

Annual Review
Self-Statement

Khalid Arar
Texas State University

Annual Review of 2021
(Submitted January 2022)

Teaching

Courses Prepared and Curriculum Development

Revised the following Existing Courses

ED 7315, *Models of Inquiry: Understanding Epistemologies*, Texas State University. Taught, Spring, 2021. The course was developed with critical, social justice and international focus. Five, USA, International Scholars and Graduates presented their ontological and epistemological models of inquiry. Besides, I invited international colleagues to present and discuss their epistemology which could facilitate future dissertation mentorship.

EDCL 6344. *Campus Leadership*, Texas State University. Taught, Summer, I, 2021. The course was developed for further school administrators' focus, and case-based analysis. Five school administrators, and one assistant superintendent presented with focus on hiring, professional development, budget plan, and wide-system improvement plan.

EDCL 5340, *Understanding Organizations*, Texas State University. Taught, Summer II, 2021. The course was fully developed towards organizational understanding, screening, social justice and critical transformation.

Student Evaluations of Teaching

2021 Course Evaluation

Summer, 2021

EDCL 5339, Understanding Self
Course Evaluation Mean Score: 5.50

EDCL 6344, Campus Leadership
Course Evaluation Mean Score: 5.40

EDCL 5340, Understanding Organizations
Course Evaluation Mean Score: 5.24

Fall, 2021

ED 7331, Foundations of School Improvement
Course Evaluation Mean Score: 5.76

Contribution to program globalization and partnership efforts

Teaching and expanding the curriculum to a global network by leading the following main activities: (1) Since Spring 2021, 7 scholars have been invited to deliver a talk for the Doctoral program-wide audience which included the following scholars: Dr. Terri Watson, Buffalo; Dr. Ira Bogotch, Florida Atlantic University; Dr. Deniz Orucu, Baskent University; Dr. Meng Tian, Birmingham University; Dr. Alison Taysum, Birmingham University; and Dr. Anna Saiti, Greece University; (2) A joint online doctoral class on school improvement conducted with UT San Antonio and delivered by a well-known scholar (Professor David Gurr, Sydney University) who presented the international scholarship of school improvement; (3) Five principals and AP, Assistant Superintendents were invited and presented in my classes for further grounded work,

and (4) four Doctoral Graduates participated in a group conversation about their doctoral research journey.

Program evaluation and retreat

Conducted a profound data collection, learning and conversations about the EDCL, SI programs, and two reflective reports were shared with the chair and faculty following a thorough data collection process which covered the faculty and students in the MA and PhD programs. The following report was shared with the chair and faculty:

The Future of Postgraduate Studies in Education: Reflective Observation Report on the Educational Leadership and Community Program at Texas State University

Based on the above report and the faculty retreat, a symposium was submitted to UCEA, 2021.

AR Final Project, Dissertation Committee and Other Directed Student Learning

Graduate Supervisory or Exit Committees:

Doctoral Dissertation Chairing/ Co-Chairing:

Heriberto, Arambula. Dissertation in Progress (Proposal Defense, January, 2021).

Story of Recreating Home: Education as a Tool for Reintegration Post-Military Service, Dissertation submitted for the degree of Doctor of Philosophy in School Improvement at Texas State University.
Co-Chairing with M. Guajardo

Doctoral Dissertation Committee Member (In progress):

Thu Ya Aung. Dissertation in Progress. (Proposal Defended, June, 2021). Policy-Practice Tension in Myanmar Education, Dissertation submitted for the degree of Doctor of Philosophy in School Improvement at Texas State University.

Dolores, Pinion. Dissertation Proposal in Progress. Improving sixth-grade middle school science teachers' communication with their emergent bilingual (EB) students to facilitate better content comprehension, Dissertation submitted for the degree of Doctor of Philosophy in School Improvement at Texas State University.

Master's Action Research Comprehensive Examination Committees:

Spring, 2021 (6 projects); Fall, 2021 (11 projects).

