality Matters DHSC 6020. (April 2, 2020 - May 26, 2020).

Academic, Quality Matters CMST 107. (March 18, 2020 - April 15, 2020).

Academic, Quality Matters EDUC 9640. (February 11, 2020 - March 16, 2020).

Academic, Quality Matters DHSC 9055. (January 13, 2020 - February 10, 2020).

Academic, Quality Matters LIT 2070. (December 4, 2019 - January 3, 2020).

Academic, Quality Matters EDUF 8129. (October 9, 2019 - November 17, 2019).

Academic, Quality Matters DHAD 9500. (August 26, 2019 - October 2, 2019).