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## Ryan Glaman

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### EDUCATION

Ph.D. in Educational Psychology - University of North Texas, Denton, TX  
 Concentration: Research, Measurement, and Statistics

August 2017

Dissertation: Comparing Three Approaches for Handling a Fourth Level of Nesting Structure in Cluster-Randomized Trials

Dissertation Chair: Robin K. Henson, Ph.D.

M.S. in Cognitive and Affective Science - University of Wisconsin-Oshkosh, Oshkosh, WI  
 May 2013

Thesis: Uncovering the Relations among Religiosity, Empathic Concern, and Helping  
 Thesis Advisor: David Lishner, Ph.D.

B.S. in Psychology - University of Wisconsin-Stevens Point, Stevens Point, WI  
 May 2010

Summa cum Laude

### WORK EXPERIENCE

#### Tarleton State University, Stephenville, Texas

Associate Professor - Department of Educational Leadership and Technology

August 2017 - Present

- Teach doctoral-level courses in educational research methodology and data analysis.
  - Courses taught:
    - Advanced Data Analysis – Doctoral level
    - Data Analysis – Doctoral level
    - Investigating Problems of Practice in Educational Leadership – Doctoral level
    - Methods of Educational Research - Doctoral level
    - Methods of Inquiry I - Doctoral level
    - Methods of Inquiry II - Doctoral level
    - Research Design and Critical Analysis - Doctoral level
    - Research in Educational Leadership – Master’s level
    - Scholarly Process in Educational Leadership - Doctoral level
    - Statistical Methods in Educational Research - Doctoral level
    - Teaching and Assessment in Higher Education – Doctoral level
    - Writing for Publication in Educational Leadership - Doctoral level
- Conduct empirical and methodological research relevant to education and/or related fields.
- Engage in service activities for academic department, university, and profession.

### **University of North Texas, Denton, Texas**

Teaching Fellow - Department of Educational Psychology

June 2015 - August 2017

- Instructor of record for both online and face-to-face courses.
- Managed course websites for online courses.
- Communicated with and tutored students via email, face-to-face, etc.
- Courses taught:
  - Educational Statistics - Master's level
  - Foundations of Research Methodology - Master's level
  - Reading and Understanding Research - Undergraduate level
  - Survey Research Methods - Master's level

Research Consultant - Office of Research Consulting

September 2014 - May 2016

- Consulted with students and faculty members in a university-wide setting regarding research topics including: research design, statistics, and other research-related topics.
- Aided in preparing for and hosting The Advances in Research Design Symposium at the University of North Texas - November 2014 & September 2015.
- Prepared for and spoke at statistics-related workshops.

Teaching Assistant - Department of Educational Psychology

January 2015 - May 2015

- Served as teaching assistant for an online undergraduate research methods course.
- Communicated with and tutored students via email, face-to-face, etc.
- Monitored and graded student work each week.

Research Assistant - Department of Educational Psychology

September 2013 - December 2014

- Conducted literature review for research publications.
- Analyzed large-scale education data sets.
- Aided in grant proposal writing.

### **University of Wisconsin-Oshkosh, Oshkosh, Wisconsin**

Graduate Assistant - Department of Psychology

September 2011 - June 2013

- Aided professor in teaching duties including: lecturing, grading homework, tutoring students, and maintaining regular office hours.
- Assisted with research projects by developing research tools (e.g., surveys), collecting and analyzing data, and manuscript writing and editing.
- Edited and proofread quality scholarly journal articles.

### **University of Wisconsin-Stevens Point, Stevens Point, Wisconsin**

Undergraduate Teaching Assistant - Department of Psychology

January 2008 - May 2009

- Facilitated laboratory portion of an undergraduate Psychology Statistics course. Tasks included: lecturing, administering lab exercises, and grading homework.
- Maintained weekly office hours and tutored students.