Supporting students' publication:

A program wide workshop on publishing your academic paper conducted Spring, 2021

Two groups of students were mentored for papers' writing and submission

Research & Scholarship

EQUITY, DIVERSITY INCLUSION IN K-12 AND HIGHER EDUCATION

Educational leadership, management and administration

Policy analysis in K-12 and higher education

Education and social justice

Socio-cultural dimension in education

Immigration, refugee, culture and educational policy in K-12 and higher education

School principals, superintendents, middle-management administrators' professional development

Qualitative, comparative and international research lens

Geographical specializations: Middle-East, Europe, USA and North America

RESEARCH PROFILE

ORCID: [org/0000-0003-4094-966X](https://orcid.org/0000-0003-4094-966X)

Academia.edu: <https://txstate.academia.edu/KhalidArar>

Researchgate: https://www.researchgate.net/profile/Khalid_Arar

Google Scholar: <https://scholar.google.co.il/citations?user=UdxgwPoAAAAJ&hl=en>

PUBLICATIONS SUMMARY (2021)

Books-Edited (2)

Articles in Refereed Journals (10)

Book Chapters (8)

Special Issues Editorship (1)

Refereed Conference Presentations (9)

Number of citation 2021: 538 citations

Refereed Publications

Edited Special Issue:

Arar, K., Örüçü, D. (2021). Rethinking Educational Leadership and Policy in Schools in Challenging Circumstances: Inter/Intra-continental Perspectives. Editorial Introduction. *Journal of Leadership and Policy*, 20(1), 1-5.

Edited Books:

Arar, K., Orucu, D., & Wilkinson, J. (2021). *Neoliberalism and Education Systems in Conflict: Exploring Challenges Across the Globe*. Routledge.

Arar, K; Kurtz, G., & Bar-Yishai, H (2021), Education as a Complex System. Pardes Press [Hebrew](675 pages).

Chapters in Reviewed Books:

1. **Arar, K., & Chen, D.** (2021). The Future of Higher Education: A New Paradigm Shift Addressing Students' Diversity, In: van't Land H., Corcoran A., Iancu DC. (eds,) *The Promise of Higher Education*. Springer, Cham. https://doi.org/10.1007/978-3-030-67245-4_55 (2.9K downloads).
2. **Chen, D., & Arar, K.** (2021). Education in 2051: Knowledge Technology to the Rescue, Adapting Education Means and Process to Diverse Learners. In: R. Papa & K, M, Jackson (eds.), *Artificial Intelligence, Human Agency and the Educational Leader* (pp. 155-162). Springer Nature Switzerland.

3. **Arar, K.**, Kurtz, G., Bar-Yishai, H. (2021). Introduction, Education as a complex system, In: K, Arar, G, Kurtz., & H, Bar-Yishai (eds.), Education as a complex system (pp.25-40). Pardes [Hebrew].
4. **Arar, K.** (2021). Educational policy and leadership in the shadow of global crisis: The issue of migrants, refugees and asylum seekers. In K, Arar, G, Kurtz., & H, Bar-Yishai (eds.), Education as a complex system (pp.403-424). Pardes [Hebrew].
5. **Arar, K & Örüci, D** (2021). A Foucauldian analysis of culturally relevant educational leadership for refugees as newcomers. In F.English (ed.), *The Palgrave Handbook of Educational Leadership and Management Discourse*. Springer Nature Switzerland, https://doi.org/10.1007/978-3-030-39666-4_114-1
6. **Arar, K.**, Örüci, D., Wilkinson, J. (2021). *A Call to Explore and Map the Educational Challenges under Neoliberalism across the Globe*. In Arar, K, Örüci, D & Wilkinson, J (Eds). *Neoliberalism and Education Systems in Conflict Exploring Challenges Across the Globe* (pp. 1-10). London: Routledge.
7. **Arar, K.**, Örüci, D., Wilkinson, J. (2021) *Concluding Remarks: Meeting at the Global/Local Nexus of School Challenges: What Next*. In: Arar, K, Örüci, D & Wilkinson, J (Eds). *Neoliberalism and Education Systems in Conflict Exploring Challenges Across the Globe* (pp. 199-205). London: Routledge.
8. Örüci, D & **Arar, K.** (2021). *Challenges of School Principals and Teachers in Private Schools: Comparison of Turkish and Palestinian Cases*. In Arar, K, Örüci, D & Wilkinson, J (Eds). *Neoliberalism and Education Systems in Conflict Exploring Challenges Across the Globe* (pp. 13-28). London: Routledge.

