Angel Y. (Angela) Ford, Ed.D.

Assistant Professor   ayford@albany.edu
University at Albany   757-879-5664
https://orcid.org/0000-0001-9669-2483

EDUCATION

Old Dominion University, Norfolk, VA   **Completed several courses 21-22**
Ph.D. Educational Psychology and Program Evaluation

Liberty University, Lynchburg, VA   **May 2016**
Ed.D. Curriculum Development and Instruction

Global Leadership College, Online   **July 2012**
TESOL/TEFL Certification

Liberty University, Lynchburg, VA   **July 2010**
M.A. Teaching and Learning

Saint Leo University, Virginia Beach, VA   **June 1995**
B.A. Psychology

Community College of the Air Force   **May 1992**
A.S. Aircraft Systems Maintenance Technology

EXPERIENCE

University at Albany, SUNY   **July 2023 – Present**
Assistant Professor
Department of Information Sciences and Technology
College of Emergency Preparedness, Homeland Security and Cybersecurity

Judson University, Elgin, IL   **June 2022 – July 2023**
Assistant Director Division of Education
Assistant Professor of Educational Research

Old Dominion University, Norfolk, VA   **August 2021 – May 2022**
Doctoral Assistant/Instructor of Record
Educational Psychology and Program Evaluation
Department of Educational Foundations and Leadership
Darden College of Education and Professional Studies

Liberty University, Lynchburg, VA   **May 2019 – August 2024**
Instructor
Quantitative Subject Matter Expert
Dissertation Chair
School of Education

Northeastern University, Boston, MA   **April 2021 – June 2021**

Program Evaluator, Center for Atypical Language Interpreting (CALI)
Funded by the U.S. Department of Education Rehabilitation Services Administration

Governor's School of Science & Technology   **July 2020 – June 2021**
Hampton, VA
Research Methods and Ethics Instructor

Addis Ababa University, Addis Ababa, Ethiopia   **September 2019 – March 2020**
Fulbright Scholar
Visiting Professor and Researcher
College of Education and Behavioral Studies

George Washington University, Washington, DC   **June 2014 – July 2019**
Research Scientist, SLOAN Grant funded project with Drexel University
Senior Research Program Associate, Partnership with Taibah University in KSA
Senior Research Associate, U.S. Department of Education funded project, Education Facilities
Clearinghouse

Hampton Christian Schools, Hampton, VA   **August 2007 – July 2013**
Principal, Middle/High School
Assistant Principal/Director of Guidance, Middle/High School
High School English Teacher
Administrative Professional and Website Manager

Virginia Air National Guard, Richmond, VA   **August 2001 – August 2006**
Aircraft Electro-Environmental Technician (F-16)
SSGT – E5

U.S. Air Force   **November 1990 – August 1994**
Aircraft Electro-Environmental Technician (A-10 and F-15)
SRA – E4

MEMBERSHIPS IN PROFESSIONAL SOCIETIES
- **Association for Information Science and Technology**
- **Fulbright Association**
- **International Society for Educational Planning**

GRANT ACTIVITIES
Funded Grant Support

Ford, A. Y. *Fulbright Specialist Project: Capacity building training for school teachers in Pemba, Zanzibar*, (FSP-P009570). July-August 2024.
- Total Award: Transportation, Housing, and Stipend

Ford, A. Y. *Federal Travel Grant from* **the U.S. Embassy in Tanzania** *to travel from Pemba Island to Iringa to work with faculty at the University of Dar es Salaam, MUSE*. July 2024.
- Total Award: $2000

Ford, A. Y. *Travel grant to attend Global Ties National Meeting in March 2024.* Initiatives for Women at University at Albany.
- Total Request of Funds: Approximately $1,274.00
- Awarded $800.00

Ford, A. Y. *Travel grant to attend Global Ties National Meeting in March 2024.* Individual Development Awards from New York State/United University Professions.
- Total Request of Funds: Approximately $1,595.00
- Awarded $677.00

Ford, A. *Motivational Orientations and Persistence of Female Faculty in Sub-Saharan Africa and Other Low- and Middle-Income Countries*. **Future Faculty Fellows Research Grant funded by Old Dominion University. October 2021– October 2022.**
- Total Award: $200