## PUBLICATIONS

- Torres, W. C., Leach, L. F., **Glaman, R.**, & Higham, J. R. (2023). Learning beyond the content: A dissertation in practice on workforce skills development at community colleges. *Impacting Education: Journal on Transforming Professional Practice*, 8(3), 32-43. <https://doi.org/10.5195/ie.2023.363>
- Gandhi, S., **Glaman, R.**, Wachira, E., Bashir, M., Sharma, S., Mowles, C., & Luttrell, J. (2022). Mental health, chronic disease, and substance use: Findings from rural Texas. *Journal of Social, Behavioral, and Health Sciences*, 16(1), 134-150. <https://doi.org/10.5590/JSBHS.2022.16.1.10>
- Glaman, R.**, Chen, Q., & Henson, R. K. (2022). Comparing three approaches for handling a fourth level of nesting structure in cluster-randomized trials. *Journal of Experimental Education*, 90(3), 712-730. <https://doi.org/10.1080/00220973.2020.1814684>
- Gandhi, S., **Glaman, R.**, Yeager, J., & Smith, M. (2021). Evaluation of anxiety and self-confidence among baccalaureate nursing students post pandemic simulation exercise. *Clinical Simulation in Nursing*, 56, 1-8. <https://doi.org/10.1016/j.ecns.2021.04.007>
- Gandhi, S., Yeager, J., & **Glaman, R.** (2021). Implementation and evaluation of a pandemic simulation exercise among undergraduate public health and nursing students: A mixed methods study. *Nurse Education Today*, 98(2021), 1-8. <https://doi.org/10.1016/j.nedt.2020.104654>
- Leach, L. F., Reyes, J. M., Baker, C., **Glaman, R.**, Barkley, J. M., Beach, D. M., Higham, J. R., Rynearson, K., Weber, M., Farmer, T. A., Bowden, R., Brock, J., & Bunch, P. (2020). Approaching EdD program redesign as a problem of practice. *Impacting Education: Journal on Transforming Professional Practice*, 5, 7-15. <https://doi.org/10.5195/ie.2020.100>
- Middlemiss, W., **Glaman, R.**, Seddio, K., Suerken, C. K., Reboussin, B. A., Daniel, S. S., Payne, C. C., Leerkes, E., & Grzywacz, J. G. (2018). Supporting lower-income working women to initiate breastfeeding: Learning who is breastfeeding and what helps. *Journal of the American Association of Nurse Practitioners*, 30, 519-528. <https://doi.org/10.1097/JXX.0000000000000077>
- Glaman, R.**, & Chen, Q. (2018). Measurement invariance of a classroom engagement measure among academically at-risk students. *Frontiers in Psychology*, 8(2345), 1-9. <https://doi.org/10.3389/fpsyg.2017.02345>
- Chen, Q., Luo, W., Palardy, G. J., **Glaman, R.**, & McEnturff, A. (2017). The efficacy of common fit indices for enumerating classes in growth mixture models when nested data

structure is ignored: A Monte Carlo study. *SAGE Open*, 7(1), 1-19.  
<https://doi.org/10.1177/2158244017700459>

Chow, C. M., & **Glaman, R.** (2013). Support-seeking and closeness across social relationships: Relationship-general and relationship-specific levels analysis. *Interpersona*, 7(1), 88-96.  
<https://doi.org/10.5964/ijpr.v7i1.114>

#### MANUSCRIPTS UNDER REVIEW

Avery, J., Leach, L. F., Beach, D. M., **Glaman, R.**, & Ross, S. (2023). *Black females' lived experiences in obtaining and maintaining high school principal positions*. Manuscript under review.

#### MANUSCRIPTS IN PROGRESS

Kirksey, T., **Glaman, R.**, Reyes, J. M., & Beach, D. (2023). *Was it you, me, or we? Exploring the effects of students support services intervention and student resilience on academic achievement in an early college high school program*. Manuscript in progress.

**Glaman, R.** (2023). *Doctoral students' academic research reading ability: A mixed methods study*. Manuscript in progress.

#### PRESENTATIONS

Byrd, C. M., & **Glaman, R.** (2023, February). *Defining teacher dispositions: A phenomenological investigation of teacher evaluators*. [Paper session]. Southwest Educational Research Association Meeting, San Antonio, TX, United States.