Refereed Journal Articles:

1. **Arar, K.** (2021). Refugees' pathways to German Higher Education institutions, *International Journal of Educational Development*, <https://doi.org/10.1016/j.ijedudev.2021.102459>
2. **Arar, K.** (2021). The Research on Refugees' Pathways to Higher Education since 2010s: A Systemic Review, *Review of Education*, 9(3), <https://doi.org/10.1002/rev3.3303>
3. **Arar, K.** (2021). Understanding social justice discourse in a school facing challenging circumstances: a case study, *International Journal of Leadership in Education*, <https://doi.org/10.1080/13603124.2021.1980912>
4. **Arar, K.**, Örüci, D. (2021). Rethinking Educational Leadership and Policy in Schools in Challenging Circumstances: Inter/Intra-continental Perspectives. Editorial Introduction. *Journal of Leadership and Policy*, 20(1), 1-5.
5. **Arar, K.**, Sawalhi, R., Chaaban, Y., Zohri, A & Alhouti, I. (2021). School leaders' perspectives towards leading during crisis through an ecological lens: a comparison of five Arab countries, *Journal of Educational Administration and History*, DOI: 10.1080/00220620.2021.1957793
6. Chaaban, Y., **Arar, K.**, Sawalhi, R., Alhouti, I., & Zohri, A. (2021). Exploring teachers' professional agency within shifting educational contexts: A comparative study of Lebanon, Qatar, Kuwait, and Morocco, *Teaching & Teacher Education*, 106 <https://doi.org/10.1016/j.tate.2021.103451>

7. **Arar, K.**, Saiti, A., & Prokopiadou, G. (2021). Higher education and equitable life-long learning for diversified students in the digital era, *Higher Education Governance & Policy*, 2(1), 19-30.
8. Öricü, D., **Arar, K.**, & Mahfouz, J. (2021). Three Contexts as the Post-Migration Ecology for Refugees: School Principals' challenges and Strategies in Turkey, Lebanon and Germany. *Journal of Leadership and Policy in Schools*, 20(1), 41-56.
9. Gumus, S., **Arar, K.**, Oplatka, I. (2021). Review of international research on school leadership for social justice, equity and diversity, *Journal of Education Administration & History*, 53(1), 81-99.
10. Taysum, Alison, et al (**Arar, K.**) (2021). "EYSIER Charter Mark with ABCDE and Assessment for Personal and Social Learning: A Bottom-up Approach to Building Faculty of Judgment with an Open Access Knowledge Base of Science with and for Society (Swafs)." *European Journal of Education*, 3(2), 129–150.

Works Not in Print

1. Presented at Professional Meetings:

International Refereed

- Arar, K.**, Sawalhi, R., Zohri, A., Shaban, Y., & Alhouti, I. (November, 13, 2021). School leaders' perspectives towards leading during crisis through an ecological lens: A comparison of five Arab, UCEA, 2021, Ohio.
- Arar, K.**, & Zachary, T. (November, 13, 2021). Exploring the Doctoral Educational Leadership Program in The Knowledge Technology Era: Alignment for Future Frontiers of Learning Systems, UCEA, 2021, Ohio.
- Arar, K.**, Orucu, D., & Gumus, S. (November, 12, 2021). Leadership and Policy Studies in Refugee Education: A Systematic Review of Existing Research, UCEA, 2021, Ohio.
- Arar, K.**, Sawalhi, R., Chaaban, Y., Alhouti, I & Zohri, A. (September, 8, 2021). Understanding School Leadership during the pandemic turbulent era through ecological lens: Comparing five Arab Education Systems, European Conference on Educational Research, Geneva.
- Arar, K.**, Orucu, D., & Mahfouz, J. (September, 9, 2021). Social in/justice and double marginality in educational leadership: Trajectories of three female school principals from Palestine, Turkey and Lebanon, Social Justice and Intercultural Education, European Conference on Educational Research, Geneva.
- Arar, K.** (June, 23, 2021). Linking Autonomy and School Effectiveness, Self-based Management and Teachers' Motivation, ISPC2021, International School Principals Conference, Istanbul.
- Arar, K.** Streitwieser, B., Kondakçı, Y., & Unangst, L. (April, 26th, 2021). Higher Education in the Era of Migration, Displacement and Internationalization, CIES, Comparative and International Education Society.
- Arar, K.**, & Bogotch, I., & Orucu, D. (April, 8, 2021). Educational Leadership and Policy for Refugees: A Global Comparative Lens, AERA Annual Meeting.
- Arar, K.** (April, 12, 2021). The Research on Refugees' Pathways to Higher Education since 2010s: A Systemic Review, AERA.
- Arar, K.** (March, 17, 2021). Exploring educational systems in the pandemic era: Policy, leadership and praxis on four MENA countries, ICSEI.

