

Journal of
Higher Education Policy
And
Leadership Studies

JHEPALS (E-ISSN: 2717-1426)

<https://johepal.com>

**Empirical versus Theoretical?:
Education Faculty's Scholarly
Publications without IRBs**

David I. Hernández-Saca ¹

Email: david.hernandez-saca@uni.edu

Wu-Ying Hsieh ²

Email: Wu-Ying.Hsieh@uni.edu

Mason Kuhn ³

Email: mason.kuhn@uni.edu

Soh Meacham ⁴

Email: sohyun.meacham@uni.edu

Colleen Mulholland ⁵

Email: colleen.mulholland@uni.edu

Nicole Skaar ⁷

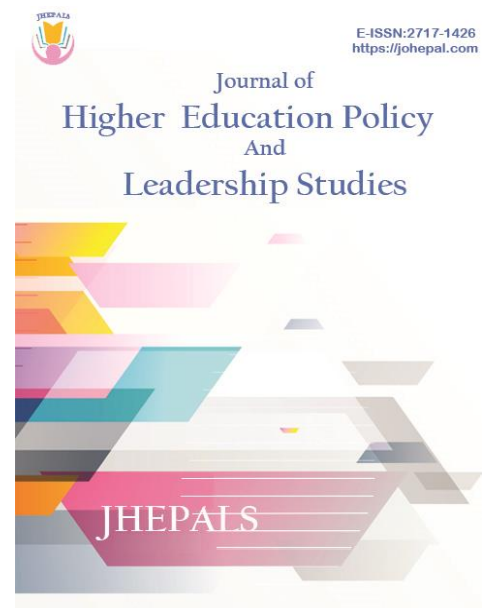
Email: nicole.skaar@uni.edu

Shelley Price-Williams ⁶

Email: shelley.price-williams@uni.edu

Matt Townsley ⁸

Email: matt.townsley@uni.edu



* *College of Education, University of Northern Iowa, USA*

Article Received
2025/04/08

Article Accepted
2025/09/15

Published Online
2025/12/31

Cite article as:

Hernández-Saca, D. I., Hsieh, W. -Y., Kuhn, M., Meacham, S., Mulholland, C., Price-Williams, S., Skaar, N., & Townsley, M. (2025). Empirical versus theoretical?: Education faculty's scholarly publications without IRBs. *Journal of Higher Education Policy and Leadership Studies*, 6(4), 155-165. <https://dx.doi.org/10.66224/johepal.6.4.155>

Empirical versus Theoretical?: Education Faculty's Scholarly Publications without IRBs

Journal of Higher Education Policy And Leadership Studies (JHEPALS)

E-ISSN: 2717-1426

Volume: 6 Issue: 4

pp. 155-165

DOI:

10.66224/johepal.6.4.155

Abstract

Institutional Review Boards (IRBs) play a vital role in education research by upholding ethical standards and protecting human subjects. However, critics argue that many IRBs lack the expertise to properly assess social science research and may favor quantitative methods. This article engages with the ongoing debate between empirical and theoretical literature in education, drawing on studies such as Carpenter et al. (2023), who analyzed the balance of these types of scholarship in academic journals. Research shows that theoretical and empirical works often cite within their own domains, highlighting their distinct but complementary contributions. The importance of practical, practitioner-focused articles is also emphasized, as they help bridge theory and real-world application despite sometimes lacking empirical data. Systematic and scoping literature reviews further contribute to educational knowledge through rigorous analysis and synthesis of existing research. Overall, a balanced, methodologically pluralistic approach that values both empirical and theoretical work in teaching and learning.

David I. Hernández-Saca *

Wu-Ying Hsieh

Mason Kuhn

Soh Meacham

Colleen Mulholland

Shelley Price-Williams

Nicole Skaar

Matt Townsley

Keywords: Academic Culture; Faculty Scholarship; Knowledge Exchange; Methodological Pluralism; Interdisciplinary Collaboration; Institutional Review Board (IRB)