Gandhi, S., **Glaman, R.**, Mashir, M., Gandhi, V., & Smith, J. (2022, November). *COVID-19 related disparities among students attending a rural Texas university: A cross-sectional study* [Poster session]. American Public Health Association meeting, Boston, MA, United States.

Brock, J. D., Beach, D. M., & **Glaman, R.** (2022, November). *Division II and the academic clustering phenomenon: A widespread analysis* [Poster session]. Association for the Study of Higher Education Meeting, Virtual.

Kirksey, T., & **Glaman, R.** (2022, October). *Students speak; We listen and act: Exploring early college high school student perceptions and identifying actionable steps to enhance support structures* [Conference session]. Pathways to Texas CCMR Summit, White Settlement, TX, United States.

Leach, L., **Glaman, R.**, & Rhone, R. (2022, October). *Using simulation to scaffold problem of practice identification for students* [Workshop]. Carnegie Project on the Educational Doctorate Convening, Pittsburgh, PA, United States.

**Glaman, R.** (2022, April). *New to higher education? Tips and strategies for success as a new faculty member* [Conference session]. Tarleton State University Educational Excellence Week, Virtual.

Gandhi, S., **Glaman, R.**, & Smith, J. (2022, March). *The impacts of COVID-19 among students attending a rural university* [Poster session]. Regional Student Scholars Forum Meeting, Shreveport, LA, United States.

Brock, J., Beach, D. M., & **Glaman, R.** (2022, February). *The NCAA reclassification transition to Division I athletics: An analysis of the academic clustering phenomenon* [Paper session]. Southwest Educational Research Association Meeting, New Orleans, LA, United States.

Gandhi, S. **Glaman, R.**, & Smith, J. (2022, February). *The impacts of COVID-19 among students attending a rural university* [Poster session]. Tarleton State University President's Excellence in Research Scholars Symposium, Stephenville, TX, United States.

Gandhi, S., Yeager, J., & **Glaman, R.** (2021, April). *Implementation and evaluation of a pandemic simulation exercise among undergraduate public health and nursing students: A mixed-methods study* [Paper session]. Tarleton State University Educational Excellence Week, Virtual.

Bell, A., **Glaman, R.**, Baker, C., & Leach, L. (2021, February). *Social distancing or social emotional damage? A qualitative examination of teachers' and parents' response to COVID-19* [Paper session]. Southwest Educational Research Association Meeting, Virtual.

Dorris, D., & **Glaman, R.** (2020, February). *Center for Transformative Learning* [Conference session]. HIPs in the States 2020 Conference, College Station, TX, United States.

Leach, L. F., Baker, C., **Glaman, R.**, Brock, J., & Bunch, P. (2020, February). *Holistic development of a common writing rubric* [Paper session]. Southwest Educational Research Association Meeting, Arlington, TX, United States.

Leach, L. F., Baker, C., **Glaman, R.**, Bunch, P., & Brock, J. (2019, October). *Holistic development of a writing rubric for use across the curriculum* [Conference session]. Carnegie Project on the Education Doctorate Convening, Columbia, SC, United States.

**Glaman, R.** (2019, February). *Doctoral students' academic research reading ability: A mixed methods study* [Paper session]. Southwest Educational Research Association Meeting, San Antonio, TX, United States.

**Glaman, R.** (2019, January). *Doctoral students' academic research reading ability: A mixed methods study* [Poster session]. Tarleton State University Scholarship of Teaching and Learning Symposium, Stephenville, TX, United States.