2. Invited Talks, Lectures, and Presentations:

- K. Arar.** (Online, 2021, November, 23rd). Culturally Relevant/ Responsive SchoolS for new comers. Invited talk delivered on Multicultural Education Course at the Human Development Program, McGill University, Canada.
- Arar, K.** (Online, 2021, July, 8th). Social Justice Education post-Covid 19, online symposium led by *Prof John Portelli, University of Toronto (Canada) and Chairperson, 3CL Foundation (Malta)* organized by Commonwealth of Learning & 3 CL Foundation, WEBINAR #2.
- Arar, K.** (Online, 2021, April, 4). Opening of a Book Launch: Education as a Complex System, Tel-Aviv University & Levinsky College of Education.
- Arar, K.** (Online, 2021, February, 20). Education Policies and Leadership Challenged by a Global Crisis: Refugees, Asylum Seekers and Undocumented Migrants, Graduate School of Education and Human Development, The George Washington University.
- Arar, K.** (Online, 2021, February, 5th). Reading on Decolonizing educational leadership: Exploring alternative approaches to leading schools, Edrac Platform, Qatar University and Hassan II University.
- Arar, K.** (Online, 2021, January, 21st). Book presentation: Neoliberalism and educational systems in conflict. Baskent University, Turkey.
- Arar, K.** (Online, 2021, January, 14th). Social justice and education: Reflections from Turkey and across the world. Musalparslan University, Turkey.
- Arar, K.** (Online, 2021, January, 13th). The corona pandemic and the challenges of Palestinian students, The Arab Economic Forum.

3. Invited Keynote Speaker:

- Arar, K.** (2021, November, 19th). Higher Education for Refugees, Displaced, and Forced Migrants in the Era of Internationalization, presented at the Role of Higher Education in Responding to the Global Refugee Crisis international summit hosted by the Newcomer Students' Association as part of International Education Week, virtually in Canada.
- Arar, K.** (2021, October, 30). Higher education and Equitable Learning in the Digital Ea. Current Issues in Adult Education, Education Institute, College of Education, at Texas State University.
- Arar, K.** (2021, May, 27). Understanding the challenges of immigrant students in the pandemic era. Presented at the "International Symposium on Education of Immigrant Children" organized by Mardin Artuklu University Center for Migration Studies and ORSAM (Center for MiddleEastern Studies), Turkey.
- Arar, K.** (2021, May, 24). Corona Pandemic and Digital Revolution in Higher Education: Challenges and Implications. Presented at The Arab Institution, Beit-Berl Academic College.

Service: Institution, Profession & Community

Service to the institution

2021, College Review Committee Member

2021, Faculty Advisory Committee Member

Service to Faculty

2021, Hiring Committee Member, CLAS Dep.

2021, Program Review, SI Doctoral Program

Reports submitted:

Arar, K. (2021a). Reflective Observation Report on the School Improvement, Ph.D. Program. CLAS, Texas State University.

Arar, K. (2021b). The Future of Postgraduate Studies in Education: Reflective Observation Report on the Educational Leadership and Community Program at Texas State University.

2021, Review Admission of Doctoral Students

2021, AR Final MA Project examiner for 11 projects

Supporting students

2021, Reference letter for supporting Thu Ya Aung

2021, Reference letter for supporting Michael Ota

2021, Reference letter for supporting Munibe Yilmaz

Service to the Profession

Doctoral Dissertation Committee Member (In progress):

Ahlam, Rahal. Dissertation in Progress. (Proposal Defended, November 26, 2019).

The politics of school counseling in Israel: Exploring Palestinian school counseling professional identity in Israel. PhD. Is Educational and Counseling Psychology, Human Development Program, McGill University.

Doctoral Dissertation External Examiner:

Ph.D. Dissertation examiner for Metab Hussain Alzahrani (2021). Privatisation of School Education in the Context of Saudi Arabia's Vision 2030: A Study of its Implementation. A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy School of Education Faculty of Arts, Design and Architecture, UNSW, Australia.

Ph.D. Dissertation examiner for Metoubo, John. (2021). The experiences of school leaders in the implementation of the new competence based curriculum: a case study of selected Primary Schools in Zimbabwe, Dissertation submitted for the degree of Doctor of Philosophy in Educational Management at the North-West University.