*Corresponding author's email: yes.flueckige@unige.ch

Introduction

In education research, IRBs are essential for maintaining ethical standards, protecting human subjects, and ensuring research integrity (Dyrbye et al., 2007). Critics highlight various concerns with Institutional Review Boards (IRBs) (Green et al., 2006). They argue that IRBs often lack the expertise to evaluate social science research effectively. They also raised issues regarding potential influence by bias toward quantitative research in many IRBs (Tod et al., 2002). While we acknowledge the significance of IRBs in educational research and scholarship, this article positions itself within the ongoing debate between empirical and theoretical/conceptual or non-empirical literature in the academic field of education, drawing insights from several studies. Carpenter et al. (2023) conducted a content analysis on the *Journal of Nonprofit Education and Leadership*, providing insights into the distribution of empirical and theoretical content within academic publications in education. They found that the division between theoretical and empirical articles is pivotal, as highlighted by studies conducted by Clair et al. (2017) and Buena-Casal et al. (2009), which explored contrasting citation patterns between theoretical and empirical articles. These studies indicate that theoretical papers primarily reference other theoretical works, while empirical papers cite empirical research, emphasizing the unique contributions of each form of scholarship.

Minkowitz et al. (2020) reviewed recent research in the nonprofit sector, emphasizing the importance of understanding the evolving research landscape and its practical applications in education and related sectors. Meanwhile, Angervall et al. (2020) explored the conflicting demands faced by Swedish teacher educators, uncovering difficulties in balancing theoretical knowledge generation through research with the practical requirements of teaching.

Practical articles in education scholarships play a crucial role in bridging the gap between theoretical knowledge and real-world application, as discussed by Veletsianos and Kimmons (2012) and Perry et al. (2015). These articles offer insights into implementing theoretical frameworks in educational settings to enhance teaching methods and contribute to the scholarship of teaching and learning. However, they may be subject to criticism for overlooking empirical data, which could undermine their robustness and credibility.

Regarding systematic literature reviews, they are considered a form of empirical research, involving a rigorous analysis of existing empirical studies and data to draw comprehensive conclusions (Kitchenham et al., 2009). They are essential for summarizing and synthesizing empirical findings to provide insights and contribute to the body of knowledge in various fields (Mohamed & Abdul-Talib, 2020). Systematic literature reviews are known for their methodological rigor and systematic approach in selecting, analyzing, and interpreting empirical studies, thereby enhancing the credibility and reliability of the findings (Phelps et al., 2012). Scoping reviews, in contrast to systematic reviews, prove invaluable in research endeavors characterized by expansive and diverse literature, facilitating comprehensive exploration of a specific topic by delineating foundational concepts and primary sources of evidence across a broad spectrum (Arksey & O'Malley, 2005; Tricco et al., 2016).

Literature reviews also address the importance of ensuring that articles contain substantial academic content, whether theoretical or empirical, as underscored by Harris

Hernández-Saca, D. I. et al.

(2005). They can discuss the symbiotic relationship between theoretical and empirical research, with empirical studies often drawing on recent theoretical contributions, highlighting the interconnected nature of theoretical and empirical work in advancing knowledge within a discipline (Anauati et al., 2016).

Moving forward from the discussion on empirical and theoretical literature in education, the article's subsequent sections will explore specific approaches adopted by University of Northern Iowa scholars for their scholarly publications not needing IRB approval. These include scholarly inquiry into pragmatic application, practitioner-focused articles, methodological pluralism and advocacy, critical inquiry and interdisciplinary collaboration, and scoping reviews.

Navigating the Intersection of Inquiry and Pragmatic Application: A Reflective Analysis by Mason

When considering how scholarly findings are communicated to practitioners through publications like academic journals and books, Mason reflects on the challenges faced by faculty, new scholars, and students engaging in scholarly work. Mason emphasizes the importance of grounding initiatives aimed at practitioners in strong methodology and empirical evidence to avoid speculative efforts.

Mason focuses on rigorously acquiring data, balancing doctoral research with securing funding, and maintaining ethical standards. After gathering data, Mason and colleagues interpret the findings for scholarly publication, refining their methods through feedback from academic conferences. This iterative process results in a diverse range of scholarly works that address various questions through different methodologies.

While some works are published in traditional academic venues, Mason also adjusts strategies to disseminate findings effectively to practitioners, even if it means reaching a smaller audience. The impact of these practitioner-focused publications is confirmed through feedback and citations.

Collaboration is crucial, as seen in joint efforts with grant collaborators and researchers, especially in mixed methods research that enhances the depth and breadth of scholarly endeavors.