- Brock, J., & **Glaman, R.** (2018, November). *Academic clustering and Division II athletics: Exploratory research on Tarleton State University* [Paper session]. Pathways Student Research Symposium, Canyon, TX, United States.
- Leach, L. F., Reyes, J., Baker, C., Barkley, J. M., Beach, D. M., **Glaman, R.**, Higham, J. R., Rynearson, K., Weber, M., & Farmer, T. A. (2018, February). *Approaching Ed.D. program redesign as a problem of practice* [Paper session]. Southwest Educational Research Association Meeting, New Orleans, LA, United States.
- Glaman, R.**, & Chen, Q. (2017, April). *Longitudinal measurement invariance of a measure of classroom engagement* [Poster session]. Society for Research in Child Development Meeting, Austin, TX, United States.
- Seddio, K., **Glaman, R.**, & Suerken, C. (2016, November). Does cosleeping increase breastfeeding in impoverished working women? In W. Middlemiss (Chair), *Translate science to practice: Model to eliminate racial disparity in SUID* [Symposium]. National Council on Family Relations Meeting, Minneapolis, MN, United States.
- Glaman, R.** & Chen, Q. (2016, April). *The impact of ignoring a higher level of nesting in cluster-randomized experiments: A simulation study* [Paper session]. American Educational Research Association Meeting, Washington D.C., United States.
- Ferguson S. L., **Glaman, R.**, Kabakci, M., & Newbrand, D. M. (2016, February). *An introduction to mediation and moderation in R* [Paper session]. Southwest Educational Research Association Meeting, New Orleans, LA, United States.
- Glaman, R.** (2016, February). *Predicting interest in mathematics from views on math utility and self-efficacy* [Paper session]. Southwest Educational Research Association Meeting, New Orleans, LA, United States.
- Powell, M. G., **Glaman, R.**, & Ferguson, S. L. (2016, February). *Use of common structural equation modeling fit indices in educational psychology research: A systematic review and meta-analysis* [Paper session]. Southwest Educational Research Association Meeting, New Orleans, LA, United States.
- Glaman, R.**, Lishner, D. A., & Fahrner, A. (2014, February). *Uncovering the relations among religiosity, empathic concern, and helping* [Poster session]. Society for Personality and Social Psychology Meeting, Austin, TX, United States.
- Glaman, R.**, & Groshek, C. J. (2010, April). *Factors underlying political views: Regulation, compassion, and (not) awareness of death* [Poster session]. University of Wisconsin-Stevens Point Undergraduate Research Symposium, Stevens Point, WI, United States.

## DISSERTATION COMMITTEE WORK

### Dissertations Completed

- Cedor, T. (2023). *Dual credit high school teachers and college faculty: Perceptions of dual credit students in entry-level college writing courses*. Tarleton State University. [Chair]
- Shaw, K. (2023). *Closing the new graduate nurse practice gap: A multi-perspective interpretive phenomenological analysis of the efficacy of a nurse residency program*. Tarleton State University. [Chair]
- Smith, L. (2023). *The relationship between Texas Kindergarten Entry Assessment and first grade Texas Primary Reading Inventory scores in focusing on improving early elementary students' progressive reading skills*. Tarleton State University. [Methodologist]
- Bracken, A. (2023). *Relationships among adverse childhood experiences, risk factors for student success, and academic outcomes for community college students*. Tarleton State University. [Chair]
- Brock, T. (2023). *The impact of the incorporation of vocabulary instruction and various practice strategies by middle school science teachers on middle school science student achievement*. Tarleton State University. [Methodologist]
- Byrd, C. (2023). *Defining teacher dispositions: A phenomenological investigation of teacher evaluators*. Tarleton State University. [Chair]
- Madison-Turner, C. (2023). *Perception of alternatively certified teachers: Factors contributing to retention of one to four year teachers in a large, urban Texas school district*. Tarleton State University. [Methodologist]
- McClure, D. (2023). *An analysis of demographic and educational characteristics of career and technical education program of study completers and non-completers*. Tarleton State University. [Methodologist]
- Metzger, R. (2023). *An analysis of teacher evaluation and student growth relative to the Texas teacher incentive allotment*. Tarleton State University. [Chair]
- Morie, M. (2023). *Postsecondary students' perceptions and attitudes regarding participation as a witness in a gender-based violence adjudication process*. Tarleton State University. [Methodologist]
- Smalls, R. (2023). *Student and faculty perceptions of persistence in STEM higher education programs*. Tarleton State University. [Chair]
- Uran, R. (2023). *A phenomenological study of African American and Hispanic student perceptions of the impact of race on their academic and social-emotional experience in a large urban school district*. Tarleton State University. [Methodologist]