2021, Mentorship for Research Development Program, Leadership for School Improvement, SIG, AERA

Advisory Board Member

2021, Scientific Committee Co-Chair, ISPC2021, International School Principals' Annual Conference, Istanbul ispc.oncuyoneticiler.org.tr

2021, Scientific Board Committee Member for Research Laboratory entitled Leadership & Innovation in our School, University of West Attica, Greece.

Invited Reviewer for academic promotion

2021, Reference letter for the rank of Full Professor, University of Prince Edward Island, Canada.

2021, Reference letter for the rank of Associate Professor, Troy University, USA

2021, Reference letter for the rank of senior lecturer, University of Glasgow

2021, Reference letter for the rank of full professor (teaching stream), Faculty of Education, Toronto University, Canada

2021, Reference letter for the rank of Associate Professor, Birmingham University

2021, Reference letter for the Rank of Associate Professor, Nottingham University

2021, BELMAS Distinguished Service Award Nomination

Book Proposal Reviewer:

2021, Making Space for Global Heritage in Educational Leadership, Routledge

2021, Beyond Refugee: A framework for the emancipatory education of forcibly-displaced youth, Emerald

2021, Leadership for Society: Leading Education for Social Integration and Mobility, Bloomsbury

2021, Palestinian Education Under the Israeli Occupation. Springer.

Reviewing Activity

2016- present, Associate Editor, International Journal of Educational Leadership

2019-present, Regional Editor, Journal of Education Administration & History

2021, Associate Editor, Equity in Education and Society

Editorial Board Member

2018- present, Leadership and Policy in Schools

2014- present, International Journal of Educational Management

2015- present, Journal of Education Administration

2016- present, Higher Education Policy

2020- present, School Leadership

2014- present Applied Research in Higher Education

2021, Higher Education Governance & Policy

2019- present, Research in Educational Administration & Leadership

Paper Review

Review for AERA, CIES, UCEA, ECER

Review, Journal of Education Administration

Review, School Leadership

Review, Journal of Education Administration and History

Review, Educational Management, Administration and Leadership

Review, Journal of Cases in Educational Leadership

Reviewer, Compare, Journal of Comparative Education

Reviewer, International Journal of Cross-Cultural Management

Reviewer, Journal of Professional Capital and Community

Reviewer, Educational Review

Reviewer, Teaching and Teacher Education

Reviewer, Leadership and Policy in Schools

Reviewer, Continuing and Higher Education

Reviewer, International Journal of Educational Development

Organization Membership

2011-Present, The British Educational Leadership and Management Association (BELMAS), UK

2013-Present, University Council for Educational Administration (UCEA), USA

2011-Present, American Educational Research Association (AERA), USA

2022- Present, Europe Council for Education Research (ECER), Germany

2018- present, Comparative and International Educational Studies (CIES), USA

2018- present, Educational Leadership Without Borders, USA

Excellent Paper Award

2021, I was awarded Highly Commended Award for Excellence by Emerald Literature Network, *Journal of Educational Management*

Best Paper Reviewer for 2020-2021

The Reviewer for best paper Reviewer for International Studies SIG, AER

Nominated for AERA 2022 AWARDS: Leadership for Social Justice

Grant Activity

- Research Enhancement Program (REP). A joint proposal with Guajardo, M. was submitted and not funded.
- I am planning to submit a grant proposal to Spencer Foundation, and explore other funding opportunities.

Professional Development

SCHOLARSHIP AND TEACHING EXCELLENCE PROGRAM (STEP)

Professional Meetings

In 2021, I had 10 presentations at different international venues including: ICSEI, AERA, ECER, UCEA, currently my joint submission to AERA 2022, and CIES 2022 were accepted, and I am planning to submit to ECER, and to ICPEL.

Work in Progress

Books:

Arar, K., Kondakci, Y., Streitwieser, B., & Saiti, A. (2022). Higher Education in the Era of Migration, Displacement and Internationalization. Routledge.

Arar, K., Sawalhi, R., Blaik, R; Hollweck, T., & Brion, C. (in progress). Women in Educational Leadership and Community Building: Voices Across the Globe. Springer.

Ketko, T., Bor, H., & Arar, K. (in progress). Enhancing Dignity, Democracy, and Diversity in Higher Education: Global Ideas and Practices in Challenging Times. Routledge.

Chapters in Reviewed Books:

Arar, K., Örüci, D., & Mahfouz, J. (2022/forthcoming). Social in/justice and double marginality in educational leadership: Trajectories of three female school principals from the Middle East. In: V. Showunmi; P. Moorosi; C. Shakeshaft

- & I. Oplatka (eds.). Bloomsbury Handbook in Gender Educational Leadership and Management.
- Arar, K., Guajardo, M., & Bogotch, I. (revised/ resubmitted). The “Beyond” Spaces of Social Justice Leadership, in: P. Woods, A. Roberts, M, T., & H, Young (eds.), Handbook of Leadership in Education. Edward Elgar Publishing Ltd.
- Arar, K., & Brion, C. (revised/ resubmitted). Building Welcoming Capacity for the Integration of Diversified Forced Immigrants in K-12 Education and in the Community, Ketko, T., Bor, H., & Arar, K. Enhancing Dignity, Democracy, and Diversity in Higher Education: Global Ideas and Practices in Challenging Times. Routledge.

Refereed Journal Articles:

- Arar, K., Sawalhi, R., & Yilmaz, M. (accepted). The Research on Islamic-Based Educational Leadership Since 1990: An International Review of Empirical Evidence and a Future Research Agenda. *Religions*
- Arar, K., Orucu, D., & Gumus, S. (revised/resubmitted). Leadership and Policy Studies in Refugee Education: A Systematic Review of Existing Research, *Educational Review*
- Arar, K., Orucu, D. (under review). Post Migration Ecology in Educational Leadership and Policy for Social Justice: Welcoming Refugee Students in Two Distinct National Contexts, Compare, International and Comparative Education

Teaching

I have taught 6 different courses in EDCL and School Improvement Programs so far, while I have fully updated 4 of these courses. My epistemological approach to teaching and pedagogical delivery rests on the understanding of my role to provide students with the conditions in which they can learn. By then, teaching is a means for human connection, and the discourse with my students transcends the boundaries of the written curriculum, didactic teaching or evaluation. I can say I am a progressivist, constructivist and critical advocate and instructor, trying to empower my students' agency, advocacy and community engagement. Within our interpersonal discourse, I strive to empower learners to develop a critical consciousness through counter-narratives, challenge them to question their presumptions, and attempt to enrich their learning experience with opportunities for creativity and innovation. I guide my students to transcend theory and learn to lead significant educational-social action for change in their teaching and in policy-making and realize their potential as aspiring researchers. I draw constant enrichment from both classical and cutting-edge interdisciplinary research and theory to make my students understand the complex world of education. The substance of my learning-teaching is continually revised and refreshed through interactive discussions with my students and colleagues at Texas State. Here are some of the positive feedback on my recent doctoral course: ED7331, Fall, 2021, San Marcos:

"I appreciated the organized and well-planned content [...] Dr. Arar is always well-prepared for our classes. He knows how to provide instructional content that creates new learning for his students. He also does well with creating opportunities to for engagement and discussion within his classes. He is a strong professor, and we are fortunate to have him at Texas State [...] There was a clear flow and balance of

readings, student presentations, and guest speakers [...]His uploads and organization on Canvas made things much easier to navigate and I really appreciate the effort he put into organizing his instructional materials! He really takes constructive feedback well and he takes it to heart [...] The activities were super meaningful and augmented our learning experiences. It was all for the great good [...] It was a very rich and challenge class [...] Dr. Arar is very approachable, knowledgeable, and always willing to support and help [...] Dr. Arar is a genius with a heart. It is rare to find a combination of someone with a brilliant mind who is also in touch with his heart which then comes through in his teaching. [...] He also takes time to spend with us to answer questions after class is over. He is very approachable. You can tell that he genuinely cares about his students' success and growth [...]Dr. Arar really pushes your thinking and helps students to prepare for the comprehensive exam and dissertation [...] His approach is learning. He holds his students accountable in a gracious manner [...] Thank you for a great and powerful semester of learning; I didn't think I could expand and grow much further after the first semester with Dr. Arar as we were learning brand new concepts, but, lo and behold, I did! He masterfully helped us to bridge last semester's learnings with this semester. And the readings were on POINT! The readings were so thought provoking and really guided me in solidifying my dissertation topic more. Everything came together this semester now that our brains have recovered from exploding last semester! LOL!!! I really grew and learned so much this fall [...] We are blessed to have him at Texas State".