One specific project explores elementary educators' cognitive processes in teaching science through interviews and video analysis, linking educators' thinking patterns to their teaching practices. These insights improve both academic discussions and teaching methods.

Recognizing the importance of practitioner-focused scholarship, Mason and colleagues strive to bridge the gap between scholarly inquiry and practical application, publishing in practitioner-oriented periodicals that draw from empirical evidence to inform educational practices.

Crafting Practitioner-Focused Articles: A Framework for Enriching Educational Practices by Wu-Ying

Wu-Ying's research focuses on inquiring about the attitudinal and skill factors that can better prepare teachers to educate young children. A particular area of interest is coaching teachers to enhance early literacy proficiency among children. Additionally, Wu-Ying delves

Education Scholarship Without IRB

into scrutinizing the perceptions and competencies of early childhood educators in mathematics through cross-cultural comparative analyses. Within Wu-ying's scholarly pursuits, a diverse array of methodologies is embraced, including statistical analyses such as regression, coupled with the utilization of single-case methodology, a prevalent approach within the domains of special education and communication disorders research.

A discernible transition in Wu-Ying's scholarly trajectory is evident, traversing from a predominantly quantitative orientation to a more comprehensive adoption of qualitative methodologies, driven by the exigencies inherent in specific research inquiries. Wu-Ying advocates for students who are interested in research to explore a spectrum of methodological approaches to enrich their scholarly pursuits.

Transitioning to the focal point of discussion, Shelley proposes outlining a framework for crafting practitioner-focused articles, grounded in experiential insights. This framework comprises several phases. Wu-Ying's method for crafting practitioner-focused articles starts with an immersive exploration of real-world classroom dynamics, examining the complex pedagogical challenges teachers face. Drawing on experiential and observational insights, Wu-Ying identifies key questions for further inquiry. Through narrative vignettes, Wu-Ying vividly illustrates educational complexities and highlights teacher challenges. They then articulate the article's purpose and navigate through a comprehensive literature survey, advocating for strategies that support teachers and improve student outcomes. This process involves elucidating instructional approaches, integrating empirical insights and mnemonic devices for clarity. Wu-Ying demonstrates the practical application of these strategies in classrooms, effectively bridging theory and practice. The endeavor concludes with a summary of expected outcomes, envisioning a positive impact on overcoming educational challenges and enhancing learning experiences.

Additionally, Wu-Ying underscores the significance of pertinent journals such as "Young Children," "Young Exceptional Children," and "Teaching Exceptional Children" as conduits for disseminating practitioner-oriented articles, holding considerable promise in enhancing teaching practices.

While crafting practitioner-focused articles requires concerted effort, it is often less temporally intensive compared to empirical studies and holds significant potential in fortifying teaching pedagogies and practices.

Exploring Methodological Pluralism and Scholarly Advocacy: The Scholarly Journey of Shelley

If asked about her self-definition, Shelley would identify as a practitioner-researcher with a strong affinity for methodological diversity. Her doctoral dissertation, using mixed-methods, exemplifies her desire to exceed expectations. Though not required, she chose this path. Later, she joined a panel discussion where, after reviewing the agenda, she saw a chance to discuss the importance of book chapters in postsecondary education, a field where she's developed expertise for two decades before her academic tenure. This practical background deeply influences her teaching and research direction.

Shelley's research focuses on the complex dynamics of student transitions and success in higher education, highlighted by her doctoral study on self-efficacy and sophomore persistence. Lacking formal pedagogical and publication training at a research-intensive

Hernández-Saca, D. I. et al.

institution, she navigated academia's challenges independently. With limited mentorship, she depended on collaborations, especially with her colleague Pietro Sasso. Together, they have led various scholarly initiatives, including conference presentations and joint publications.

The genesis of Shelley's book chapters can be traced back to reimagined iterations of research papers birthed during her doctoral coursework. Each chapter, meticulously curated in collaboration with peers, represents a collective effort aimed at advancing scholarly discourse in the field. Notably, her foray into interdisciplinary research culminated in a rigorously scrutinized book chapter, underscoring the arduous journey toward scholarly validation.