- Beckford, D. (2022). *Variables predicting students' persistence in certificate programs at a Texas proprietary career college*. Tarleton State University. [Chair]
- Hernandez-Swanson, T. (2022). "Why bother if everybody gets a trophy": *An examination of administrator, faculty, and student support staff perceptions of student academic entitlement and faculty work strain*. Tarleton State University. [Chair]
- Irungu, R. (2022). *An analysis of factors affecting integration of technology in high schools in Texas*. Tarleton State University. [Chair]
- McDonald, C. (2022). *Student veteran perceptions of transitional supports and academic outcomes in a community college setting*. Tarleton State University. [Methodologist]
- Mogk, K. (2022). *Social emotional competencies: An exploration into teacher well-being*. Tarleton State University. [Chair]
- Peters, J. (2022). *Perceived school barriers to Advanced Placement programs for low socioeconomic status students*. Tarleton State University. [Methodologist]
- Amy, J. (2022). *Exploring connections between teachers' relationships with school stakeholders and their emotional health in one north-central Texas EC-12 private school*. Tarleton State University. [Methodologist]
- Engblom, R. (2022). *An investigation of student spiritual development by residence hall directors in college housing departments*. Tarleton State University. [Chair]
- Smalley, J. (2022). *Exploring educators' social emotional competencies and relationship management knowledge to inform practice*. Tarleton State University. [Methodologist]
- Smith, A. (2022). *A program evaluation of the Texas Instructional Leadership program on learning loss that occurred during the COVID-19 pandemic*. Tarleton State University. [Methodologist]
- Thorn, T. (2022). *Algebra I STAAR test during COVID-19: An examination of student characteristics and comparisons with previous STAAR test performance*. Tarleton State University [Chair]
- Torres, W. (2022). *Learning beyond the content: Workforce skills development at community colleges*. Tarleton State University. [Methodologist]
- Williamson, D. (2022). *Understanding the benefits and hindrances of etextbook and digital resource adoption in higher education*. Tarleton State University. [Methodologist]
- Avery, J. (2022). *Black females' lived experiences in obtaining and maintaining high school principal positions*. Tarleton State University. [Methodologist]



- Davis, J. (2022). *An analysis of the relationship of elementary teachers' perceived teaching self-efficacy, parental involvement self-efficacy, and parental involvement practices*. Tarleton State University. [Methodologist]
- Gilstrap, J. (2022). *Participate to succeed: A study of the impact of extracurricular participation on at-risk student academic and behavioral success in one north central Texas high school*. Tarleton State University. [Methodologist]
- Kelley, T. (2022). *A phenomenological investigation of student, parent, and teacher perceptions of a school district's dyslexia program*. Tarleton State University. [Methodologist]
- Kirksey, T. (2022). *Was it you, me, or we? Exploring the effects of student support services intervention and student resilience on academic achievement in an early college high school program*. Tarleton State University. [Chair]
- Payne, K. (2022). *Examining students in special education reading state assessment results from year-to-year*. Tarleton State University. [Chair]
- Tamplen, L. (2022). *Career and technical educators' practices when hiring teachers from industry who lack teaching credentials*. Tarleton State University. [Chair]
- Turner, F. (2022). *A phenomenological study of teacher induction in an urban middle school*. Tarleton State University. [Methodologist]
- Crissey, A. (2021). *An analysis of the relationship between student characteristics and STAAR reading performance in grades 3-5 prior to the implementation of House Bill 3 reading academies*. Tarleton State University. [Methodologist]
- Musselwhite, M. (2021). *Does leadership matter? Assessing the complex leadership behaviors of campus principals*. Tarleton State University. [Methodologist]
- Cunningham, E. M. (2021). *The relationships among student self-efficacy, teacher actions, and student academic growth*. Tarleton State University. [Chair]
- Staats, B. (2021). *An evaluation of the Texas Title I Priority Schools (TTIPS) grant program in a Title I middle school using the CIPP model*. Tarleton State University. [Methodologist]
- Stapinski, C. (2021). *Professional learning communities and their relationship with middle school student achievement*. Tarleton State University. [Methodologist]
- Cohenour, M. (2021). *Understanding and addressing the needs and experiences of Pell Grant students at a Texas private university utilizing Schlossberg's transition theory framework*. Tarleton State University. [Methodologist]

- Bunch, P. (2021). *Why not participate? College non-music majors' and band directors' identification of constraints to participation in marching band*. Tarleton State University. [Methodologist]
- Woods, C. (2021). *Analysis of the effectiveness of the CADRE Continuum frameworks' alternative dispute resolution practices in resolving conflict early*. Tarleton State University [Methodologist]
- D'Alesandro, N. (2021). *College, COVID, and quarantine: Analyzing veteran and non-veteran student outcomes from spring 2020*. Tarleton State University. [Methodologist]
- Brock, J. (2021). *Academic clustering and Division II athletics: A relationship analysis using Astin's I-E-O Model*. Tarleton State University. [Methodologist]
- Kirkpatrick, C. (2021). *Disciplinary exclusion: The relationship with adolescent student achievement*. Tarleton State University. [Methodologist]
- Edmunds, L. (2021). *Grandparents raising elementary-age grandchildren and the students' academic, attendance, and behavior outcomes*. Tarleton State University. [Methodologist]
- Phillips, K. (2021). *An analysis of the relationship between AVID participation and college readiness predictors*. Tarleton State University. [Methodologist]
- Mendel, D. (2020). *A comparison of choice and traditional elementary schools within a Texas independent school district*. Tarleton State University. [Chair]
- Boone, T. (2020). *An evaluation of the All Pro Dad program in a public school*. Tarleton State University. [Methodologist]
- Jasper, W. (2020). *A mixed methods study of completion rates over a five-year period in the basic automotive, heating/air conditioning/refrigeration, and welding certification programs in a north Texas community college*. Tarleton State University. [Methodologist]
- Porter, D. (2020). *School district personnel characteristics and social dominance orientation: The need for equitable practices in K-12 education*. Tarleton State University. [Methodologist]
- Duncum, J. (2020). *The role of learning agilities in student math and reading achievement*. Tarleton State University. [Methodologist]
- Brown, K. (2020). *An analysis of the relationship between student demographics and feeder school patterns and student progress measure on STAAR*. Tarleton State University. [Methodologist]

- Johnson, H. (2020). *Analysis of an open entry, dynamic enrollment system and its relationship to student enrollment*. Tarleton State University. [Methodologist]
- Moore, S. D. (2020). *Examining principals' perceptions of their preparedness for special education leadership: A mixed methods approach*. Tarleton State University. [Chair]
- Burns, J. S. (2019). *Perceived implementation of the McKinney-Vento Homeless Assistance Act in Texas*. Tarleton State University. [Methodologist]
- Layne, M. O. R. E. (2019). *Dual enrollment programs: A comparative study of African American and Hispanic high school students' college academic achievement at different settings*. Tarleton State University. [Methodologist]
- Rhone, K. L. (2019). *An analysis of factors that impact postsecondary enrollment for students from low-income families*. Tarleton State University. [Methodologist]
- Hoefler, J. V. (2018). *Bridging the gap: An evaluation of a college readiness partnership program*. Tarleton State University. [Methodologist]

### **Dissertations in Progress**

- Acuña, L. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Akinluyi-Abe, J. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Austin, M. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Baker, D. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Baum, B. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Bennett, J. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Bloodworth, M. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Bralley, S. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Burkett, N. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Burleson, B. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Campbell, T. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Clepper, R. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Cook, C. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]