Ford, A. *Federal Travel Grant Funded by* **the U.S. Embassy, Addis Ababa. November 2019 – March 2020**
This funding provided travel throughout Ethiopia to present workshops and seminars to build human capacity at several universities.
- Total Award: $1,600

Ford, A. *Strengthening Female Undergraduate Motivation and Persistence in Ethiopian Universities.* **Fulbright Scholar Grant** administered by the **Institute of International Education, funded by the U.S. State Department**. **September 2019 – June 2020.**
The goal of this research was to investigate the motivational orientations and persistence of female undergraduate students throughout Ethiopia and to assist at universities in the country through teaching, curriculum review, and capacity building, etc.
- Total Award: $70,950

Grant Applications Not Funded
Ford, A. Y. (PI). *CAREER: Developing a Critical Lens Framework for Exploring Global Epistemic Justice in Scholarly Communication to Improve Science* administrated by the **National Science Foundation. July 17, 2024.**
- Total Award: $515,388

Canbaz. A. (PI), Bigdeli, T. (Co-PI), Buccella, A. (Co-PI), Subasi, A. (Co-PI), & **Ford, A. (Co-PI).** *DSC: Pathways For Future Interdisciplinary Data Scientists.* **National Science Foundation. June 2024.**
- Total Award: $1,199,984

Canbaz, A. (PI), **Ford, A. Y. (Co-PI),** & Subasi, A. (Co-PI), *RET Site: (AI-EPIC) The AI-Ready Educators in Practice and Integrative Challenges of AI.* **National Science Foundation. January 2024.**
- Total Award: $597,621

Ford, A. *Building a network of equitable research partnerships between scholars in Ethiopia and scholars in the U.S.* **IIE Centennial Fellowship** administered by the **Institute of International Education. November 2023 – October 2024.**

- Total Award: $25,000

Ford, A., & Wilfong, T. *Strengthening Academic Skills for Students Taking the High School Exit Exam.* **Citizen Diplomacy Action Fund. March 2023.**
- Total Award: $10,000

Ford, A. & Alemneh, D. *Scholarly Communications and Epistemic Injustices: The Experiences of Internally Displaced Ethiopian Scholars.* **IIE Centennial Fellowship** administered by the **Institute of International Education. November 2022 – October 2023.**
- Total Award: $25,000

Ford, A. *Women Higher Education Faculty in Ethiopia: Motivational Orientations and Persistence.* **IIE Centennial Fellowship** administered by the **Institute of International Education. November 2021 – October 2022.**
- Total Award: $25,000

Ford, A. *Effects of Covid-19 on Faculty and Students in Ethiopian Universities.* **Fulbright Scholar Grant** administered by the **Institute of International Education, funded by the U.S. State Department**. **September 2022 – June 2023 (negotiable).** ***This was a requested resubmission of the prior year's application. In December 2021 I was notified that I was a semi-finalist. In April 2022, I was notified I was an alternate.***
- Total Award: Approximately $71,000

Ford, A. *Effects of Covid-19 on Faculty and Students in Ethiopian Universities.* **Fulbright Scholar Grant** administered by the **Institute of International Education, funded by the U.S. State Department**. **September 2021 – June 2022.** ***I was a semi-finalist, however, was not funded due to Covid-19 and unrest in the country.***
- Total Award: Approximately $71,000

Grant Applications Under Review

Canbaz, A. (PI), & **Ford, A. Y. (Co-PI).** *RET Site: (TEACHER) Teachers Engaged in AI-Centered Hands-on-Research* administrated by the **National Science Foundation. October 10, 2024.**
- Total Award: $599,890

Grant Applications In Work

Prabhakaran, B. (PI), Buccella, A., (Co-PI), Canbaz, A. (Co-PI), & Ford, A. (Co-PI). *Collaborative Research: CoGniZ for EducateAI: Informal AI Curriculum Development from Theory to Practice* administered by the **National Science Foundation. Submission date: January 2025.**
- Total Award: TBD

Ford, A., & Alemneh, D., *Human capacity building for Ethiopian scholars and empowering enhanced publication rates throughout the country.* **The U.S. Embassy, Ethiopia/Bureau of Africa of the U.S. Department of State. Submission date: January 2025.**
- Total Award: TBD

Ford, A., & <u>Individual being chosen by the U.S. Embassy in Tanzania</u>. *Strengthening Academic Skills for Scholars Throughout Tanzania.* **Citizen Diplomacy Action Fund (CDAF). Submission date: March 2025.**

- Total Award: $10,000

Ford, A. Y. (PI). Resubmission of *CAREER: Developing a Critical Lens Framework for Exploring Global Epistemic Justice in Scholarly Communication to Improve Science* administrated by the **National Science Foundation. July 2025.**

- Total Award TBD

PUBLICATIONS

*Graduate or undergraduate student author at time of writing.

Peer-Reviewed Journal Articles Under Review

Ford, A. Y., Riegel, C., Brinkmann, J., Christian, G., Weinstein, D., & Cash, C. (Submitted 2024). Exploring AI in education: A multi-state study on K12 teachers' and administrators' knowledge, use, and perceptions of artificial intelligence. *Journal of Research on Technology in Education.*

Peer-Reviewed Journal Articles Published

Ford, A. Y. & Nakijoba, R. (2025). Case study: How the discovery of a siloed publication sparked a cross-national research partnership. For special issue of *Journal of Librarianship and Scholarly Communication. 12*(2).

Ford, A. Y. & Alemneh, D. G. (2024). Inclusive scholarly communication: Toward a just and healthier global information ecosystem. For special issue of the *Journal of the Association for Information Science and Technology*. 75(10). 1058-1069. https://doi.org/10.1002/asi.24899

Ford, A. Y. & Tekleselassie, A. (2022). Design considerations and implementation of first cohort of international partnership in educational administration. *International Journal of Educational Leadership Preparation*, 17(1). 117-130. https://files.eric.ed.gov/fulltext/EJ1345838.pdf

*Manaze, M. & **Ford, A. Y.** (2021). Campus climate for diversity and student's sense of belonging in Ethiopian public universities*. Educational Planning, 28*(4). 5-24. https://files.eric.ed.gov/fulltext/EJ1338304.pdf

Ford, A. Y. & Alemneh, D. G. (2021). Equitable educational planning: Embracing open educational resources for the post pandemic era*. Educational Planning*, *28*(3), 21-30. https://files.eric.ed.gov/fulltext/EJ1338312.pdf

Ford, A. Y., Dannels, S., Morahan, P., & Magrane. D. (2021). Leadership programs for academic women: Building self-efficacy and organizational leadership. *Journal of Women's Health. 30*(5), 672-680. https://doi.org/10.1089/jwh.2020.8758

*Hudson, M.D.M., Spaulding, L., **Ford, A. Y**., Jones, L. E. (2020). Growing grit to produce doctoral persistence. *International Journal of Doctoral Studies. 15*, 705-736. https://doi.org/10.28945/4671

Johnson, A., Clegorne, N. Croft, S., & **Ford, A. Y.** (2020). The professional learning needs of school principals. *Journal of Research on Leadership Education*. Article 1942775120933933. https://doi.org/10.1177/1942775120933933

Ford, A. Y. (2019). Equalizing learning environments through a model of professional development converging critical self-reflection, cultural proficiency, and self-determination theory. *Educational Planning*, *26*(3), 19-30. https://files.eric.ed.gov/fulltext/EJ1232195.pdf

Tekleselassie, A., **& Ford, A. Y.** (2019). Planning and implementing a mutually beneficial international university partnership in educational leadership between U.S. and Middle Eastern institutions**.** *International Journal of Educational Reform. 28*(2), 179-206. https://doi.org/10.1177/1056787919841500

Ford, A. Y. (2019). Examining and improving classroom environments through the lens of self-determination theory. *Critical Questions in Education, 10*(1) 65-77. https://files.eric.ed.gov/fulltext/EJ1287800.pdf

Ford, A. Y. & Alsup, P. (2017). Planning science classroom facilities and resources to improve students' attitudes. *Educational Planning*, *24*(4), 27-48. https://files.eric.ed.gov/fulltext/EJ1208113.pdf

Ford, A. Y. (2016). Planning classroom design and layout to increase pedagogical options. *Educational Planning, 23*(1), 25-34. https://files.eric.ed.gov/fulltext/EJ1208206.pdf

Peer-Reviewed Conference Proceedings Published

Ford, A., & Alemneh, D. (2022a). Scholars experiencing epistemic injustice due to management of scholarly outputs. *Proceedings of the Association for Information Science and Technology*, *59*(1), 67-75. https://doi.org/10.1002/pra2.605

Invited Peer-Reviewed Book Chapters Published

Ford, A. Y. (Forthcoming/2025). Competency based education in information literacy. Chapter in *Encyclopedia of Libraries, Librarianship, and Information Science (ELLIS),* Editors, David Baker, Lucy Ellis. Volume 3, (pp. 451-456). Academic Press. https://doi.org/10.1016/B978-0-323-95689-5.00204-2

Ford, A., Alemneh, D., & Rorissa, A. (Forthcoming/2025). Open science in the African Context. In D. Teferra, (Ed.) *Research and Graduate Education* in the *African Higher Education Book Series.*

Ford, A., & Alemneh, D. (Forthcoming/2025). Addressing epistemic injustice in scholarly communication at individual and collective levels. In K. Dalkir (Ed.) *Inclusivity in Knowledge Management.*

Ford, A. Y. & Alemneh, D. G. (2022b). The role of open access in equitable research curriculum and research outputs. In D.G. Alemneh (Ed.), *Handbook of Research on the Global View of Open Access and Scholarly Communications* (pp. 126-147). IGI Global. https://doi.org/10.4018/978-1-7998-9805-4

Invited Peer-Reviewed Blog Posts Published

Ford, A. & Alemneh, D., (2024). A new critical lens to examine factors influencing differences in global scholarly communication experiences. *Information Matters. 4*, (11). http://dx.doi.org/10.2139/ssrn.5024819

RESEARCH AND/OR MANUSCRIPTS IN PROGRESS

Ford, A. Y. (*article* in prep). Enhancing inclusion by reducing hermeneutical epistemic injustice in K12 learning environments.

Ford, A. Y. (*article* in prep). Systematic review of literature linking epistemic injustice with motivation and well-being.

Ford, A. Y. (*article* in prep). Supporting women at all levels of academia as they engage in scholarly communication.

Ford, A. Y. & *Mueke, A. (*article* in prep). Ten-year review of Educational Planning Journal.

Ford, A. Y. (*article* in prep). Inclusive teaching in information science with a convergence of best practices.

Ford, A. Y. (*book proposal* in prep). Edited book on the experiences of scholars in low- and middle-income countries when trying to engage in their disciplines globally. (MIT Press).

Ford, A. Y. and Cornell, K. (*book proposal* in prep). Edited book on faculty developing social science research labs. (MIT Press).

Ford, A. Y. (*book proposal* in prep). Edited book on the experiences of scholars who emigrate from low- and middle-income countries. (MIT Press).

INTERNATIONAL REFEREED CONFERENCE PRESENTATIONS
*Graduate or undergraduate student author at time of proposal writing.

Ford, A. (2024, October). *Lightning talk: Global justice in scholarly communication.* International Society for Educational Planning, Annual Conference, Port Elizabeth, South Africa.

Ford, A. (2024, October). *Establishing a social science research laboratory on global epistemic justice in scholarly communication.* International Society for Educational Planning, Annual Conference, Port Elizabeth, South Africa.

Ford, A. Y. & Riegel, C. (2024, October). *K12 Educators and AI.* International Society for Educational Planning, Annual Conference, Port Elizabeth, South Africa.

Ford, A. Y. & Buckley-Hughes, B. (2023, October). *Embedded dissertations in educational doctoral programs for practitioners: Planning to minimize ABD candidates.* International Society for Educational Planning, Annual Conference, Alexandria, VA.

Ford, A. Y. (2023, October). *Planning to reduce hermeneutical epistemic injustice in academia*. International Society for Educational Planning, Annual Conference, Alexandria, VA.

Ford, A. Y. (2023, March). *Supporting women at all levels of academia as they engage in scholarly communication.* Advancing Women in Leadership Conference, Judson University, Elgin, IL.

Ford, A. Y. & Alemneh, D. (2022, October). *Scholars experiencing epistemic injustice due to management of scholarly outputs.* Association for Information Science and Technology, 85th Annual Meeting, Pittsburg, PA.

Ford, A. Y. & Alemneh, D. (2022, October). *Reducing epistemic injustices in scholarly output management: A view at both individual and collective levels.* International Society for Educational Planning, Virtual Conference.

Tekleselassie, A. & **Ford, A. Y.** (2022, October). *The scholarship bases of teaching educational planning in an international context: What communalities and differences exist in designing and implementing the educational planning course in different national contexts?* Lightning Talk at International Society for Educational Planning, Virtual Conference.

*Randall, S. & **Ford, A. Y.** (2022, October). *Addressing the educational gaps and cognitive conflicts synergism promoted by the COVID-19 pandemic.* International Society for Educational Planning, Virtual Conference.

Ford, A. Y. (2022, February). *Linking open scholarship to reducing frustration and increasing motivation.* Center for Open Science Annual Conference.

Ford, A. Y. (2021, October). *Equitable learning environments post pandemic: Face-to-face, virtual, and hybrid.* International Society for Educational Planning, Virtual Conference.

Alemneh, D. **& Ford, A. Y.** (2021, October). *Open access and open educational resources for equitable scholarly communication: Rethinking educational planning post-Covid-19.* International Society for Educational Planning, Virtual Conference.

*Manaze, M. & **Ford, A. Y.** (2020, October). *Campus climate for diversity and students' sense of belonging in Ethiopian public universities.* Paper presentation at International Society for Educational Planning, Virtual Conference.

Alemneh, D. & **Ford, A. Y.** (2020, October). *Open Access increases educators' ability to plan equitable curriculum: Global context.* Paper presentation at International Society for Educational Planning, Virtual Conference.

Alemneh, D. & **Ford, A. Y.** (2020, October). *Online seminar: Engaging in the scholarly conversation.* Dilla University, Ethiopia.

Alemneh, D. & **Ford, A. Y.** (2020, May). *Seminar on open access and engaging in scholarly writing.* Hosted by Ethiopian Scientific and Academic Network (ESAN), Online, Global.

Ford, A. Y. & Alemneh, D. (2020, March). *Workshop on scholarly writing.* Haramaya University, Harar, Ethiopia.

Ford, A. Y. (2020, February). *Engaging in scholarly conversation through grant writing, research and publication.* Seminar at Addis Ababa University, Addis Ababa, Ethiopia.

Ford, A. Y. (2020, January). *Equalizing learning environments.* Peaceful and Purposeful Education Conference hosted by the U.S. Embassy. Seminar at Jigjiga University, Jigjiga, Ethiopia.

Ford, A. Y. & Alemneh, D. (2020, January). *Engaging in the scholarly conversation through research, writing, and publication*. Mekelle University, Mekelle, Ethiopia.

Alemneh, D. & **Ford, A. Y.** (2019, December). *Engaging in scholarly conversation.* Seminar at Debre Berhan University, Debre Berhan, Ethiopia.

Ford, A. Y. & Alemneh, D. (2019, December). *Engaging in the scholarly conversation through research, writing, and publication.* Seminar at Saint Mary's University, Addis Ababa, Ethiopia.

Ford, A. Y., Alemneh, D., & Wilfong, T. (2019, December). *Academic publishing: A panel discussion*. Seminar at Gondar University, Gondar, Ethiopia.

Ford, A. Y. (2019, December). *Equalizing learning environments.* Seminar at Gondar University, Gondar, Ethiopia.

Ford, A. Y., Alemneh, D., Wilfong, T. (2019, December). *Writing for academics.* School of Psychology, Addis Ababa University.

Ford, A. Y. (2019, October). *Equalizing learning environments through a model of professional development converging critical self-reflection, cultural proficiency, and self-determination theory.* Seminar at Addis Ababa Institute of Technology, Addis Ababa, Ethiopia.

Ford, A. Y. (2019, October). *Exploring motivation and persistence in Ethiopian undergraduate students.* Paper presentation at International Society for Educational Planning, Annual Conference, Lisbon, Portugal.

Ford, A. Y. (2019, May). *Strengthening female undergraduate motivation and persistence research at Hawassa University.* Paper presentation at the Self-Determination Theory Conference 2019, The Netherlands.