Navigating the realm of academic publishing in higher education necessitates familiarity with specialized journals and publishers catering to the discipline's unique exigencies. Platforms such as listservs serve as fertile grounds for networking, collaboration, and solicitation of contributions for scholarly projects. These avenues democratize access to publishing opportunities, thereby fostering inclusivity within scholarly circles.

The symbiotic relationship between scholarly productivity and career advancement within academia is not lost on Shelley. Engaging in scholarly activities while navigating the competitive landscape of the job market underscores the indispensable role of publications in shaping academic trajectories. Collaborative endeavors, such as the book series she co-edits with Pietro Sasso, serve as conduits for amplifying marginalized voices and fostering inclusive scholarly ecosystems.

Furthermore, Shelley's scholarly trajectory has recently pivoted towards exploring the concept of organizational justice and structural equity within higher education, as evidenced by ongoing qualitative and quantitative inquiries. Embracing a pragmatic approach to research design allows for a nuanced understanding of the complex dynamics permeating the higher education landscape.

The significance of scholarly activism in advocating for marginalized communities underscores the ethos underpinning Shelley's editorial endeavors. Collaborative book projects, such as those spotlighting identity-affirming narratives, exemplify a concerted effort to amplify underrepresented voices within academia.

Navigating Critical Inquiry and Interdisciplinary Collaboration: The Scholarly Journey of David

David has a keen interest in engaging in scholarly discourse surrounding the what, how, and why of his colleagues' bodies of work. David emphasizes the significance of individual autoethnographies within the academic sphere, particularly within the contexts of vocation and personal-professional journeys, both locally and globally. His passion for education blossomed during his undergraduate years, leading him to delve into lines of inquiry focused on the emotional impact of learning disabilities, the role of emotion in teacher learning about social justice issues, and examining violence against marginalized scholars within the academy, particularly Black, Indigenous, and People of Color (BIPOC).

David's methodological approach is rooted in critical disability studies, with an emphasis on interdisciplinary and intersectional frameworks that bridge traditional special education paradigms with broader critical perspectives. He underscores the importance of

Education Scholarship Without IRB

systematic literature reviews, particularly critical ones, in generating new knowledge and challenging established paradigms within the field.

In elucidating the process of conducting systematic literature reviews, Eli emphasizes the importance of transparency, generativity, coherence, and contextualization. He advocates for a holistic approach that integrates theory, conceptual frameworks, and personal identity within the research process. Furthermore, David underscores the significance of methodological rigor, including defining inclusionary and exclusionary criteria, data collection, analysis, and synthesis, all while remaining reflexive and responsive to competing paradigms and interpretations.

Drawing from his own experiences, including recent collaborations on international inclusive education policy research, David highlights the iterative nature of scholarly inquiry and the need for ongoing dialogue and reflexivity in knowledge construction which includes the role of positionality and relationality to the research processes (Boveda & Annamma, 2023). He emphasizes the interconnectedness of theory, research, practice, and policy, advocating for a nuanced understanding of paradigms and their implications for research design and interpretation.

Crafting Scholarly Narratives: Methodological Rigor and Analytical Acumen in Matt's Scoping Review

Matt detailed the methodology of their scoping review, highlighting a collaboration with a colleague. They aimed to thoroughly investigate school administration and physical education, carefully selecting keywords and establishing stringent criteria, focusing on peer-reviewed English literature. From an initial pool of 1937 articles, their careful screening refined the selection to 29 relevant articles. They focused on understanding perceptions and partnerships between school administrators and physical educators. This curated set of literature, marked by methodological rigor and strategic synthesis, demonstrated a clear scholarly effort.

In explicating the nuanced dimensions of their endeavor, Matt underscored the utility of their prescribed methodology, resonating with the broader academic community. Emphasizing the potential for this structured approach to facilitate the crafting of exemplary literature reviews, Matt alluded to the overarching utility of their findings. Moreover, the discourse seamlessly navigated towards the domain of physical education, wherein Matt, an educational leadership scholar, acknowledged a personal learning curve, buoyed by the insights gleaned from their collaborative exploration.

The ensuing exchange delved into the finer nuances of research synthesis, encapsulating queries pertaining to temporal bounds and methodological robustness. Matt cogently delineated the rationale underpinning their time-bound criteria, emphasizing the symbiotic relationship between research questions and methodological scaffolding. In this discourse, the Northern Star of inquiry served as a guiding beacon, anchoring their analytical trajectory amidst the vast expanse of scholarly terrain.