- Crosby, C. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Ellason, S. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Ellinger, R. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Ellis, T. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Fischer, J. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Garrett, M. (n.d.). *A program evaluation of an urban middle school district's principal mentoring program*. Tarleton State University. [Methodologist]
- Gibson, R. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Hall, T. (n.d.). *The impact of technostress and always on internet communications technology (ICT) on K-12 administrator burnout*. Tarleton State University. [Chair]
- Harris, J. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Horne, D. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Hudson, A. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Jaska, K. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Johnson, F. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Jones, K. (n.d.). *A comparison of eight grade State of Texas Assessment of Academic Readiness (STAAR) mathematics and reading performance across virtual and traditional school environments*. Tarleton State University. [Methodologist]
- King, K. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Knowles, D. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Lasher, A. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Lewis, K. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Little, K. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- MacPherson, H. (n.d.). *Use of academic evidence-based practices with students with autism spectrum disorders in a central Texas public school district*. Tarleton State University. [Chair]

- McClendon, C. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- McDonald, T. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- McKinney, D. (n.d.). *Improving human capital: Identifying teacher performance characteristics that predict success for students with disabilities*. Tarleton State University [Chair]
- Moers, A. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Montagnino, L. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Ortiz, L. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Quiñonez, E. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Riethmayer, A. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Robinson, N. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Rogers, B. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Russell, Z. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Sedberry, M. (n.d.). *Examining leadership competencies needed for senior level administrators managing crises within Division I intercollegiate athletics from a mid-level manager's perspective*. Tarleton State University. [Chair]
- Shea, T. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Sowell, P. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Velasquez, J. (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Williams, Tenille (n.d.). *Dissertation title TBD*. Tarleton State University. [Chair]
- Wilson, J. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]
- Wise, D. (n.d.). *Dissertation title TBD*. Tarleton State University. [Methodologist]

## GRANTS

- Gandhi, S., Edwards, J., & **Glaman, R.** (2023). *Social media platform preference by older adults during large-scale disasters - an AI-based analysis of behaviors and attitudes*. [Grant]. National Institutes of Health. [Under review, amount: \$135,000]
- Glaman, R.** (2022). *Faculty development grant*. [Grant]. Tarleton State University. [Funded, amount: \$136.00]

Edwards, A., Pearson, S., **Glaman, R.**, Nepal, B., & Jones, D. (2022). *CUE-P: Broadening participation in computing by strengthening the two-year to four-year college transition in computing*. [Grant]. National Science Foundation. [Not funded, amount: \$1,901,064]

Edwards, A., Pearson, S., **Glaman, R.**, Nepal, B., & Jones, D. (2022). *CUE-T: Broadening participation in computing by providing effective, workforce-aligned, and equitable online learning experiences*. [Grant]. National Science Foundation. [Not funded, amount: \$1,750,981]

Jones, D. G., Sadashiva, T. G., Leach, L. F., & **Glaman, R.** (2022). *Texans teach computer science (T<sup>2</sup>CS): A research-practitioner partnership model for preparing rural high school computer science teachers*. [Grant]. National Science Foundation. [Not funded, amount: \$299,991.00]

**Glaman, R.** (2021). *Faculty development grant*. [Grant]. Tarleton State University. [Funded, amount: \$420.00]

Jones, B., McCutcheon, B., Spencer, J., Brady, J., Korouski, D., Speshock, J., Smith, W. B., **Glaman, R.**, & Enger, B. (2021). *Improved control of mastitis through precision dairy technologies and extension training*. [Grant]. USDA National Institute of Food and Agriculture. [Not funded, Tarleton State University sub-award amount: \$101,418.00]

Jones, D. G., Sadashiva, T. G., Leach, L. F., & **Glaman, R.** (2021). *Texans teach computer science (T<sup>2</sup>CS): A research-practitioner partnership model for preparing rural high school computer science teachers*. [Grant]. Carnegie Corporation of New York. [Not funded, amount: \$250,294.80]

**Glaman, R.** (2018). *Faculty development grant*. [Grant]. Tarleton State University. [Not funded, amount: \$500.00]

### TEACHING INTERESTS

- Research methodology
- Univariate and multivariate statistics
- Multiple regression
- Hierarchical linear modeling

### RESEARCH INTERESTS

- Hierarchical linear modeling
- Structural equation modeling
- Research methods instruction

### PROFESSIONAL SERVICE

#### Service to the University

- Fall 2023 - Present. Tarleton State University IRB Chair
- Fall 2022 - Present. Randall Bowden Memorial Scholarship Committee

- Fall 2019 - Present. Tarleton State University Faculty-Student Research Advisory Council
- Fall 2019 - Present. Tarleton State University Survey Review Committee
- Summer 2019 - Present. Tarleton State University Distance Learning Advisory Council
- Summer 2019 - Present. Tarleton State University Faculty Development Committee
- Spring 2019 - Present. Tarleton State University EDLT Doctoral Program Cohort Advisor
- Spring 2023 – Summer 2023. Tarleton State University EDLT Associate Professor Faculty Position Search Committee.
- Fall 2019 – Summer 2023. Tarleton State University IRB Vice Chair
- Fall 2022 – Spring 2023. Tarleton State University EDLT Doctoral Admissions Committee (Committee Chair)
- Fall 2021 - Spring 2022. Tarleton State University EDLT Doctoral Admissions Committee (Committee Chair)
- Fall 2021 - Spring 2022. Tarleton State University Faculty Awards Selection Committee
- Fall 2017 - Fall 2021. Tarleton State University EDLT CPED Doctoral Program Redesign Committee
- Spring 2021 - Summer 2021. Tarleton State University EDLT Department Head Search Committee
- Summer 2019 - Fall 2020. Tarleton State University College of Education Committee for Re-defining Scholarship Requirements for Tenure and Post Tenure Review
- Fall 2017 - Fall 2020. Tarleton State University EDLT Doctoral Program Oral Qualifying Exam Committee
- Spring 2020. Tarleton State University EDLT New Doctoral Student Orientation Task Force
- Fall 2019 - Spring 2020. Tarleton State University EDLT Doctoral Program Coordinator
- Fall 2017 - Fall 2019. Tarleton State University IRB Committee Member
- Summer 2019. Tarleton State University EDLT Principal Certification Faculty Position Search Committee
- Fall 2018 - Spring 2019. Tarleton State University EDLT Doctoral Admissions Committee (Committee Chair)
- Spring 2018. Tarleton State University TX General Land Office Work Group
- Fall 2017 - Spring 2018. Tarleton State University EDLT Faculty Status Committee
- Fall 2017 - Spring 2018. Tarleton State University EDLT Doctoral Admissions Committee
- Spring 2017. University of North Texas EPSY Student Affairs Committee

### **Service to the Profession**

- 2022 - Present. At-Large Board Member, Southwest Educational Research Association
- Spring 2023. Division VI: Graduate Students Seminars for Work in Progress Paper Session Discussant, Southwest Educational Research Association.
- Spring 2023. Outstanding Graduate Paper Award Reviewer, Southwest Educational Research Association.
- 2021 - 2022. Journal article reviewer, Journal of School Psychology

- 2016 - 2022. Conference Paper/Poster Reviewer, American Educational Research Association
- 2018 - 2021. Division D Outstanding Dissertation Award Committee Member, American Educational Research Association

### **METHODOLOGICAL TRAINING**

- Advanced graduate training in: research methods, multiple regression, hierarchical linear modeling, multivariate statistics, structural equation modeling, measurement theory, and item response theory.
- Skills in: SPSS, HLM, Mplus, LISREL, R, G\*Power, EduG, Excel.

### **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

- American Educational Research Association (AERA)
- Southwest Educational Research Association (SERA)

### **HONORS AND AWARDS**

- 2021 Tarleton State University Outstanding Junior Faculty Award
- 2020 Tarleton State University College of Education Outstanding Junior Faculty Award
- 2017 UNT Outstanding Graduate Student in Educational Research Award
- 2016 UNT Excellence in Professional Service in Educational Psychology Award
- 2016 UNT Toulouse Graduate School Graduate Student Travel Grant
- 2016 UNT College of Education Graduate Student Travel Grant
- 2016 UNT Educational Psychology Department Graduate Student Travel Grant
- 2016 SERA Dean's Award for Exceptional Graduate Research
- 2015 Graduate Assistantship Tuition Scholarship
- 2013 University of Wisconsin-Oshkosh Distinguished Master's Thesis Award