Ford, A. Y. (2018, October). *Professional development to equalize student experiences.* Paper presentation at International Society for Educational Planning, Annual Conference, Charleston, SC.

Johnson, A., **& Ford, A. Y.,** (2018, October). *Superintendent and principal perceptions on professional learning needs.* Paper presentation at International Society for Educational Planning, Annual Conference, Charleston, SC.

Barry, A., **Ford, A. Y.,** & Tekleselassie, A. (2018, October). *The state of school leadership in the Kingdom of Saudi Arabia*. Paper presentation at International Society for Educational Planning, Annual Conference, Charleston, SC.

Ford, A. Y., Tekleselassie, A., & Barry, A. (2018, October). *Planning and learning from the initiation of the first cohort of students in an international synchronized online hybrid program in educational leadership*. Paper presentation at International Society for Educational Planning, Annual Conference, Charleston, SC.

Ford, A. Y. (2017, October). *Planning professional development using knowledge of self-determination theory and generational theory*. Paper presentation at

International Society for Educational Planning, Annual Conference, Toronto, Canada.

Ford, A. Y., Tekleselassie, A., & AlHazmi, F. (2017, October). *Final stages of implementation: GWU and TaibahU Partnership*. Paper presentation at International Society for Educational Planning, Annual Conference, Toronto, Canada.

Tekleselassie, A., **Ford, A. Y.**, & Tucker, J., (2017, October). *Planning for successful school university partnerships for principal training*. Paper presentation at International Society for Educational Planning, Annual Conference, Toronto, Canada.

*Ford, A. Y., & Dunlap, T. R. (2016, October). *Planning for learning environments that accommodate new instructional practices*. Paper presented at International Society for Educational Planning, Annual Conference, Baltimore, MD.

*Ford, A. Y. (2015, October). *Planning classroom design and layout to increase pedagogical options*. Paper presented at International Society for Educational Planning, Annual Conference, Baltimore, MD.

Poster Presentations

Ford, A. Y. (2017, September). *Examining a conceptual convergence of generational theory and self-determination theory*. Poster presentation at Ninth Self-Biennial International Conference, Melbourne, Australia.

Ford, A. Y. (2017, April). *International university partnership with Taibah University in KSA*. George Washington University Research Days, Washington, DC.

*Ford, A. Y. (2016, April). *The relationship between science classroom facility conditions and ninth grade students' attitudes toward science*. George Washington University Research Days, Washington, DC.

NATIONAL REFEREED CONFERENCE PRESENTATIONS
*Graduate or undergraduate student author at time of proposal writing.

Paper Presentations

Ford, A. Y. (2019, March). *Examining generational theory through the lens of self-determination theory, and the Lens of Maslow's hierarchy of needs*. Paper presentation at Academy for Educational Studies (AES) Annual Conference, Savannah, GA.

Ford, A. Y., Morahan, P., Magrane. D., & Dannels, S. (2018, December). *Program evaluation of Executive Leadership in Academic Medicine (ELAM) program and the Executive Leadership in Academic Technology and Engineering (ELATE) programs at Drexel University.* Philadelphia, PA.

Ford, A. Y. (2018, October). *Using professional development based on motivation theory to equalize student experiences.* Paper presentation at Academy for Educational Studies (AES) Annual Symposium, Kansas City, MO.

Ford, A. Y. (2017, October). *Examining classroom atmosphere disparities through the lens of self-determination theory*. Paper presentation at Academy for Educational Studies (AES) Annual Symposium, Pittsburg, PA.

Ford, A. Y. (2017, October). *Improving collaboration, creativity, and problem solving through increasing autonomy support in the learning environment*. Paper presentation at Twenty-Sixth Annual CREATE Conference, Virginia Beach, VA.

*Ford, A. Y. (2016, April). *Learning spaces affect curriculum design and instruction*. The American Association for the Advancement of Curriculum Studies Fifteenth Meeting, Washington, DC.

*Ford, A. Y., & Hellman, G. V. (2016, April). *Strategic community partnerships*. National School Board Association Annual Conference, Boston, MA.

*Ford, A. Y., & Hellman, G. V. (2016, March). *Inequality/inequity at the school door: Addressing the achievement gap in a different way*. Academy for Educational Studies (AES) Annual Conference, San Antonio, TX.

*Ford, A. Y. & Hellman, G.V. (2015, October). *Strategic community partnerships for rural schools*. Presentation at National Rural Education Association (NREA) Annual Convention and Research Symposium, Saint Louis, MO.

STATE AND REGIONAL REFEREED CONFERENCE PRESENTATIONS
*Graduate or undergraduate student author at time of proposal writing.

Paper Presentations

*Ford, A. Y., & Michael, K. Y. (2016, May). *The relationship between science classroom facility conditions and ninth grade students' attitudes toward science*. Virginia Academy of Science Research Symposium, Fredericksburg, VA.

*Ford, A. Y. (2016, February). *Effective communication with parents*. Presentation at Hampton Roads Association of Christian *Schools* Annual Professional Development Conference, Chesapeake, Virginia.

*Ford, A. Y. (2016, February). *Motivating millennials*. Presentation at Hampton Roads Association of Christian Schools Annual Professional Development Conference, Chesapeake, Virginia.

*Ford, A. Y., & Michael, K. Y. (2015, November). *Data mining for science education*. Presentation at Virginia Association of Science Teachers Annual Conference, Chantilly, VA.

Roundtable or Panel Presentations

Ford, A. Y., Canbaz, M. A., & Baumgardner, M. (2024, August) *AI in education for Bethlehem School District Teachers*. Bethlehem High School.

Alemneh, D. G. & **Ford, A. Y.** (2024, May). *Toward equity in global scholarly communication: The role of OA in reducing epistemic injustices.* Virtual Open Access Symposium Summer Speaker Series, University of North Texas.

Ford, A. Y., Canbaz, A., Cornell, K., & Subasi, (2024, April). A., *RET Site: (AI-EPIC) The AI-Ready Educators in Practice and Integrative Challenges of AI.* New Trends in Informatics Research, University at Albany.

Ford, A.Y., & Alemneh D. (2023, November). *On the open road: The story of an OA publication through the stakeholders' journey.* The Virtual Charleston Conference.

Ford, A. Y., Alemneh, D., & Assefa, S. (2023, October). *Towards reducing epistemic injustices identified during Fulbright experiences.* Fulbright Association 46th Annual Conference, Denver, CO.

Alemneh, D., Hawamdeh, S., Rorissa, A., Fourie, I., **Ford, A.,** & Assefa, S., (2022, June). *The changing landscape of scholarly communications: Open access approach to enhancing academics capability to handle uncertainty and risk.* Session presentation at the 17th International Conference on Knowledge Management, Potsdam Germany.

Ford, A. Y., Wilfong, T., Kidane, A., & Alemneh, D., (2021, October). *Celebrating a legacy of global friendships: The experience of an Ethiopian cohort.* Session presentation at the annual Fulbright Conference. Online.

Lemasters, L., **Ford, A. Y.,** Al-Jabri, N., Barry, A., & Tekleselassie, A. (2016, October). *From curriculum design to research partnership: Setting the next agenda in the George Washington University—Taibah University Partnership.* Paper presented at International Society for Educational Planning (ISEP), Annual Conference, Baltimore, MD.

GUEST LECTURES
Ford, A. Y. (2024). *Research Methods and Scholarly Writing.* Mutessa I Royal University, Mengo-Kampala, Uganda.
Ford, A. Y. (2022). *Your Identity Abroad.* Fulbright Virtual Pre-Departure Orientation for sub-Saharan Africa.
Ford, A. Y. (2022). *Alum Led Session on Ethiopia.* Fulbright Virtual Pre-Departure Orientation for sub-Saharan Africa.
Ford, A. Y. (2022). *It's never too early to start thinking and talking about your dissertation*. Jimma University, Online lecture.

NATIONAL WEBINAR
Ford, A. Y., & Hellman, G. V. (Producers). (2016). *Forming strategic community partnerships*. George Washington University, Education Facilities Clearinghouse, Newport News, VA.

TEACHING
University at Albany (2023 – Current)
- School Libraries: Theory, Practice, & Assessment
- Elementary Internship
- Curriculum & Supportive Resources
- Undergraduate Research Internship
- Research Methods at the master's level

Judson University (2022-2023)

Doctoral Courses

- Dissertation Writing Workshop
- Methods of Educational Research
- Conducting Research
- Qualitative Data Analysis
- Evaluating Data
- Initiating Research
- Writing for Scholarly Publication

Old Dominion University (2021 – 2022)

Undergraduate Courses

- Assessment for Learning

Addis Ababa University, Ethiopia (Spring 2020)

Undergraduate Courses

- Research Methods for Teaching

Liberty University (2019 – 2024)

Graduate Courses

- Introduction and Orientation to Doctoral Studies
- Quantitative Dissertation Topic and Planning
- Professional Writing and Research, Applied Research
- Dissertation Writing and Research, Quantitative
- Dissertation and Research

Jimma University Ethiopia (2020 – Present)

Graduate Courses

- Research Methods for Information Science
- Scholarly Writing and Research
- Qualitative Research Methods for Information Science

Loyola University Maryland (2018 – 2019)

Graduate Courses

- Human Relations and Culturally Proficient School Leaders

Virginia Polytechnic Institute and State University (2018)
Graduate Courses
- School Personnel and Administration and Instructional Supervision

George Washington University/Taibah University (2017 – 2018)
Graduate Courses
- Co-Instructor, Site-Based Leadership K12
- Co-Instructor, Higher Education Administration Internship
- Co-Instructor, Instructional needs Analysis
- Co-Instructor, Supervision and Instruction
- Co-Instructor, Internship: Administration

DOCTORAL ADVISING

Liberty University (2019 – 2024)
Dissertation Committee Chair
- Cherryann Joseph – Fall 2022
- Stephanie Randall – Summer 2022
- Brittany Anderson – Spring 2021
- Analisa Wellington – Spring 2021
- Cheryl Cavanaugh – Spring 2024
- Sheryl Welfel – Summer 2024

Addis Ababa University (2019 – Present)
Dissertation Committee Member
- Mesfin Manaze Woldegebriel – Fall 2020
- Tesfamarim Akalnew Shimekit – Fall 2021

Niagara University (2022)
External Reviewer
- Co-Authored Article Dissertation – Katelyn Hitzges and Janelle King – Spring 2022

George Washington University (2017 – Present)
Dissertation Committee Member
- Ashley Mosley – Fall 2017
- Clay Scott – Fall 2020
- Elizabeth Hall - present

PROFESSIONAL SERVICE

University At Albany

- Supported planning the Open Access Equity Fair and participated the day of the event, October 2024
- University Faculty Senate – Council on Research
  - Committee Member for FRAP-A Applications
  - Committee Member for Conference and Journal Application

CEHC

- Established Brown Bag Lunches Spring 2024 on working with research students
- NTIR 2025 Committee leader on selecting keynotes
- JEDI membership (2023-2024)
- Co-Chair of JEDI Committee (2024-2025)
- PhD Application Reviewer

Department of Information Science and Technology

- Graduate Committee for IST Department
- Assisted with editing the Promotion and Tenure Document for the IST Department
- Created a spreadsheet for tracking research accomplishments for IST Department faculty

Discipline

- **International Society of Educational Planning**
    - Past President Board of Directors (2023 – present)
    - President of Board of Directors (2021– 2023)
    - Vice President of Board of Directors (2019 – 2021)
    - Secretary of Board of Directors (2017 – 2018)
- **Association for Information Science and Technology**
    - Analyzing Membership Survey Data for Membership Committee
    - Constructing Report for the Board of Directors
- **Reviewer Activities**
    - Peer Reviewer: *Journal of the Association of Information Science and Technology* (2023 – present)
    - Peer Reviewer: *Studies in Higher Education* (2023 – present)
    - Peer Reviewer: *AERA Open* (2022 – present)
    - Chapter Reviews: IGI Global for *Global View of Open Access and Scholarly Communications* (2021 – 2022)
    - Peer Reviewer: *Critical Questions in Education* (2018 – present)
    - Text Review: Earthman, G. I. *Planning educational facilities: What educators need to know.* R&L Education. (2018).
    - Peer Reviewer and Online Manager: *Educational Planning* (2015 – 2022)
    - Peer Reviewer: *Educational Planning* (2022 – present)