Transitioning towards a comparative analysis, the delineation between systematic and scoping reviews emerged as a focal point of discussion. Matt elucidated the divergent foci of these methodologies, wherein systematic reviews foreground themes and patterns, while scoping reviews pivot towards methodological and contextual considerations. This

Hernández-Saca, D. I. et al.

elucidation underscored the flexibility inherent within research methodologies, foregrounding the researcher's prerogative to tailor their analytical lens to suit the contours of inquiry.

A subsequent inquiry navigated towards the reception of practitioner articles within educational circles, highlighting the perceived impediments to their assimilation. Matt's discourse probed the intrinsic biases embedded within such narratives, juxtaposing the authenticity of firsthand observations against the perceived remoteness of secondhand knowledge. This nuanced dialogue underscored the intricate interplay between research dissemination modalities and their reception within practitioner communities, foregrounding the imperative of bridging this epistemic lacuna.

Matt's articulate explanation underscored the epistemic journey undertaken in crafting their scoping review, offering a compelling narrative that resonated with the broader academic community. Their collaborative enterprise, marked by methodological rigor and analytical acumen, bore testimony to the transformative potential of scholarly inquiry within the realm of educational research.

Conclusion

The ongoing debate between empirical and theoretical literature in education highlights the importance of a balanced approach that values the contributions of both types of scholarship. Such a balance is essential for a deep understanding of educational phenomena and for driving progress in the field. As educators work to connect theory with practice, the importance of practitioner-focused articles is becoming increasingly recognized. These articles are crucial for translating theoretical insights into practical strategies that can improve teaching practices and contribute to the scholarship of teaching and learning. To encourage educators to engage with this type of scholarship, institutions can promote methodological pluralism and advocate for scholarly diversity within teacher education programs. By fostering diverse research approaches and interdisciplinary collaboration, institutions help create a scholarly ecosystem that accommodates a wide array of perspectives and methodologies. Additionally, a focus on methodological rigor and analytical precision ensures that research is robust, bolstering the credibility and impact of educational research. Faculty included here remain committed to fostering a dynamic community and mutual learning by embracing a variety of research methodologies.

Education Scholarship Without IRB

Declaration of Conflicting Interests

The authors hereby declare that the disclosed information is correct and that no other situation of real, potential, or apparent conflict of interest is known.

Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

Human Participants

There was no human participants, beyond the authors of the manuscript. All necessary research ethics based on the journal's policy are observed.

Originality Note

All text is original and has not been previously published elsewhere.

Use of Generative AI/ AI-assisted Technologies Statement

The author(s) claimed that there is “No Use of Generative AI/ AI-assisted Technologies” in preparing this research.

References

- Anauati, V., Galiani, S., & Gálvez, R. (2016). Quantifying the life cycle of scholarly articles across fields of economic research. *Economic Inquiry*, 54(2), 1339-1355.
<https://doi.org/10.1111/ecin.12292>
- Angervall, P., Baldwin, R., & Beach, D. (2020). Research or teaching? Contradictory demands on Swedish teacher educators and the consequences for the quality of teacher education. *Journal of Praxis in Higher Education*, 2(1), 63-84. <https://doi.org/10.47989/kpdc60>
- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19-32.
<https://doi.org/10.1080/1364557032000119616>
- Boveda, M., & Annamma, S. A. (2023). Beyond making a statement: An intersectional framing of the power and possibilities of positioning. *Educational Researcher*, 52(5), 306-314.
<https://doi.org/10.3102/0013189X231167149>
- Buela-Casal, G., Zych, I., Medina, A., Viedma Del Jesus, M. I., Lozano, S., & Torres, G. (2009). Analysis of the influence of the two types of journal articles, theoretical and empirical, on the impact factor of a journal. *Scientometrics*, 80(1), 265-282.
<https://doi.org/10.1007/s11192-008-1715-6>
- Carpenter, H., Taylor, M., Goodman, H., Fox, J., & Petrescu, C. (2023). A content analysis of the Journal of Nonprofit Education and Leadership: Results from empirical and theoretical article analysis. *Journal of Nonprofit Education and Leadership*, 13(1), 1-22.
<https://doi.org/10.18666/jnel-2022-11474>

Hernández-Saca, D. I. et al.