While, I was glad to get this feedback, yet through all previous courses, I was present and open to learning and developing. Therefore, most of the feedback I received from my students and my colleagues who attended some of my open classes was overwhelmingly positive (e.g. engaging, facilitative, knowledgeable, present, graceful, caring, creative teaching approaches, willing to meet beyond the class). Also, students value the invited talks delivered by international scholars and the feedback I provided them both on submitted papers, presentations and in personal meetings. I was pleased to get positive feedback concerning my online teaching last year, however, I addressed most of the teaching-related issues that stemmed from students' feedback, and the feedback I got demonstrates both my growth and close relation with my students and colleagues.

Service

Since arriving at Texas State, my colleague Dr. Miguel Guajardo and I are excited to work extensively with the university community and create a partnership with the district, and to launch different academic projects including submitting a joint research proposal, submitting a book series and working on other ongoing projects including Academy-District Partnership Forum. I am content with being more engaged in the Texas State community through service. I am currently serving on the FAC committee, College Review Committee, and Institute of Education Advisory Committee. I enjoyed meeting and assisting my students in writing and submitting their papers for the peer-reviewed journals. Besides, I have expanded the program curriculum to a global network, as I invited 7 different international scholars to deliver a talk in my classes and opened my classes to a program-wide audience. Since Spring 2021, the following scholars have delivered a talk in my classes: Dr. Terri Watson, Buffalo; Dr. Ira Bogotch,

Florida Atlantic University; Dr. Deniz Orucu, Başkent University; Dr. Meng Tian, Birmingham University; Dr. Alison Taysum, Birmingham University; and Dr. Anna Saiti, Greece University. Furthermore, a joint online doctoral class on school improvement was conducted with UT San Antonio with a well-known scholar (Professor David Gurr, Sydney University), who presented on the international scholarship of school improvement. Nevertheless, last semester I hosted a scholar from Morocco who visited my class and met with the program faculty for further future collaboration and this semester a prominent scholar from Tel-Aviv University is visiting Texas State and will deliver a seminar, a public talk with the district and to explore further scholarship opportunities. Moreover, I tried to contribute to my faculty growth, by both sharing different publishing opportunities, exposing their work, and supporting their development. Also, I was happy to support my students by writing them reference letters for different scholarships.

I am the associate editor of International Journal of Educational Leadership, the Associate Editor of Equity in Education and Society and the Regional Editor of Journal of Education Administration and History. In these roles, I comment decisions on manuscripts monthly, communicate with authors and the editorial teams as needed. I am also, an editorial board member and reviewer of several leading journals in the field, and act as a book reviewer for Routledge, Springer, Emerald. In this capacity, I was glad to support a doctoral graduate to submit his book proposal to EMERALD, and to support my colleagues to submit their papers to some of these outlets.

In addition, my service to the profession included examining doctoral dissertations in McGill University (Canada), UNSW, Australia, North-West University (Africa). I served as a Scientific Committee Co-Chair, ISPC2021, International School Principals' Annual Conference, Istanbul ispc.oncuyoneticiiler.org.tr, and advisory board Committee Member for Research Laboratory entitled Leadership & Innovation in our School, University of West Attica, Greece. I have been invited as a reviewer for the academic promotions in the following institutions: University of Prince Edward Island, Canada; Troy University, USA; University of Glasgow; Toronto University, Canada; and Birmingham University, UK.

Scholarly Plan

Transitioning my focus to Texas-based research that includes: (1) Submission to grants looking into migration through the lens of Texas; (2) Submission of a book series proposal entitled: **Book Series Proposal: Educational Leadership, Community and Civil Society in a Transnational World** (Arar, K & Guajardo, M), through which we can support doctoral graduates to publish their dissertations; (3) I am looking at new titles, including initiating an elective course covering *Educational Leadership and Policy for Newcomers*, and continue me data collection in Central Texas to be followed by composing two upcoming papers. Finally, I will work on completing the following ongoing projects:

Arar, K. & Oplatka, I. (contracted). *Advanced Models of Educational Leadership*. Springer. [Textbook]

Arar, K., Sellami, A., & Swalhi, R. (contracted). *Higher Education and Scientific Research in the Arabian Gulf States: Opportunities, Aspirations and Challenges*. Routledge.