- Clair, R., Hicks, D., & Isett, K. (2017). An investigation into the characteristics of papers with high scholarly citations in public administration: The relativity of theory and method. *Review of Public Personnel Administration*, 37(3), 323-350. <https://doi.org/10.1177/0734371x17698188>
- Dyrbye, L. N., Thomas, M. R., Mechaber, A. J., Eacker, A., Harper, W. R., Massie, F. S., Power, D. V., & Shanafelt, T. D. (2007). Medical education research and IRB review: An analysis and comparison of the IRB review process at six institutions. *Academic Medicine*, 82(7), 654-660. <https://doi.org/10.1097/acm.0b013e318065be1e>
- Green, L. A., Lowery, J. C., Kowalski, C. P., & Wyszewianski, L. (2006). Impact of institutional review board practice variation on observational health services research. *Health Services Research*, 41(1), 214-230. <https://doi.org/10.1111/j.1475-6773.2005.00458.x>
- Harris, A. (2005). Leading from the chalk-face: An overview of school leadership. *Leadership*, 1(1), 73-87. <https://doi.org/10.1177/1742715005049352>
- Kitchenham, B., Brereton, O. P., Budgen, D., Turner, M., Bailey, J., & Linkman, S. (2009). Systematic literature reviews in software engineering – A systematic literature review. *Information and Software Technology*, 51(1), 7-15. <https://doi.org/10.1016/j.infsof.2008.09.009>
- Minkowitz, H., Twumasi, A., Berrett, J. L., Chen, X., & Stewart, A. J. (2020). Checking in on the state of nonprofit scholarship: A review of recent research. *Journal of Public and Nonprofit Affairs*, 6(2), 182-208. <https://doi.org/10.20899/jpna.6.2.182-208>
- Mohamed, M. –A., & Abdul-Talib, A. –N. (2020). Push–pull factors influencing international return migration intentions: A systematic literature review. *Journal of Enterprising Communities: People and Places in the Global Economy*, 14(2), 231-246. <https://doi.org/10.1108/jec-01-2020-0004>
- Perry, M., Hopson, L. R., House, J. B., Fischer, J. P., Dooley-Hash, S., Hauff, S. J., Wolff, M. S., Sozener, C., Nypaver, M., Moll, J., Losman, E. D., Carney, M., & Santen, S. A. (2015). Model for developing educational research productivity: The medical education research group. *Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health*, 16(6), 947-951. <https://doi.org/10.5811/westjem.2015.9.27306>
- Phelps, C., Heidl, R., & Wadhwa, A. (2012). Knowledge, networks, and knowledge networks: A review and research agenda. *Journal of Management*, 38(4), 1115-1166. <https://doi.org/10.1177/0149206311432640>
- Tod, A. M., Nicolson, P., & Allmark, P. (2002). Ethical review of health service research in the UK: Implications for nursing. *Journal of Advanced Nursing*, 40(4), 379-386. <https://doi.org/10.1046/j.1365-2648.2002.02385.x>
- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K., Colquhoun, H., Kastner, M., Levac, D., Ng, C., Sharpe, J. P., Wilson, K., Kenny, M., Warren, R., Wilson, C., Stelfox, H. T., & Straus, S. E. (2016). A scoping review on the conduct and reporting of scoping reviews. *BMC Medical Research Methodology*, 16(1), 1-10. <https://doi.org/10.1186/s12874-016-0116-4>
- Veletsianos, G., & Kimmons, R. (2012). Assumptions and challenges of open scholarship. *The International Review of Research in Open and Distributed Learning*, 13(4), 166-189. <https://doi.org/10.19173/irrodl.v13i4.1313>

Education Scholarship Without IRB

David I. Hernández-Saca, Ph.D. is an associate professor of Disability Studies in Education (DSE) at the University of Northern Iowa. Central to his research agenda is challenging common assumptions about learning disabilities (LD). His inquiry examines: the emotional impact of LD labeling on inner speech and the dialogical self; the role of emotion in teacher learning about social justice; and institutional violence against marginalized scholars. These strands reflect his commitment to educational equity through innovative interdisciplinary methods. Overall, his work addresses historical equity issues and informs current inclusive practices at the intersections of traditional special education and DSE.



<https://orcid.org/0000-0002-3070-4610>

Wu-Ying Hsieh, Ph.D. is professor of Early Childhood Special Education at the University of Northern Iowa. Her research spans inclusive education, early childhood mathematics learning, teacher coaching, and interventions for young children with disabilities, grounded in equity and cross-cultural understanding. Through her scholarship, Hsieh empowers educators with practical, culturally responsive tools to build inclusive classrooms and better serve all learners.



<https://orcid.org/0000-0001-8153-0203>

Dr. Mason Kuhn is an Associate Professor in the College of Education with an appointment in the Elementary and Middle Level Education. Before Dr. Kuhn worked at the university he was a classroom teacher for fifteen years and in 2012 was awarded the Presidential Award for Excellence in Math and Science Teaching (PAEMST), which is the highest award bestowed to a math or science teacher in the United States. His research focuses on how promoting intellect virtues like curiosity, open-mindedness, and humility improves student understanding of scientific concepts and critical thinking.



<https://orcid.org/0000-0002-4336-1100>

Sohyun Meacham, Ph.D. is Professor of Literacy Education and Associate Dean of Graduate Studies & Research at the University of Northern Iowa. Her scholarship explores early literacy development, dialogic pedagogy, and culturally grounded frameworks of leadership such as suda, a Korean feminist concept of dialogic exchange. She examines how meaning is co-constructed through dialogue, narrative, and cultural context, with particular attention to equity in faculty development, teacher education, and graduate student mentoring.



<https://orcid.org/0000-0002-6229-7060>

Colleen Mulholland, Ed.D. serves as dean of the College of Education and the Richard O. Jacobson Endowed Chair of Leadership in Education at the University of Northern Iowa (UNI), providing leadership for approximately 1600 students and over 90 faculty and staff. Dr. Mulholland holds a bachelor's degree in middle school education from the University of Kentucky, where she was a student-athlete, and both her masters and doctoral degrees from the University of Central Florida. A former nationally board certified teacher in English language arts, she taught for 10 years in Osceola and Orange County (Florida) Public Schools prior to her higher education career. Her research interests include adolescent literacy, the literacy of leadership, and pathways of access to the teaching profession.



<https://orcid.org/0009-0009-8906-1996>

Shelley Price-Williams, Ph.D., is an Associate Professor of Postsecondary Education at the University of Northern Iowa. She holds 2 decades of experience in student and academic affairs spanning program development and management as well as academic advising, career counseling, and assessment. Dr. Price-Williams serves on several editorial boards, including the NACADA Journal and the Journal for Student Affairs Research and Practice. She serves as senior co-editor for the text series Identity & Practice in Higher Education-Student Affairs by Emerald Publishing. Dr. Price-Williams' research interests center on noncognitive factors of college student transitions and persistence and organizational citizenship behavior of faculty, students, and staff. She teaches courses on professional helping in student affairs, administration and finance, higher education law, research design and assessment, integrating theory with practice, and advanced qualitative methods.



<https://orcid.org/0000-0002-2807-2984>

Dr. Nicole Skaar is a Professor at the University of Northern Iowa and the program coordinator of the UNI School Psychology Program. Dr. Skaar received her Ph.D. in Educational Psychology from the University of Minnesota. While at UNI, Dr. Skaar has directed research projects aimed to improve school-based mental health systems and interventions. She is currently the Principal Investigator on several grant funded projects that aim to improve school-based mental health services in rural communities. Dr. Skaar's service to her community and profession in collaboration with community groups has resulted in the development of annual mental health and social emotional learning conferences in the Cedar Valley and advocacy for mental health legislation and policy changes. Dr. Skaar maintains her Iowa Professional Service License and her National School Psychologist Certificate.



<https://orcid.org/0000-0001-8887-6389>

Matt Townsley, EdD, is an associate professor of educational leadership at the University of Northern Iowa. His research interests include educational leadership, school improvement, and standards-based grading.



<https://orcid.org/0000-0001-5550-8838>



This is an open access article distributed under the terms of the [Creative Commons Attribution-NonCommercial 4.0 International](https://creativecommons.org/licenses/by-nc/4.0/) (CC BY-NC 4.0) which allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator.