AMANDA COOPER

ASSOCIATE DEAN, RESEARCH & STRATEGIC INITIATIVES, FACULTY OF EDUCATION

RIPPLE — Research Informing Policy, Practice & Leadership in Education

EDUCATION

Year	Degree	Institution
2012	PhD	OISE, University of Toronto
2008	MEd	OISE, University of Toronto
2004	BEd	Christchurch College of Ed
2003	BAH	Queen's University

QUICK FACTS

$1,414, 633	Successful Grant Funding
56	Career Publication Total
118	Presentations
37	University & Faculty Committees
7	Keynote Presentations
39	Invited Capacity-Building Workshops
12	Undergraduate Courses Taught
16	Graduate Courses Taught
24	Graduate Students Supervised
2	Maternity Leaves
3	Cups of Coffee per Day

CONNECT

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www.twitter.com /@ACooperKMb

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PROFILE

Amanda Cooper is the *Associate Dean of Research and Strategic Initiatives*, and a *Professor* of Educational Policy and Leadership (*effective July 1, 2024)*, in the Faculty of Education at Queen's University in Canada. Dr. Cooper specializes in **knowledge mobilization and translation, interdisciplinary collaborations, and measuring research impact across multi-stakeholder networks** in public service sectors. Embedded in her work has been a cross-cutting line of inquiry **focused on equity and social diversity** exploring how the voices of communities might be amplified through co-production and collaboration. Her newest line of inquiry focuses on **integrating EDII in STEM Education** and leveraging **Artificial Intelligence** across K-12 and Higher Education sectors. Dr. Cooper's innovative research program **RIPPLE (Research Informing Policy, Practice, and Leadership in Education)** aims to accelerate research impact in public service sectors via multi-stakeholder networks including researchers, policymakers, practitioners, industry, NGOs, and community partners. Dr. Cooper has a proven track-record of **competitive grant funding totaling over $1,414,633** since 2012. Amanda has a record of distinguished scholarship including **56 publications, and over 118 scholarly presentations**, with an **i10-hindex of 28** over the past 10 years. Dr. Cooper received the **Excellence in Research into Practice Award** (2023) from the American Educational Research Association, and the **Research Excellence Award** (2019) from Queen's University. Amanda has taught 16 graduate courses **(Combined weighted teaching evaluation score of 91%),** and 12 undergraduate courses **(Combined weighted teaching evaluation score of 87%).** Dr. Cooper has supervised 24 graduate students, and trained many more on her RIPPLE research team. She has held **leadership roles** at provincial (Ontario Education Research Panel), national (Canadian Knowledge Translation and Exchange Community of Practice), and international levels (advisory roles on international projects in the USA, UK, Singapore, and for the OECD). Dr. Cooper is committed to providing training, tools, and resources to help researchers, practitioners, and policymakers measure, articulate, and improve their impact via KMb to **improve public service sectors and enhance the lives of Canadians.**

ACADEMIC APPOINTMENTS

2021-PRESENT — **ASSOCIATE DEAN RESEARCH & STRATEGIC INITIATIVES** FACULTY OF EDUCATION, QUEEN'S UNIVERSITY

2024*-PRESENT — **PROFESSOR, *EFFECTIVE JULY 1, 2024 EDUCATIONAL POLICY & LEADERSHIP** FACULTY OF EDUCATION, QUEEN'S UNIVERSITY

2018-2024 — **ASSOCIATE PROFESSOR EDUCATIONAL POLICY & LEADERSHIP** FACULTY OF EDUCATION, QUEEN'S UNIVERSITY

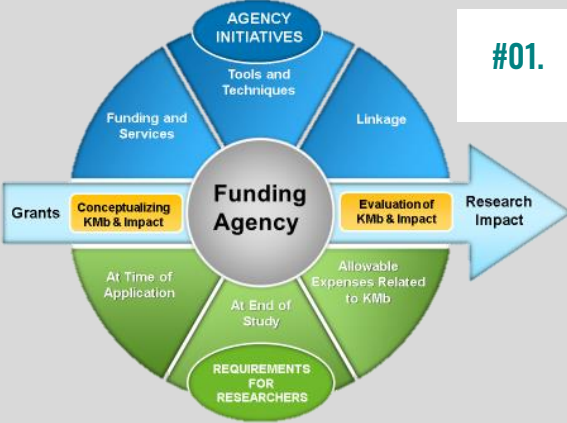**2012-2018** — **ASSISTANT PROFESSOR EDUCATIONAL POLICY & LEADERSHIP** FACULTY OF EDUCATION, QUEEN'S UNIVERSITY

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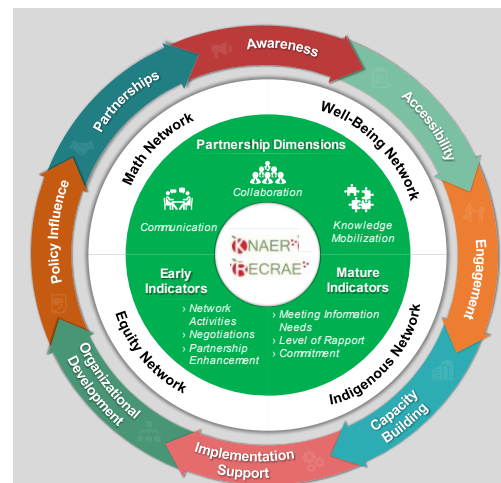**RIPPLE** | Research Informing Policy, Practice & Leadership in Education

PROJECT PORTFOLIO - SELECTED EXAMPLES:
STUDYING KNOWLEDGE MOBILIZATION, PARTNERSHIPS, & MEASURING IMPACT

MOBILIZING RESEARCH TO IMPROVE EDUCATION

#01. FUNDING AGENCIES & HIGH IMPACT NETWORKS

SSHRC Insight Grant ($275,502): Study of Funding Agencies' Support & Promotion of Knowledge Mobilization and Research Impact across OECD countries. High Impact Case Studies in Canada, UK, USA, & Australia.

#02. EVALUATING IMPACTS OF RESEARCH-PRACTICE-PARTNERSHIPS

Ministry Research Contract ($427,615) Developmental Evaluation of 4 Large-scale, Multi-stakeholder Networks in Ontario Focused on Improving Evidence-use in K-12 Schools.

BRIDGE MODEL #03.

Developed BRIDGE Model for Cross-Sector Collaboration from Scoping Review of 44 Studies (Commissioned by SSHRC)

#04. ARTS-BASED KNOWLEDGE TRANSLATION

An Arts-Based Knowledge Translation (ABKT) Planning Framework for Researchers.

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PROJECT PORTFOLIO - SELECTED EXAMPLES:
## AI CAPACITY BUILDING, EDII IN STEM EDUCATION, & COMMUNITY ENGAGEMENT

MOBILIZING RESEARCH TO IMPROVE EDUCATION
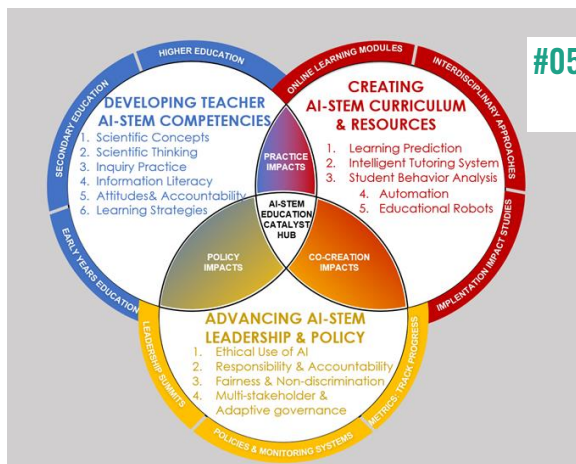
#05. ARTIFICIAL INTELLIGENCE IN EDUCATION

How can AI be leveraged in STEM education to improve teaching and learning?
This project will develop training modules for teachers, students, and policymakers in K-12 & Higher Education sectors to prepare students AI skills for evolving labour markets (Musk Foundation)
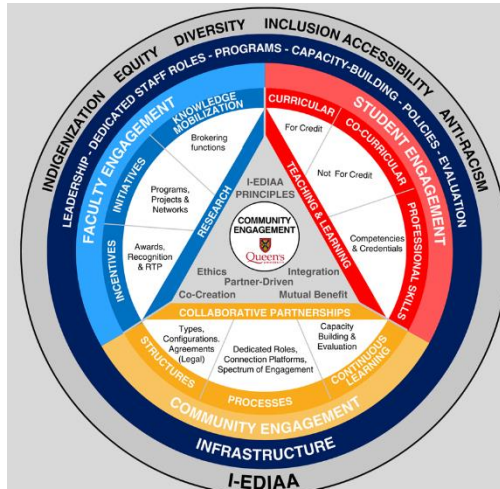
#07. COMMUNITY ENGAGEMENT FRAMEWORK:
RESEARCH, TEACHING, & COMMUNITY PARTNERSHIPS

Developed a Community Engagement Framework for Strategic Initiatives across Research, Teaching, and Partnerships at Queen's University including three dimensions: Faculty Engagement, Student Engagement, and Community Engagement.

#06 DIRECTOR: GENEIUS SCIENCE BIOTECH (NOT-FOR PROFIT)

Launched *GENEIUS SCIENCE BIOTECH,* a Not-for-profit company focused on Biotech to engage girls and minorized high school students in STEM. (Founder/CEO: Nicole Anthony; Director: Amanda Cooper)

#08. INTEGRATING EDII & STEM EDUCATION ACROSS CANADA: A NATIONAL STRATEGY
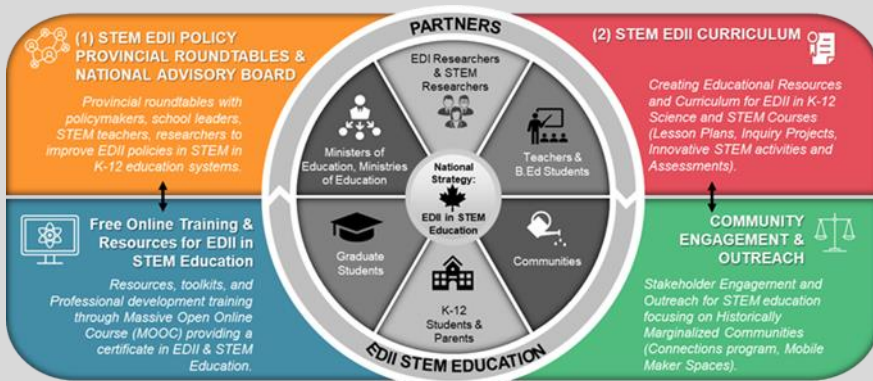
Project to develop a National Strategy to integrate EDII in STEM Education across Canada in collaboration with VPR and McDonald Institute at Queen's University. This strategy incudes four areas: (1) Pan-Canadian provincial policy tables, (2) STEM EDII curriculum, (3) Training for pre-service and in-service teachers, and (4) Community Engagement and Outreach (45.5M awarded/5 years)

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AWARDS

CERTIFICATES

EQUITY TRAINING

AWARDS & DISTINCTIONS

2023 EXCELLENCE IN RESEARCH INTO PRACTICE AWARD, RESEARCH USE SPECIAL INTEREST GROUP
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
For distinguished scholarship in knowledge mobilization and evidence-use in education with international impacts in practice and policy.

2019 RESEARCH EXCELLENCE AWARD
QUEEN'S UNIVERSITY
"Amanda's research is innovative and has a positive impact on the community and the profession. She is a leader through her research work at national and international levels and has demonstrated a significant and sustained impact on educational practices" ~ Award Letter

2023 INSPIRING WOMEN MENTORSHIP AWARD NOMINEE
BAN RIGH FOUNDATION, QUEEN'S UNIVERSITY
"Dr. Cooper provides her students with invaluable advice -coaching us through our degree requirements, publication efforts, and service at Queen's and beyond. She spends significant time with students outside of her normal workday in order to ensure that they are supported as a whole person" ~Excerpt from student sent by Award Committee

2016 NOMINEE, 2ND PLACE, CAROL WEISS RESEARCH AWARD FOR THE BEST ARTICLE
EVIDENCE & POLICY JOURNAL
Listed as runner up in the press release circulated internationally, due to the uptake and influence of my 2014 sole author article on Research Brokering.

2013 THOMAS B GREENFIELD DISSERATION AWARD
CANADIAN ASSOCIATION FOR STUDIES IN EDUCATIONAL ADMINISTRATION (CASEA)

2013 PAT CLIFFORD AWARD NOMINEE, EARLY CAREER RESEARCH IN EDUCATION
CANADIAN EDUCATION ASSOCIATION (CEA)

2013 RESEARCH AWARD NOMINEE, EARLY CAREER RESEARCH IN EDUCATION
RESEARCH USE SIG,
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

2011 SSHRC DOCTORAL FELLOWSHIP AWARD ($20,000)

2011 ACADEMIC EXCELLENCE AWARD
UNIVERSITY OF TORONTO

2010 CLARK SCHOLAR
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

2010 ONTARIO GRADUATE SCHOLARSHIP ($15,000)

2010 ACADEMIC EXCELLENCE AWARD
UNIVERSITY OF TORONTO

2009 DOCTORAL SCHOLARSHIPS (4 YEARS: $53,240)
UNIVERSITY OF TORONTO

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CERTIFICATIONS

2017   **RESEARCH IMPACT ASSESSMENT CERTIFICATE**
GRANTING AGENCY: INTERNATIONAL SCHOOL OF RESEARCH IMPACT ASSESSMENT
Intensive training course on planning and implementing large scale national research impact assessments across sectors. https://www.theinternationalschoolonria.com/

2014   **SOCIAL NETWORK ANALYSIS**
GRANTING AGENCY: LYNKS CENTER, UNIVERSITY OF KENTUCKY
Intensive training course on using quantitative social network analysis methodology to measure multi-stakeholder and interdisciplinary networks, assess impacts, and integrate data to improve efficacy. https://www.linksworkshop.org/home

EQUITY TRAINING

2023   **BIAS IN PEER REVIEW**
GRANTING AGENCY: FEDERAL TRI-COUNCIL FUNDING AGENCIES (SSHRC-CIHR-NSERC)
Training module on recognizing and addressing unconscious bias in peer-review for grant applications and research across disciplines, including strategies to detect and mitigate unconscious bias in research activities. cihr-irsc.gc.ca/lms/e/bias/

2022   **GENDER-BASED ANALYSIS PLUS (GBA+) CERTIFICATE**
GRANTING AGENCY: FEDERAL GOVERNMENT
Key concepts of GBA, factors influencing community experiences, how to enhance responsiveness, effectiveness, and outcomes. https://women-gender-equality.canada.ca/gbaplus-course-cours-acsplus/eng/mod00/mod00_02_01.html

2018   **FUNDAMENTALS OF OCAP CERTIFICATE: FIRST NATIONS INFORMATION GOVERNANCE CENTRE**
GRANTING AGENCY: ALGONQUIN COLLEGE
First Nations principles of ownership, control, access, and possession (OCAP) including seven training modules and assessments. https://fnigc.ca/ocap-training/

LEADERSHIP EXPERIENCE: ASSOCIATE DEAN OF EDUCATION, QUEEN'S

My role as Associate Dean of Research at Queen's supports strategic goals at VPR and Faculty levels in four priority areas:

(1) Strategic Planning & Initiatives → **(2) Research Excellence** → **(3) Developing Interdisciplinary Partnerships** → **(4) Knowledge Mobilization & Research Impact**

These four priority areas span key responsibilities working with diverse stakeholders across multiple levels:
- **The University:** Support development of University's strategic plans for research excellence across faculties.
- **The Faculty:** Contribute to research excellence by supporting faculty researchers to secure external research funding, improve processes with ethics and research services to support the needs of educational researchers, and design opportunities to increase Knowledge Mobilization efforts, and amplify stories of research impact emerging from research.

- Undergraduate & Graduate Students: Support research opportunities for undergraduate and graduate students and contribute to development of highly qualified personnel (HQP) in research, knowledge mobilization, and stakeholder engagement.

- External Stakeholders: Cultivate interdisciplinary research-practice-policy partnerships at regional, national, and international levels with diverse communities.

LEADERSHIP COMPETENCIES: VPR & FACULTY LEVEL ACTIVITIES & CONTRIBUTIONS

The four priority areas from my ADR portfolio have cultivated key leadership competencies (Figure 1 below) including: (1) Strategic Leadership and Vision, (2) Administration & Fiscal Management, (3) Scholarship and Innovation, (4) Networking and Representation, and (5) Indigenization-Equity, Diversity, Inclusion, Anti-Racism, and Accessibility (I-EDIAA).

KEY LEADERSHIP AREAS	VPR LEVEL LEADERSHIP COMPETENCIES & ACTIVITIES	FACULTY LEVEL LEADERSHIP COMPETENCIES & ACTIVITIES
1. STRATEGIC LEADERSHIP & VISION	✓ Capital Improvement Planning (growth models for research, teaching/student intensity ratios, space allocations) ✓ Advocacy for Faculty Resources from VPR: CRCs, CERCs, Post-Docs, Undergraduate & Post-Doc Fellowships, ✓ Advisory roles: Research Advisory Committee, Multi-Disciplinary Research Panel, Senate Research Advisory Committee ✓ VPR level Policy Development: Intellectual Property/ Commercialization to meet new Ontario provincial requirements, Data Security (Federal/Provincial)	✓ Led annual strategic planning coordinated across academic units, including goals, benchmarks, and reporting aligned with SMAs and new KPIs from Principal ✓ Policy Development ✓ Audits to Improve Academic Program Delivery and Organizational Efficiency in collaboration with Undergraduate and Graduate Staff Unit Directors ✓ Recruitment & Chair of Hiring Committee: Endowed Research Chair for Student Success
2. ADMINISTRATIVE & FISCAL MANAGEMENT	✓ Strategic planning to increase tri-agency research funding ✓ TRAQ research, OCASP (off site travel) approvals ✓ Processing Variance Requests for Indirect Costs ✓ Budget meetings with Provost to address deficit at Faculty level (contributions to shared services)	✓ Annual Merit Review of Faculty Members ✓ Workload Negotiations with Faculty, Union and Faculty Relations ✓ Budget Restructuring to Address Structural Deficit with focus on maintaining quality of program delivery and student experience
3. SCHOLARSHIP & INNOVATION	✓ VPR level grant adjudication across depts & faculties ✓ Developing processes for CRC & CERC Competitions ✓ Contributions to new policies for Senate approval of Research Centres ✓ Feedback on Major Research Facilities Strategy ✓ Securing Allotments for Undergraduate Summer Student Research Fellowships (USSRF) for Faculty ✓ Advancement Competitions with broader university to secure university level resources to fund community-engaged research initiatives ✓ Working with VPR to develop new research cluster on Disabilities Studies at Queen's	✓ Launched Centre for Community Engagement and Social Change ✓ Executive on STEAM+ Research Centre ✓ Supporting Faculty tri-agency grants (SSHRC), and ministry research contracts (Vendor of Record) ✓ Building Faculty Level Research Supports ✓ Impact Initiatives with Media to Amplify Research Stories of Faculty Members ✓ Funding new initiatives to increase public engagement with research via Arts-based approaches pairing artists with researchers (Artification) ✓ Developing Faculty Level Awards Committee (in-progress) to recognize achievements of researchers
4. NETWORKING & REPRESENTATION	✓ **University Partnerships:** Strengthened networks between FOE with other faculties and VPR levels ✓ Developing large-scale **interdisciplinary partnerships** across faculties and with external partners coordinated at VPR level (CFREF, New Frontiers, CFI) bringing new potential for large scale funding to the Faculty of Education ✓ **Industry Partnerships:** Pursuing Private funding (Musk Foundation) & Endowments in partnership with Advancement at VPR level	✓ **Government Partnerships:** Leading Successful Vendor of Record for Ministry Research Contracts ✓ **School Partnerships:** Supporting research-practice-partnerships between Faculty researchers and local school districts ✓ **Research Partnerships:** Supporting tri-council grants (including large scale SSHRC PGs) ✓ **Community Partnerships**: Launched new Centre for Community Engagement & Social Change ✓ **Industry Partnerships**: Pitching to Musk Foundation
5. INDIGENIZATION-EQUITY, INCLUSION, DIVERSITY, ANTI-RACISM & ACCESSIBILITY (I-EDIAA)	✓ Using **Diversity and Equity Assessment Planning (DEAP)** tool from Human Rights and Equity Office (HREO) in Faculty level recruitment for tenure-track positions ✓ Working with VPR on Community Engagement Advisory Committee ✓ Chairing Community Engagement Framework Development for broader University	✓ OCAP, GBA+, CIHR training ✓ Developed policy for maternity/paternity leave to allow temporary transfer of graduate student supervision ✓ Intersectionality and Knowledge Mobilization capacity building ✓ I-EDIAA committee & staff for the Faculty and Students

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A M A N D A   C O O P E R

1. STRATEGIC PLANNING & INITIATIVES

My VPR Leadership contributions have developed key competencies for the Dean of Education position at Ontario Tech including: Leadership through VPR advisory committees, VPR research policy development, research advocacy via adjudication roles, and developing proposal processes for VPR competitions and resources across faculties.

Scope & Significance: As ADR, I contribute to *Data-informed Strategic Planning* at VPR and Faculty levels to enhance, integrate, and align research infrastructure and resources to meet research priorities working with a team of ADRs across faculties to avoid duplication, decrease silos, and share best practices. Fumasoli (2018) defines strategic planning in higher education as " a formal and rational process through which universities (re-)define their mission (what and for whom they stand for), elaborate their vision (what ambitions they have) and their values (how they operate), define roles and allocate for resources, design implementation, and indicate how achievements will be assessed, as well as mechanisms for adaptation" (p. 1).

DATA-INFORMED STRATEGIC PLANNING

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **CAPITAL IMPROVEMENT PLANNING (CIP)-VPR Level:** As ADR, I participated in large scale university wide CIP planning initiative with VPR leadership team and Deans and ADRs across faculties. I developed a 15 year strategic plan (using statistical growth models) for the Faculty of Education in relation to: (1) Strategic research growth plans using discrete U15 benchmarks (i.e.. Queen's total award amount headcount of grant recipients for SSHRC of $30,677,897 for 227 PIs, ranking 11th in U15; SSHRC award amount per PI (2010: $24,546 – 2018: $41,451 ranked 13th in U15); (2) Demand model of Research Driven Space calculations using current data and future benchmarks of faculty/PI growth, ratio to graduate population, undergraduate/ non-PI and Staff population ratios; (3) Learning demand model for space calculation based on undergraduate population (enrollment/intensity ratio), and faculty and graduate population and intensity ratios.

- **TIMES HIGHER EDUCATION UNIVERSITY RANKINGS-STRATEGIC PLANNING:** Senior leadership at the VPR level annually engages in cross-faculty, and department level strategic planning with Deans, Associate Deans, and each Faculty regarding THE University rankings, including faculty level data presentations and faculty-level versus university level performance on key metrics to explore Queen's performance in relation to: Queen's ranking and metric-level changes over time and drivers of change; strengths and weaknesses by metric; performance by faculty-level and research area; with discussion on how to improve metric-level performance on world university rankings through planning, resource investment, and modifying faculty level resource allocations.

> **KEY LEADERSHIP COMPETENCIES:**
>
> ✓ **VPR level Strategic Plan Using U15 Benchmarks:** total tri-council award amount, award amount per PI by faculty unit (SSHRC, CIHR, NSERC), academic programs (undergraduate-faculty ratio, graduate-faculty ratio)
> ✓ **Statistical Models for Growth across Faculties** including areas of research strengths, academic programs, and learning (enrollment/intensity) and research demand (CFI/Lab) space allocations
> ✓ **THE University Rankings:** Strategic planning using **include five pillars and 13 indicators from THE rankings across University, and disaggregated data and planning at Faculty levels**

- **FACULTY LEVEL STRATEGIC PLANNING:** Prior to my role as ADR, while the Faculty of Education had an academic plan, it did not have a strategic plan in relation to research, nor did it coordinate goals across Faculty level units (Communications, CTE, Grad Studies, Student Services, International, etc) I lead annual strategic planning for the Faculty to integrate unit level goals across our Faculty, academic departments, and senior leadership team in alignment with broader requirements to meet SMA (Strategic Management Agreement) reporting requirements.

IMPROVING PROGRAM DELIVERY & ORGANIZATIONAL EFFICIENCY

Scope & Significance: As ADR, I work with Faculty staff and managers to *Conduct Process Audits to Improve Academic Program Delivery & Organizational Efficiency* across Faculty level units to decrease administrative burden and improve service delivery for students.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **GRADUATE STUDIES – PROCESS REVIEW & AUDIT:** Collaborating with Director of Grad studies (Erin Rennie), we mapped and analyzed all 36 graduate forms (using Airtable) by: focus area, objective, who required it (SGS or Faculty), whether it was duplicated at SGS, what levels of signature were needed on each form (student, faculty member, Associate Dean). Results included: Stopped using 6 forms (some that were duplicated at SGS), resulting in approximately 20-30 submissions for each form annually (Decrease of ~50 forms submitted and processed). Discontinued use of course enrollment forms (We were also the ONLY department still having students enroll in courses using manual forms, that we then inputted manually staff), an estimated decrease in ~100 course enrolment forms per year, including decrease of ~100 faculty signatures and approvals needed on course enrolment forms. Decreased approval levels on another 8 forms (removed faculty level and/or AD level approval where appropriate) contributing to ~80% faster processing times, and less burden on faculty members.

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Improving organizational efficiency through process audits conducted with staff leadership teams**
> - ✓ **Discontinued use of 6 forms = Reduction in ~50 forms annually**
> - ✓ **Changed course selection from manual process to SOLUS = reduction of over 100 forms annually, also reducing 100+ faculty approved forms per year**
> - ✓ **Approval signature levels reduced on 8 forms (faculty, AD) to improve processing time**
> - ✓ **~80% faster processing times**
> - ✓ **Identified and stopped redundancies across faculty level and SGS level forms**

2.1 RESEARCH EXCELLENCE: VPR LEVEL LEADERSHIP CONTRIBUTIONS

My VPR Leadership contributions have developed key competencies for the Dean of Education position at Ontario Tech including: Research leadership through VPR advisory committees, VPR research policy development, research advocacy via adjudication roles, and developing processes for VPR competitions and resources across faculties.

RESEARCH LEADERSHIP: VPR ADVISORY ROLES

Scope & Significance: As ADR, I provide *Research Leadership through Advisory Roles at VPR Level* to represent the interests of the Faculty of Education on advisory committees that contribute to the strategic direction of research at the broader institutional level at Queen's University.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **ADR/AVP LEADERSHIP COMMITTEE:** ADRs from all faculties meet with AVPs bi-weekly to increase communication and address university and faculty level research priorities. In addition, monthly ADR/AVP meetings allow feedback and input on key areas and policies (such as CRC competitions, policies for research centres, improving ethics, TRAQ systems, etc).

- **RESEARCH ADVISORY COUNCIL (RAC):** The RAC meets quarterly for full day meetings to advise VP Dr. Nancy Ross. RAC meetings often include presentations by ADRs for resources. I have presented at RAC meetings on: (1) Faculty of Education research strengths and priorities, (2) proposal for a Canadian Excellence Research Chair (to recruit international scholar to Faculty of Education), (3) pitched plan to develop a Research Center for Community Engagement, (4) advancement competition for a dedicated team to raise ~18 million.

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Strengthened relationships and networks across faculties and with VPR leadership team**
> - ✓ **Advocacy for Faculty of Education Research & Researchers**
> - ✓ **Opportunities to Present Proposals for VPR Resources, such as Advancement Competitions**
> - ✓ **Increased visibility of Faculty of Education Research and its important contributions**

- **MULTI-DISCIPLINARY RESEARCH ADVISORY COMMITTEE (MRAP):** The multidisciplinary research advisory panel (MRAP) works with the Vice-Principal of Research to broaden interdisciplinary research initiatives and recruit talent, to inform the work of the Institutional Strategic Research Committee (ISRC). Our work this year focused on the Canada Excellence

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Research Chair (CERC) Competition including creating processes for each faculty across Queen's to submit CERC EOIs for adjudication. We created criteria to ensure CERC candidates and positions are on the cutting edge of innovation, and evaluation metrics to asses the departments and candidates best situated for successful recruitment and approval in the CERC competition. Our deliberations were informed by the recent evaluation report of the Canada Excellence Research Chairs Program (https://www.cerc.gc.ca/about-au_sujet/publications/evaluation_2020-eng.aspx) to align publication and productivity metrics with national data.   As an Associate Dean of Research of the Faculty of Education, I also developed a CERC for VPR adjudication.

- **SENATE ADVISORY RESEARCH COUNCIL (SARC):** I am currently the ADR representative on SARC, a group meeting monthly comprised of faculty members from across the university (nominated and selected through a rigorous selection process) to advise Dr. Nancy Ross on Institutional and Cross-Departmental research priorities.
- **QUEENS RESEARCH DATA CENTRE (QDRC):** The QRDC is part of the Canadian Research Data Centre Network (CRDCN). The QRDC has an on-site Statistics Canada-employed Analyst to support researchers with designing research projects and using large-scale Statistics Canada's detailed microdata for population, household, and other surveys. Our committee work includes: (1) Update infrastructure of QRDC including securing new funding needed technology upgrades; (2) Hire new director for QRDC; (3) Reinvigorate QRDC by increasing usage by researchers and graduate students from different faculties through a communications and KMb plan to increase awareness about QRDC.

RESEARCH POLICY DEVELOPMENT AT VPR LEVEL

Scope & Significance: As ADR, I provide input and contributions to *VPR Research Policy Development* ensuring that competitions and criteria consider Faculty of Education priorities and needs of faculty researchers.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:
RESEARCH CENTRES: Feedback on policies, processes, and template used to apply to and be designated a Tier 1 & 2 research centre at Queen's.

- **CANADA EXCELLENCE RESEARCH CHAIRS (CERC):** Attracting world renown scholars to Queen's. We developed criteria, proposals, and strategy to attract and recruit top international scholars for CERC competition.
- **CANADA RESEARCH CHAIRS (CRC):** Developing faculty level and VPR processes for internal CRC competitions and adjudication.
- **INTELLECTUAL PROPERTY AND COMMERCIALIZATION:** Working group on new provincial policy for IP and commercialization required for Universities.
- **MITCHELL DONATION:** Developing faculty level and VPR processes for internal competitions and adjudication to distribute 30 Million dollar research donation for researchers, post-docs, and graduate students.
- **DIGITAL TRANSFORMATION:** Strategy to transform digital infrastructure for research at Queen's (TRAQ, data management, Ethics, Finance, etc).
- **GLOBAL ENGAGEMENT STRATEGY:** Input on global engagement strategy with specific focus on internationalization of research.

KEY LEADERSHIP COMPETENCIES:

- ✓ **Policy development to address needs across SSHRC, CIHR, NSERC researchers**
- ✓ **Faculty level development of criteria for CRC and Mitchell competitions**
- ✓ **Ensuring digital improvements consider obstacles to TRAQ, Ethics, and other research platforms**
- ✓ **Developing research impact metrics including for Social Science and Humanities**
- ✓ **Better understandings of funding criteria and research landscape to help Faculty researchers develop stronger proposals**

RESEARCH ADVOCACY: ADJUDICATION COMMITEES AT VPR LEVEL

Scope & Significance: As ADR, I provide *Research Advocacy for Faculty of Education Researchers* through Contributions to Adjudication Committees for Research Awards at the VPR Level.

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SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **SSHRC INTERNAL GRANTS (SIGs):** Internal SSHRC awards (Ranked, N=26)
- **WICKED IDEAS COMPETITION:** VPR initiative to fund interdisciplinary, high risk, high reward projects to address 'wicked problems' (Ranked, N=16)
- **SSHRC BANTING POST-DOCS:** VPR level adjudication (Ranked, N=13)
- **CERC COMPETITION:** Attracting top international scholars (Ranked, N=16)
- **CREATE LOIs:** NSERC proposals (Ranked, N=6)
- **UNDERGRADUATE SUMMER STUDENT RESEARCH FELLOWSHIP:** Internal competition for USSRF awarded to faculty and B.Ed. student (Ranked, N=6)
- **TRI-COLOUR ATHLETIC AWARD:** Award for top athlete (Ranked, N=3)

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Better understandings of funding criteria and research landscape to help Faculty researchers develop stronger proposals**
> - ✓ **Advocacy to ensure social science research receives allocations in University wide interdisciplinary competitions in addition to CIHR, and NSERC allocations**

RESEARCH PROPOSALS FOR VPR RESOURCES

Scope & Significance: As ADR, I develop ***Research proposals and Processes for VPR Competitions Across Faculties*** to increase opportunities to advance needs of Faculty of Education research and improve visibility of Faculty research strengths and contributions.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **FACULTY STRENGTHS:** Processes to showcase Faculty level research strengths, develop research clusters, and increase visibility of the impact of education research
- **CENTRE FOR COMMUNITY ENGAGEMENT:** Processes for VPR resources to develop research centre for Community Engagement and Social Change at the Faculty of Education
- **ADVANCEMENT COMPETITION:** Processes for VPR competitions to receive advancement team to raise money, donations, and endowment for Faculty initiatives in relation to policy, research, and teacher capacity building
- **CERC COMPETITION:** VPR Processes to develop faculty level proposals for CERC competitions across the University

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Developing VPR processes and criteria for Faculty level research centres across the University**
> - ✓ **Opportunities to develop competitive CERC positions for VPR competitions**
> - ✓ **Advancement competitions for Faculty to compete for VPR resources**
> - ✓ **Increased visibility of Faculty level Research Strengths and impact**

2.2 RESEARCH EXCELLENCE: FACULTY LEVEL LEADERSHIP CONTRIBUTIONS

The second priority area for my ADR role in relation to research excellence is focused on leadership contributions at Faculty level. My faculty level leadership contributions have developed key competencies for the Ontario Tech Dean of Education position including: Management roles, research administration spanning pre- and post-awards, faculty research supports (such as in-kind contribution letters), faculty adjudication, and helping faculty members navigate obstacles to their research (with ethics, finance, and research partners). Some of these roles and activities remain confidential due to the nature of support needed; however, I provide an overview of the ADR activities that I can.

MANAGEMENT ROLES

Scope & Significance: As ADR, I contribute to ***Management Roles*** needed across various faculty processes and initiatives. These roles, where possible, focus on research such as research sections of annual reports for merit review.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

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- **MERIT REVIEW FOR ANNUAL REPORTS :** As ADR, I reviewed 2 one year annual reports for each TT faculty member and continuing adjunct due to QUFA requirement to submit one per year (N=42). I mapped data in excel across various categories to ensure systematic approach to comparing across faculty members. I drafted comments for research sections, working with leadership team, determining merit for teaching, research, and service.

- **FACULTY BOARD REPORTS:** As ADR, I provide communication channel between VPR initiatives and Faculty through Faculty Board reports (N~18).

- **WORKLOAD NEGOTIATION:** I contributed to workload negotiation through development of research release policies that would recognize faculty workload in relation to research grants and provide teaching release to provide more time to focus on research projects.

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Conducting Merit Review for Faculty through Annual Reports**
> - ✓ **Facilitating communication strategies and planning between VPR initiatives and Faculty level researchers**
> - ✓ **COVID-19 policy implementation**
> - ✓ **Leave policy to support faculty members to transfer graduate students to colleagues temporarily**

- **SENIOR LEADERSHIP COMMITTEE:** As ADR, I work across units with the Senior leadership team, meeting monthly to develop goals, align organizational processes, and solve issues.

- **COVID POLICY REVIEW AND IMPLEMENTATION:** While I cannot quantify the time spent or number of COVID policies I reviewed as ADR, my time in this role was marked by unprecedented challenges from COVID-19 in relation to research, teaching moving to online, vaccine protocols, and building policies that changed rapidly. Leadership at Faculty coordinated often with VPR, and at least weekly as a team to figure out how to address changing provincial, university, and health policies affecting staff, faculty, and students. During this time, Dean Luce-Kapler created supports such as TA Emergency support to help faculty members address complex needs arising from COVID-19.

- **LEAVE POLICY FOR POINTS AND TRANSFERRING STUDENTS:** As ADR, I worked with Dr. Ian Matheson to develop a protocol for maternity/paternity leaves to recognize the need to transfer graduate students temporarily to other faculty members.

RESEARCH ADMINISTRATION

Scope & Significance: As ADR, I provide *Research Administration* to assist faculty researchers in submitting grants, setting up accounts, and post-award reporting.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **ETHICS & GREB:** As ADR, I meet with GREB to address concerns about processing times and issues for Education Research applications. Currently, I am working to create new templates with various options for classroom observation to expedite those applications, because of significant delays.

- **TRAQ DSS APPROVALS:** As ADR, I check compliance of budgets with project proposals, through reviewing and approving TRAQ DSS forms (N=60).

- **OCASP APPROVALS:** As ADR, I approve OCASP applications (N= 10)

- **SEED/RIG EXTENSION LETTERS:** I provide letters for faculty members to extend SEED and RIG accounts for Finance (N= 7).

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **92 Applications Processed**
> - ✓ **Pre- and Post-Award research administration for faculty research**
> - ✓ **Facilitate requests between faculty researchers and VPR leadership to waive in-direct costs for small contracts**
> - ✓ **Managed COVID policies for on-site research with VPR leadership team**

- **SSHRC PARTNERSHIP CONTRIBUTION ANNUAL REPORTS:** As ADR, I work with faculty to determine contributions for annual SSHRC PG reports (N= 5)

- **VARIANCE REQUESTS FOR INDIRECT COSTS:** I facilitate applications and approval between Faculty of Ed and VPR levels to waive or reduce 40% rate for indirect costs on small contracts taken on by faculty researchers (N=5).

- **COVID POLICY: ON-SITE RESEARCH APPROVALS:** During COVID special applications were needed to be approved by ADR and then VPR to conduct on-site or in-person research by faculty members (N=5).

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- **GREB:** As ADR, I meet with GREB to address concerns about time of processing for Education Research applications. Currently, I am working to create new templates with various options for classroom observation to expedite those applications.

RESEARCH ADJUDICATION

Scope & Significance: As ADR, I manage ***Research Adjudication of Faculty Level Awards*** such as: SEED awards, Elliot travel awards, USSRF awards, Visiting Scholar applications, and lead development of faculty-level processes for internal competitions (CRCs and Mitchell $30M donation).

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **SEED:** Adjudicate faculty SEED applications annually and write award letters (Ranked N=8)
- **ELLIOT TRAVEL:** Review faculty applications for Elliot award (Ranked N=5)
- **UNDERGRADUATE STUDENT SUMMER RESEARCH FELLOWSHIP (USSRF):** For the first time, the Faculty of Education received a dedicated allotment for USSRF awards that pair faculty researchers with undergraduate students who work full time (35 hours per week) for 16 weeks from May to August. VPR contributes ~$7,000 per student and faculty contribute ~$3,000. The VPR process was released with incredibly tight deadlines to create processes, advertise to B.Ed. students, find interested faculty, support applications, assemble an adjudication committee, and rank applications.

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Supporting processing of Faculty awards through adjudication**
> - ✓ **First ever allocation of 6 USSRFs for Faculty of Education students and researchers**
> - ✓ **Developing and leading new processes for Internal competitions for CRC and Mitchell awards at VPR & Faculty levels**

- **CRC INTERNAL COMPETITION:** I am currently organizing and supporting CRC competition at the Faculty level which includes supporting faculty researchers who want to apply, writing letters of institutional support for applications, assembling an adjudication committee to rank applications at faculty level to send to VPR.
- **MITCHELL INTERNAL COMPETITION:** I am currently organizing and supporting development of processes and policies at VPR and faculty levels for the Mitchell competition to distribute $30M for faculty researchers, post-docs, and graduate students. This entails supporting faculty researchers who want to apply, creating processes for post-doc and graduate awards, assembling an adjudication committee to rank applications at faculty level to send to VPR. We received only 1 allocation for this competition, so only one faculty proposal will be able to go forward.

FACULTY RESEARCH SUPPORTS

Scope & Significance: As ADR, I provide ***Faculty Level Research Supports*** through providing detailed grant feedback (when requested), faculty award nomination letters, in-kind contribution letters for tri-agency grants, and support faculty researchers to develop competitive applications for VPR competitions (such as CRC and Mitchell) including institutional support letters.
.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **GRANT FEEDBACK:** When requested, I provide detailed feedback on SSHRC grant applications, and meet with researchers to improve proposals (N=15)
- **FACULTY AWARDS:** I write nomination letters for various faculty awards, adjudicate internal awards, and write successful award letters (N=12)
- **IN-KIND CONTRIBUTION LETTERS FOR SSHRC GRANTS:** In-kind contributions letters support tri-agency grant applications, especially larger SSHRC PDG and PG grants (N=13)
- **CRC Renewal:** As ADR, I draft Institutional fit portions of CRC applications and work with finance to create budgets for CRC teaching release, research stipends, research space allocations, and more.

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Improved grant proposal through feedback & support**
> - ✓ **In-kind letters to support SSHRC PGs**
> - ✓ **Aligning institutional priorities with faculty CRC, Mitchell proposals to increase chances of success**
> - ✓ **CRC applications and renewals at VPR**

- **CRC INTERNAL COMPETITION:**   I am currently working with faculty members who are developing a proposal for the internal CRC competition. This includes meeting to discuss alignment with institutional priorities, writing a strong letter of institutional support, working with finance to create budget for CRCs, and assembling committee to evaluate applications
- **MITCHELL INTERNAL COMPETITION:**   I am working with faculty members who are interested in applying for the Mitchell award this fall. I am also coordinating with VPR and SGSPA to provide input on processes for Mitchell post-doc and graduate awards.
- **MISCELLANEOUS:** I provide many other types of support for faculty that cannot be quantified, many of which are confidential, including helping trouble-shoot issues with partners in SSHRC funded projects, working with ethics on det

FACULTY SERVICE

As ADR, I also contribute to *Faculty Service through Committees* and in other capacities. I have remained involved in ranking applications for MEd/PhD programs each year. I also provide emergency service support. In summer 2022, there were no faculty members on EREB at all (where there are usually 2); I worked with 2 doctoral students to clear a backlog of two months of EREB applications to ensure that student research could move forward in a timely manner. I still Chair regularly to share faculty service.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **TEACHER EDUCATION ADVISORY COMMITTEE:** TEAC advisory committee brings together ministry of education, school district, and Queen's stakeholders to discuss policy and programmatic issues for B.Ed. programs.
- **STRATEGIC PLANNING COMMITTEE:** Committee works across various strategic goas and planning such as the annual retreat for the faculty.
- **MEd/PHD RANKING COMMITTEE (N=2):** Ranking MEd/PhD applications.
- **EREB- EMERGENCY SUPPORT:** 4 months emergency support of EREB, only faculty member working with 2 students until faculty positions were filled

> **KEY LEADERSHIP COMPETENCIES:**
>
> ✓ **Supporting hiring of new Endowed Research Chair**
> ✓ **Service on Ethics Review Boards and trouble shooting issues between university and faculty level ethics units**
> ✓ **Supporting strategic planning**
> ✓ **Chairing to lessen burden on faculty**

- **HIRING COMMITTEES (N=2):** 2021/22 Chair & 2022/23 Endowed Research Chair Search Committee
- **CHAIRING COMPS EXAMS & DEFENSES:** I regularly Chair (N=10) comprehensive exams and defenses to share faculty service.

3. DEVELOPING LARGE-SCALE INTERDISCIPLINARY PARTNERSHIPS

Cultivating new partnerships and extending existing partnership across the university, local community, nationally, and internationally is another key area of my leadership experience. In the first term as ADR, I developed contributions to large scale university partnership proposals (such as the CFREF) which included dedicated TT positions and post-doc roles for the Faculty of Education, funded through the grant. Activities in this area have developed key competencies for the Ontario Tech Dean of Education position including: large scale Vendor of Record for Ministry of Education contracts to allow researchers to bid across areas of expertise, CFREF applications, developing a research centre on Community Engagement and Social Change, and other efforts such as approving applications to fund visiting scholars.

DEVELOPING LARGE SCALE INTERDISCIPLINARY PARTNERSHIPS: VPR OFFICE

Scope & Significance: As ADR, I contribute to *Developing Large-Scale VPR Interdisciplinary Grants* working across University and Faculty levels to extend collaborations across the University.

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SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **CFREF APPLICATIONS:** As ADR, I worked to develop two CFREF applications: one led by Laurier arising from OADE council, and a second (~120M) for Queen's partnering with the MacDonald Institute focusing on integrating EDI in STEM education across Canada.
- **NEW FRONTIERS APPLICATION:** I am currently working on $20M New Frontiers grant with VPR for the Faculty that would yield millions of funding annually
- **RESEARCH CENTRE:** I have been working to develop a research centre of Community Engagement and Social Change at the faculty, through open meetings, co-creation day, and designing funding mechanisms for the Centre.

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Opportunities to develop partnerships between University and Faculty levels for large scale grants (CFREF, NFT)**
> - ✓ **Opportunities for involvement in University-wide research centres**
> - ✓ **Increase Pan-Canadian connections with other Universities**

DEVELOPING RESEARCH INFRASTRUCTURE: FACULTY LEVEL

Scope & Significance: As ADR, I contribute to ***Developing Research-Practice-Partnerships and Research Centres*** to attain further resources for the Faculty of Education, and extend the influence and impact of Faculty research.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **VENDOR OF RECORD:** The Vendor of Record for the Ministry of Education allows researchers to bid on RFPs for Education contracts based on areas of research strength. I completed and submitted VOR for faculty this year.
- **CENTRE FOR COMMUNITY ENGAGEMENT & SOCIAL CHANGE:** I have been working to develop a research centre of Community Engagement and Social Change at the faculty, through open meetings, co-creation day, and designing funding mechanisms for the Centre.
- **INVITATION LETTERS FOR VISITING SCHOLARS:** Approving and funding applications for visiting scholars (national and international). (N=2)

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Opportunities for faculty researchers to bid RPFs from Ministry of Education**
> - ✓ **Increased infrastructure for community engagement and research through new Centre**
> - ✓ **Increasing linkages through Visiting Scholars**

4. KNOWLEDGE MOBILIZATION AND RESEARCH IMPACT

A fourth priority of my ADR role is to increase knowledge mobilization and research impact. I have developed key competencies for the Ontario Tech Dean of Education position including building KMb infrastructure, offered 30+ KMb capacity-building workshops for CIHR, NSERC, and SSHRC researchers (with a focus on intersectionality), developed relationships with media to amplify stories of impact arising from Queen's research, and led innovative arts-based approaches to Science Communication and KMb to increase public engagement with research.

Scope & Significance: As ADR, I develop ***Knowledge Mobilization and Research Impact Supports*** by working with Marketing and Communications unit to amplify the reach and recognition of faculty research.

SELECTED LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS:

- **IMPACT NARRATIVES WITH MEDIA PARTNER:** Making it Matter media is working with three researchers to interview them and create plain language narratives of impacts from their research projects.
- **RESEARCH ARTIFICATION:** As ADR, and working with Marketing and Communications, we have hired an artist to create an arts-based KMb product to increase engagement and accessibility of Education research.

> **KEY LEADERSHIP COMPETENCIES:**
> - ✓ **Increased reach and awareness of faculty research**
> - ✓ **Innovative arts-based approaches to sharing research**
> - ✓ **Supports from Marketing and Communications for faculty researchers**

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APRIL 2023

VPR LEADERSHIP ROLES: QUICK STATS

Report Time Frame: September 1, 2021 - April 30,2023 ~18 months

Associate Dean Research:
Amanda Cooper

VPR ACTIVITIES & COMMITTEES

7 Types of Activities

3 Types of VPR Committees

30 — 14, 1, 1, 3, 4, 6, 1

14 — 1, 7, 6

- VPR Committees
- Strategic Planning
- Policy Development
- Presentations for Resources
- Interdisciplinary Partnerships
- CRC Renewal
- Senate Retreat Facilitation

- Adjudication
- Advisory
- Provincial Research Policy

86 GRANTS RANKED @ VPR

SSHRC INTERNAL	
WICKED IDEAS	
CERC	
BANTING POST-DOCS	
USSRF	
CREATE	
TRI-COLOUR	

0 — 10 — 20
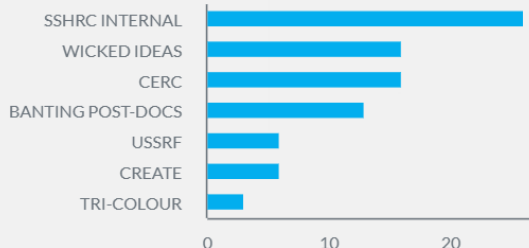
> **Every great advance in science has issued from a new audacity of imagination** *-John Dewey*

VPR PRESENTATIONS

1 STRATEGIC PLAN

1 RESEARCH STRENGTHS

1 RESEARCH CENTRE

$18M ADVANCEMENT COMPETITION

INTERDISCIPLINARY PARTNERSHIPS

$90M CFREF: OADE

$120M CFREF: MACDONALD INSTITUTE

$20M NEW FRONTIERS TRANSFORMATION

BENEFITS & ACCOMPLISHMENTS

1 **RESEARCH LEADERSHIP& ADVOCACY**
ADR contributions to research priority setting, investment strategies, and resource allocation to improve opporunities for Faculty of Education

2 **POLICY DEVELOPMENT**
ADR input to improve institutional policies and processes for research competitions & infrastructure to benefit Faculty of Ed researchers

3 **PARTNERSHIP OPPORTUNITIES**
New chances to collaborate on large scale institutional grants to fund new TT and Post-Doc positions in Faculty of Ed (CFREF, New Frontiers)

4 **CHAMPIONING FACULTY RESEARCH**
ADR role in adjudication increases success rates for Faculty research via championing proposals

VPR POLICY DEVELOPMENT

1 INTELLECTUAL PROPERTY

1 RESEARCH CENTRES

1 CRC COMPETITION

$30M MITCHELL DONATION

1 GLOBAL ENGAGEMENT

1 DIGITAL TRANSFORMATION

LESSONS LEARNED

COMPETENCIES DEVELOPED, RELATIONSHIPS BUILT, & KEY LEARNINGS TO APPLY IN NEXT TERM AS ADR

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APRIL 2023

FACULTY LEADERSHIP ROLES: QUICK STATS

Report Time Frame: September 1, 2021 - April 30, 2023 ~18 months
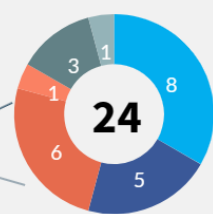
Associate Dean Research:
Amanda Cooper

FACULTY ACTIVITIES & COMMITTEES

8 Types of Activities
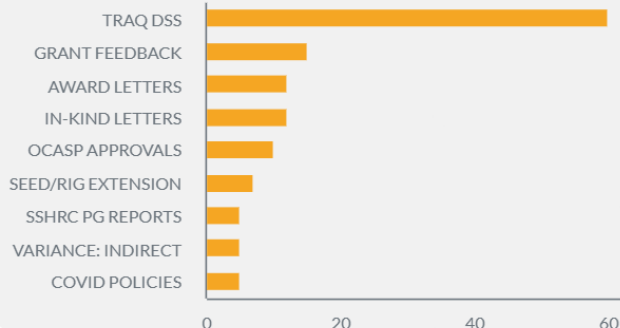
35

Grant Adjudication

24

- Faculty Committees
- Grant Adjudication
- Research Centre
- Management Roles
- Partnerships & Contracts
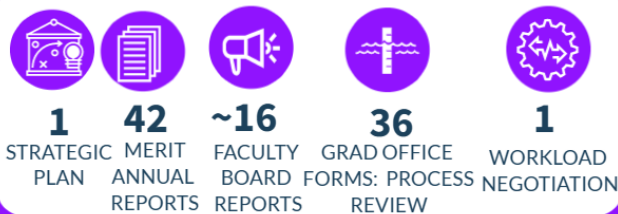- Research Administration
- KMb & Impact Stories
- Faculty Awards

- SEED
- ELLIOT TRAVEL
- USSRF
- VISITING SCHOLAR
- CRC INTERNAL
- MITCHELL

RESEARCH ADMIN & SUPPORTS: N= 131 +

- TRAQ DSS
- GRANT FEEDBACK
- AWARD LETTERS
- IN-KIND LETTERS
- OCASP APPROVALS
- SEED/RIG EXTENSION
- SSHRC PG REPORTS
- VARIANCE: INDIRECT
- COVID POLICIES

(bar chart axis: 0, 20, 40, 60)

> Alone we can do so little;
> Together we can do so much
> -Helen Keller

MANAGEMENT & STRATEGIC INITIATIVES

1 STRATEGIC PLAN

42 MERIT ANNUAL REPORTS

~16 FACULTY BOARD REPORTS

36 GRAD OFFICE FORMS: PROCESS REVIEW

1 WORKLOAD NEGOTIATION

PARTNERSHIPS & CONTRACTS

1 VENDOR OF RECORD

1 CRC RENEWAL

1 CRC COMPETITION

1 RESEARCH CENTRE

2 CFREFs:

FUTURE GOALS

1 INCREASE FACULTY INPUT & CONSULTATION
Create ADR Advisory Committee to provide mechanism for more faculty input and consultation in research priorities

2 LAUNCH RESEARCH CENTRE
Building on open meetings and plans, launch research centre for Community Engagement and Social Change with new endowed Research Chair

3 DEVELOP RESEARCH SUPPORTS
Fall 2023: Launch suite of research supports & application processes (already drafted with budget) from endowed research fund to meet faculty needs

4 TOOLS & PROCESSES TO IMPROVE RESEARCH ADMIN
Develop resources, tools & modify processes to streamline research administration (TRAQ, URS)

ORGANIZATIONAL IMPROVEMENT

36 GRAD FORMS REVIEWED

-6 FORMS ABOLISHED

-150 DECREASED FORMS ANNUALLY

+80% PROCESSING SPEED B/C LESS SIGNATURES

KMb & Impact Stories

4 IMPACT STORIES: MAKE IT MATTER MEDIA

1 ARTIFICATION OF FACULTY RESEARCH

LESSONS LEARNED

∞

COMPETENCIES DEVELOPED, RELATIONSHIPS BUILT, & KEY LEARNINGS TO APPLY IN NEXT TERM AS ADR

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ADDITIONAL LEADERSHIP ROLES & CONTRIBUTIONS (N=27):

27	**11**	**9**	**6**	**1**
TOTAL LEADERSHIP ROLES	INTERNATIONAL LEADERSHIP ROLES	NATIONAL LEADERSHIP ROLES	PROVINCIAL LEADERSHIP ROLES	ASSOCIATE DEAN OF RESEARCH

INTERNATIONAL LEADERSHIP ROLES & CONTRIBUTIONS (N=11)

2021-2023 **INVITED EXPERT: ADVISORY ROLE & KEYNOTE PRESENTER, ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)**

Invited by the Centre for Educational Research and Innovation (CERI) from the OECD to contribute to the *Strengthening Evidence Use in Education Initiative* with a small group of global leaders in the field of evidence-use in educational policy and practice. My contributions have included expert interviews to map KMb landscape globally, keynote presenter on KMb and Research Impact, and invited contribution to newest OECD/CERI publication, *Who really cares about using education research in policy and practice? Developing a culture of research engagement.*

2023 **INVITED EXPERT: KMB PLANNING & IMPACT FOR INTERNATIONAL DEVELOPMENT IN THE GLOBAL SOUTH**

Invited by Dr. Heather Aldersey through the Queen's Global Scholars Program to facilitate a full day of training for researchers and community partners from the Global South on KMb planning and Impact with a focus on disabilities.

2023 **INVITED EXPERT REVIEW: KNOWLEDGE BROKERING CURRICULUM AND COURSE, USA**

Due to my recognized international expertise on knowledge brokering, I was commissioned by Dr. Elizabeth Ripple-Farley, University of Delaware in USA, as a key reviewer of new course curriculum on knowledge brokering for educational practitioners.

2022-2023 **INVITED EXPERT: CAPACITY BUILDING FOR RESEARCHERS & TEACHERS IN SINGAPORE**

Invited by the National Institute for Education (NIE) in Singapore to deliver three different training sessions based on KMb and Evidence Use in Education in Canada, Research-Practice-Partnerships, and Measuring Research Impact. These sessions included diverse stakeholders including policymakers from the government, teachers, and researchers working on evidence-use in education systems in Singapore.

2022 **INVITED EXPERT: CAPACITY BUILDING FOR EDUCATIONAL STAKEHOLDERS IN FRANCE**

Invited Capacity Building Workshop for educational stakeholders in France focusing on whole-system KMb and partnerships with educational stakeholders.

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2018-2023 EDITORIAL BOARD, INTERNATIONAL JOURNAL OF EDUCATION POLICY AND LEADERSHIP

IJELP is an open-access refereed journal sponsored by Simon Fraser University, George Mason University, the University of Delaware, Phi Delta Kappan, and SSHRC.

2017-2023 EXPERT ADVISORY ROLE, RETHINKING RESEARCH FOR SCHOOLS, UNITED STATES OF AMERICA (USA)

Dr. Elizabeth Farley-Ripple has invited me to act in an advisory capacity for *Rethinking Research for Schools* (http://www.research4schools.org/),exploring research brokering, part of a broader mandate of her knowledge utilization in education research center, being funded by the Institute of Education Sciences in the United States.

2016 INVITED KEYNOTE ADDRESS AND FULL DAY WORKSHOP: SYSTEMATIC PLANNING FOR KNOWLEDGE MOBILIZATION, COMPARATIVE INTERNATIONAL EDUCATION SOCIETY

Invited Keynote Address and Workshop: Systematic Planning for Knowledge Mobilization – Moving Beyond Ad Hoc Efforts towards Intentional Impact. *Comparative International Education Society (CIES).* CIES has wide international representation of researchers, as such, my research and training materials were delivered to large and diverse audience from the global educational research community.

2011-2014 PROGRAM CHAIR, EXECUTIVE COMMITTEE, RESEARCH USE SPECIAL INTEREST GROUP, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)

I was nominated and elected as a member of the Executive Committee (Program Chair) for the AERA SIG on Research Use. This leadership position afforded me the opportunity to increase international collaboration of researchers, policymakers, and practitioners through designing symposia and inviting special contributions that addressed global challenges facing education systems in relation to evidence-based policy and practice.

2010-2012 STEERING COMMITTEE MEMBER, INTERNATIONAL K* CONFERENCE

K* is meant to be an umbrella term for all the different sector specific language about connecting research to policy and practice including knowledge mobilization and translation, among others. I was a steering committee member for the K* initiative, which brought together multiple sectors (health, education, environment, agriculture, international development to name a few) and stakeholders (practitioners, policymakers, researchers, community members) internationally to move the field of inquiry around evidence-based policy and practice forward. Website: http://inweh.unu.edu/kstar/

2010 ADVISORY ROLE, PRACTITIONER USE OF RESEARCH REVIEW, CENTRE FOR USE OF RESEARCH & EVIDENCE IN EDUCATION (CUREE), UNITED KINGDOM

I provided support, expert review, and advice on a systematic review entitled, *Practitioner Use of Research Review*. This review focused on finding and synthesizing research about the links between practitioner engagement in and/or with research, and the outcomes of such processes.

NATIONAL LEADERSHIP ROLES & CONTRIBUTIONS (N=9)

2020 INVITED EXPERT TO DEVELOP A NATIONAL MODEL FOR CROSS-SECTOR COLLABORATION, SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA (SSHRC)

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Due to my recognized expertise in KMb and multi-stakeholder collaborative networks, SSHRC invited me to develop a national model on cross-sector collaboration. I conducted a scoping review of empirical work on CSC across disciplines and sectors. Identification included 1406 records, double-blind review narrowed to 234 full texts for review, ultimately resulting in 44 articles for data extraction phase and final synthesis. In addition to a research report for SSHRC on cross-sector collaboration, I also developed an evidence-based model, BRIDGE (Background, Relationships, Implementation, Data and desired outcomes, Gauge success, and Equity), to guide successful CSC. I created a KMb toolkit for the BRIDGE model for researchers and stakeholders to use to improve quality and success of partnerships including key dimensions and critical questions to consider.

2016-
2017
INVITED RESEARCH IMPACT CONSULTANT, CANADIAN FEDERATION FOR THE HUMANITIES AND SOCIAL SCIENCES (CFHSS)
Based on national recognition of my expertise in KMb and research impact, the Canadian Federation for Humanities and Social Sciences (FHSS) hired me as a *Research Impact Consultant* to conduct an environmental scan of research impact resources and indicators for Humanities and Social Sciences across OECD countries. The project had three objectives: to identify global trends in relation to research impact agendas, to gather and analyze research impact indicators being used to assess humanities and social sciences, and to identify practical resources to support HSS researchers with research mobilization and impact.   The sample included 32 countries: Canada, USA, UK, Australia, New Zealand, and countries from the European Union. I created three outputs from this project, a research report and two supplementary files developed as capacity-building tools for researchers across Canada including *A taxonomy of research impact indicators for social sciences and humanities*, and *A guidebook for researchers: Resources to amplify research impact.*

2009-
2022
COORDINATING COMMITTEE MEMBER, CANADIAN KNOWLEDGE TRANSFER AND EXCHANGE COMMUNITY OF PRACTICE (KTE COP)
The KTE COP is a national network of over 1000 KTE practitioners and researchers across Canada (supported by funding from CIHR) who share KTE practices, build capacity through KTE sessions, advance knowledge on KTE effectiveness, and other related KTE activities. I am a steering committee member that manages broader national planning and supports provincial chapters across the country. While predominantly focused on the health care sector, members stem from many sectors and academic disciplines. Website: www.ktecop.ca

2016
STEERING GROUP MEMBER: KNOWLEDGE MOBILIZATION FORUM
The Knowledge Mobilization Forum in a Canadian conference bringing together KMb specialists from around the world. I served as a steering group committee member to plan the conference in Toronto, Ontario.

2016
INVITED KEYNOTE & CAPACITY BUILDING WORKSHOP, SUSTAINABLE EDUCATION POLICY NETWORK, SASKATCHEWAN
Invited Capacity Building session on Strengthening Research-Policy Engagement through brokering for the *Sustainable Education Policy Network,* Saskatoon, Saskatchewan.

2015
INVITED KEYNOTE ADDRESS & FEATURED INTERDISCIPLINARY SYMPOSIUM, CONGRESS, CANADIAN SOCIETY FOR STUDIES IN EDUCATION (CSSE)
I was invited to deliver a Keynote Address, *Making Change- Research, Policy and Practice*. A Featured Interdisciplinary Symposium for a national audience of diverse stakeholders. Congress, Canadian Society for Studies in Education, Ottawa.

2013-
2016
PROJECT ADVISORY COMMITTEE ENGAGEMENT = MOBILIZING COMMUNITIES AND COLLABORATIONS (E=MC²)

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Due to my expertise in brokering and KMb interventions, I was asked to advise on this national project funded by Human Resources and Skills Development Canada (PIs: Louise Lemyre, Elizabeth Kristiansen, Brad Cousins, John Silvestre, Caroline Andrew, & Stephane Sophie Cardinal). The project aims to increase volunteerism and giving across Canada.
Website: http://socialsciences.uottawa.ca/engagement/eng/index.asp

2012   **FACILITATING STRATEGIC PLANNING FOR SCALING UP KMB ACROSS QUEBEC, LE CENTRE DE TRANSFERT POUR LA REUSSITE EDUCATIVE DU QUEBEC (CTREQ)**
CTREQ is an organization whose mission is to promote innovation and knowledge transfer to increase educational success in Quebec. I supported their provincial planning in two ways: 1) facilitation of a strategic planning meeting with the board of directors about how to increase KMb brokering efforts across the province; 2) to present and participate to larger membership group on panel entitled *The challenge of Innovation in a Knowledge Society*. My research on brokering was translated into French by CTREQ.

2011   **EXPERT PANEL MEMBER AND WORKSHOP LEADER, CANADIAN SCIENCE POLICY CONFERENCE**
CSPC brings together professionals from industry, universities and science-based governmental departments. I was invited to train policymakers and researchers from across disciplines on building multi-stakeholder partnerships to increase collaboration and research use.

PROVINCIAL LEADERSHIP ROLES & CONTRIBUTIONS (N=6)

2014-2016   **ONTARIO EDUCATION RESEARCH PANEL (OERP) MEMBER**
The OERP was established to facilitate collaboration and dialogue among school boards, faculties of education, professional organizations community agencies, and the ministry of education relating to research priorities and to support knowledge exchange across the sector. I was appointed to the panel due to my expertise in research brokering as a mechanism to increase research use and its impact in education. Website: http://www.edu.gov.on.ca/eng/research/OERP.html

2015   **INVITED KEYNOTE ADRESS, KT TRANSLATION AND PRACTITIONER COURSE, SICKKIDS HOSPITAL, TORONTO**
Sickkids offers one of the only KT training courses for practitioners in the Health sector across Canada (and globally). I was invited to deliver a keynote and session as part of the curriculum for a full week intensive KT training course, *Brokering as a Central Mechanism for Change: A Whole Systems Approach to KMb and KT*. Sickkids Hospital, Toronto. Knowledge Translation and Practitioner Course, Peter Gilgan Centre for Teaching and Learning.

2013-2015   **CONSULTANT, KNOWLEDGE MOBILIZATION COMPREHENSIVE SCHOOL-BASED TOBACCO PREVENTION PROGRAM OPHEA, FUNDED BY MINISTRY OF HEALTH AND LONG-TERM CARE**
This project piloted school-based tobacco prevention programs in 24 elementary and secondary schools, before scaling the project provincially. My role was to provide training on Knowledge Mobilization (KMb) planning and to assist in KMb efforts to spread findings, tools and resources across ON.

2010-2023   **CAPACITY BUILDING FOR POLICYMAKERS AND EDUCATIONAL LEADERS**
I have provided training at many capacity-building events for policymakers and practitioners across Ontario. Examples include: an invitation from the Cabinet Office of Ontario to train policymakers from

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across ministries at their annual event, *Polivery: Getting Big Things Done in Government;* invited panel for educational leaders across the province via *Managing Information for Student Achievement* events; led workshops for practitioners, *Ontario Education Research Symposiums.*

2010-2023
CAPACITY BUILDING FOR RESEARCHERS ON KNOWLEDGE MOBILIZATION
Provided numerous training sessions for researchers (and graduate students) from across disciplines on how to create and implement KMb plans for grant applications to SSHRC, the Canadian Institute of Health Services (CIHR), and the National Sciences and Engineering Research Council of Canada (NSERC).

2013
CAPACITY BUILDING FOR APPLIED RESEARCH IN ONTARIO COLLEGES
Applied research in colleges focuses on developing innovations in partnership with business, industry, and government. I provided multi-site training for colleges on how to increase triple-helix collaboration (collaboration between government, post-secondary institutions and industry).

RESEARCH FUNDING (CAREER TOTAL: $1, 414, 633)

Status	Granting Body	Title	Role	Dates	Value
Awarded, April 2022	E-Campus Ministry Grant	Transforming Assessment Strategies in Higher Education: Principles, Practices, and E-Applications	Co-Investigator	2022	$200,000/ 1 year
Awarded, April 2020	SSHRC Insight Grant	Social Science Research Funding Agencies' Support and Promotion of knowledge mobilization and research impact: Learning from High Impact Case Studies of Collaborative Research Networks	Principal Investigator	2020-2025	$275,502 / 5 years
Invited, January, 2020	SSHRC (Contract)	Cross-sector Collaboration: A scoping review to develop a national model and action framework	Principal Investigator	2020	$26,000
Awarded, 2020	Queen's Grant	Studying COVID-19 closures in Ontario Schools	Co-Investigator	2020	$19,000
Awarded, 2020	SSHRC-PG Stage 1	Building a pan-Canadian network for teachers	Co-Investigator	2020	$20,000
Awarded, 2019	SSHRC-PG Stage 1	Building a pan-Canadian network for teachers	Co-Investigator	2019	$20,000
Awarded August, 2017	Ontario Ministry of Education (Contract)	A multi-year developmental evaluation of the Knowledge Network for Applied Education Research	Principal Investigator	2017-2020	$427, 615 / 3 years
Awarded May, 2016	SSHRC, Partnership Development Grant	CITED: Partnered knowledge mobilization between researchers and media organizations	Co-Investigator	2016-2018	$199, 113 /2 years
Invited, July 2015	Federation for Humanities and	An environmental scan of research impact in 32 countries.	Principal Investigator	2015-2018	$25,000

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	Social Sciences (Contract)				
Awarded May, 2014	Queen's University	Case Studies of Exemplary Research Brokering Organizations in Ontario	Principal Investigator	2014-2015	$5,000 /1 year
Awarded April, 2013	SSHRC, Insight Grant	Increasing capacity to mobilize and apply research knowledge in the Ontario education system	Principal Investigator	2013-2016	$187, 403 / 3 years
Awarded July 2012	Queen's University	Research Informing Policy, Practice and Leadership in Education (RIPPLE)	Principal Investigator	2012-2015	$10,000 / 2 years
Awarded May 2011	SSHRC	Graduate Award: Doctoral Fellowship Grant	Principal Investigator	2011-2012	$20,000 / 1 year
Awarded May 2010	Ministry of Education	Graduate Award: Ontario Graduate Scholarship	Principal Investigator	2010-2011	$15,000 / 1 year
		Total (excluding graduate awards)			**$1,414,633**

PUBLICATIONS SUMMARY: CAREER TOTAL (N=56 + 2 THESES)

56 TOTAL	26 REFEREED JOURNAL ARTICLES	2 ARTICLES FOR TEACHERS	10 BOOK CHAPTERS	11 RESEARCH REPORTS	1 GUEST EDITOR	4 KMB TOOLKITS	2 BLOGS	+2 THESES

REFEREED JOURNAL ARTICLES (N=26), <u>STUDENTS ARE UNDERLINED</u>

1. Searle, M., **Cooper, A.,** <u>Worthington, P., Hughes, J.,</u> Poth, C. & Gokiert, R. (2024). A Systematic Review Examining Developments in Evaluation Use. *American Journal of Program Evaluation.*

2. MacGregor, S., **Cooper, A.,** & <u>Holden, M.</u> (2023). Leadership in times of crisis: Ontario teachers' perspectives of system leaders during the COVID-19 pandemic. *School Leadership & Management*. https://doi.org/10.1080/13632434.2023.2232819

3. Cooper, A., DeLuca, C., <u>Holden, M., MacGregor, S.</u> (2022). A priority player: Rethinking classroom assessment amidst emergency remote teaching. *Assessment in Education: Principles, Policy, & Practice.* https://doi.org/10.1080/0969594X.2022.2069084

4. <u>MacGregor, S.,</u> **Cooper, A.,** Searle, M., <u>Kukkonen, T.</u> (2022). Co-production and arts-informed inquiry as creative power for knowledge mobilization. *Evidence and Policy.* https://doi.org/10.1332/174426421X16478737939339

5. MacGregor, S., **Cooper, A.** (2022). A framework to combine mixed methods integration and developmental evaluation to study complex systems. *Canadian Journal of Program Evaluation, 36*(3). https://doi.org/10.3138/cjpe.71488

6. Cooper, A., MacGregor, S., & Timmons, K. (2021). Exploring how Ontario teachers adapted to learn-at-home initiatives during COVID-19: Blending technological and pedagogical expertise in a time of growing inequities. *Journal of Teaching and Learning, 15*(2), 81-101. https://doi.org/10.22329/jtl.v15i2.6726

7. Cooper, A., MacGregor, S., & Shewchuk, S. (2021). A Research Model to Study Research-practice-partnerships in Education. *Journal of Professional Capital and Community.* https://doi.org/10.1108/JPCC-11-2019-0031

8. Timmons, K., **Cooper, A.,** Bozek, E., and Braund, H. (2021). The impacts of COVID-19 on early childhood education: Capturing the unique challenges associated with remote teaching and learning in K-2. *Early Childhood Education Journal*. https://doi.org/10.1007/s10643-021-01207-z

9. Cooper, A., Shewchuk, S., & MacGregor, S. (2020). A developmental evaluation of research-practice partnerships and their impacts. *International Journal of Education Policy and Leadership, 16*(9). https://doi.org/10.22230/ijepl.2020v16n9a967

10. MacGregor, S., & **Cooper, A.** (2020). Blending research, journalism, and community expertise: A case study of co-production in research communication. *Science Communication, 42*(3), 340–368. http://dx.doi.org/10.1177/1075547020927032

11. MacGregor, S., **Cooper, A.,** Coombs, A., & Deluca, C. (2020). A scoping review of co-production between researchers and journalists in research communication, *Heliyon (6)*9, 1-10. https://doi.org/10.1016/j.heliyon.2020.e04836

12. Shewchuk, S. & **Cooper, A.** (2018). Exploring equity in Ontario: A provincial scan of 785 equity policies across 72 school boards. *Canadian Journal of Education, 41 (4),* 917-953. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3248

13. Shewchuk, S. & **Cooper, A.** (2018). Research impact, the 'new academic capital': An environmental scan of research impact indicators and resources for the humanities and social sciences across 32 countries. *Journal of Social Science, 14,* 55-64. https://doi.org/10.3844/jssp.2018.55.64

14. Cooper, A., Rodway, J. & Read, R. (2018). Knowledge mobilization practices of educational researchers across Canada. *Canadian Journal for Higher Education*, *48* (1), 1-21. https://doi.org/10.47678/cjhe.v48i1.187983

15. Cooper, A. (2017). How are Educational Researchers Interacting with End-users to Increase Impact. *Engaged Scholar Journal, 3*(2), 99-122. https://doi.org/10.15402/esj.v3i2.335

16. Kukkonen, T. & **Cooper, A.** (2017). An arts-based knowledge translation planning framework for researchers. *Evidence and Policy, 15*(2), 293-311. https://doi.org/10.1332/174426417X15006249072134

17. Cooper, A., Klinger, D. & McAdie, P. (2017). What do teachers need? An exploration of evidence-informed practice for classroom assessment in Ontario. *Educational Researcher,* 59(2), 190-208 [60% contribution]. https://doi.org/10.1080/00131881.2017.1310392

18. Cooper, A. (2016). A tool to assess and compare knowledge mobilization efforts of faculties of education, intermediary organizations, ministries of education and school districts. *Brock Education Letter, 25*(1), 1-18. *While traditionally this journal is not peer-reviewed; this special issue was peer reviewed. https://doi.org/10.26522/brocked.v25i1.441

19. Cooper, A. (2015). A knowledge mobilization tool to support evidence-based leadership. *Antistasis, 5*(1), 19-23. https://journals.lib.unb.ca/index.php/antistasis/article/view/22856

20. Cooper, A. (2014). The Use of Online Strategies and Social Media for Research Dissemination in Education. *Education Policy Analysis Archives, 22*(70), 1-27. http://dx.doi.org/10.14507/epaa.v22n88.2014

21. Cooper, A. (2014). Knowledge mobilisation in education across Canada: A cross-case analysis of 44 research brokering organizations. *Evidence and Policy, 10 (1),* 29-59. http://dx.doi.org/10.1332/174426413X662806

22. Cooper, A. (2013). Research mediation in education: A typology of research brokering organizations that exist across Canada. *Alberta Journal of Education, 59*(2), 181- 207. https://doi.org/10.11575/ajer.v59i2.55613

23. Cooper, A. & Levin, B. (2013). Research use by leaders in Canadian school districts. *International Journal of Education Policy and Leadership, 8(7),* 1-15. https://doi.org/10.22230/ijepl.2013v8n7a449

24. Levin, B., **Cooper, A.**, Arjomand, S., Thompson, K. (2011). Can simple interventions increase research use among educational leaders in secondary schools? *Canadian Journal of Educational Administration and Policy,* 126, 1-29. https://files.eric.ed.gov/fulltext/EJ955449.pdf

25. Cooper, A. & Levin, B. (2010). Some Canadian contributions to understanding knowledge mobilization. *Evidence and Policy, 6*(3), 351-369. http://dx.doi.org/10.1332/174426410X524839

26. Cooper, A., Levin, B., & Campbell, C. (2009). The growing (but still limited) importance of evidence in education policy and practice. *Journal of Educational Change*, 10 (2-3), 159-171. https://doi.org/10.1007/s10833-009-9107-0

ARTICLES IN PROFESSIONAL JOURNALS, NON-REFEREED (N=2)

1. Cooper, A. & Levin, B. (2010). Using research in secondary schools: Education Leaders Respond, *Education Canada, 50*(4), 58-62.

2. Levin, B. & Cooper, A. (2010). How do people learn about research? *Education Canada, 50*(4), 26.

BOOK CHAPTERS (N=10), <u>STUDENTS ARE UNDERLINED</u>

1. Cooper, A., Searle, M., MacGregor, S., & Kukkonen, T. (2023). Encouraging 'the audacity of imagination' in research-practice-partnerships: Arts-informed approaches to research and coproduction as a learning mechanism for school improvement. In OECD (Ed.), *Strengthening the impact of education research in policy and practice – Culture and learning for thoughtful engagement with research*. OECD.

2. <u>Holden, M.,</u> DeLuca, C., <u>MacGregor, S</u>., & **Cooper, A.** (2023). Adapting classroom assessment practices to the online environment: Lessons learned from secondary school teachers in the early days of COVID-19. In P. Seitz, & S. L. Hill (Eds.), *Student assessment for the online learning platform: A Canadian perspective*.

3. <u>MacGregor, S.,</u> & **Cooper, A.** (2022). Multi-stakeholder networks and evidence-informed practice in education: A case from Ontario, Canada. In C. Brown & J. R. Malin (Eds.), *The Emerald international handbook of evidence-informed practice in education* (pp. 3–96). Emerald Publishing.

4. Timmons, K., **Cooper, A.,** <u>Braund, H., and Bozek, E</u>. (2022). Remote teaching and learning in early primary contexts: A qualitative study of teachers and parents during the COVID- 19 lockdown (Chapter 21). In J. Pattnaik and M. R. Jalongo (Eds.), *The Impact of COVID- 19 on Early Childhood Education and Care: International Perspectives, Challenges, and Responses Springer Nature. Switzerland AG.*

5. <u>MacGregor, S.,</u> & **Cooper, A.** (2020). Research-practice partnerships: An innovative approach to school improvement. In A. Urick, D. DeMatthews, & T. G. Ford (Eds.), *Maximizing the policy relevance of research for school improvement* (pp. 315–335). Information Age Publishing.

6. Cooper, A., Rodway, J., **MacGregor, S.,** Shewchuk, S., & Searle, M. (2019). Knowledge brokering: "Not a place for novices of new conscripts." In J. R. Malin & C. Brown (Eds.), *The role of knowledge brokers in education: Connecting the dots between research and practice* (pp. 90–107). Routledge.

7. Cooper, A. (2013). Research Brokering Organizations in Education across Canada: A Response to Evidence-based Policy Making and Practice Initiatives. In S. Young (ed). *Evidence-based Policy Making in Canada* (pp.67-92)*. Oxford University Press.

8. Read, R., **Cooper, A**., Edelstein, H., Sohn, J. & Levin, B. (2013). Knowledge Mobilisation and utilisation. In Levin, B., Qi., J., Edelstein, H. and Sohn, J. (Eds). *The impact of research in education: An International perspective.* Bristol, UK: Policy Press.

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9. Cooper, A. & Portelli, J. (2012). Teaching controversial issues: An educational imperative. In B. McMahon & J. P. Portelli (Eds.). *Student engagement in urban schools: Beyond neoliberal discourses.* Charlotte, NC: Information Age Publishing.

10. Levin, B. & **Cooper, A**. (2012). Theory, research and practice in mobilizing research knowledge in education. In T. Fenwick & L. Farrell (Eds.). *Knowledge Mobilization and Educational Research: Politics, languages and responsibilities.* Routledge: Taylor and Francis group.
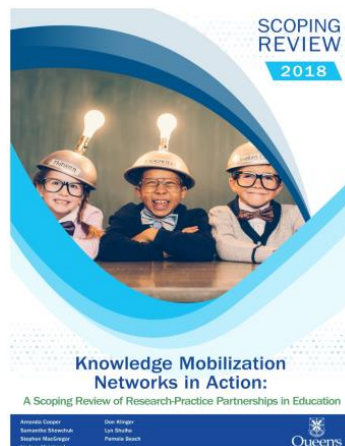
BLOGS (N=2)

1. MacGregor, S., **Cooper, A.,** Searle, M., & Kukkonen, T. (2022). Embracing creativity in co-production using the arts. *Evidence & Policy Blog*. https://evidenceandpolicyblog.co.uk/2022/11/09/embracing-creativity-in-co-production-using-the-arts/

2. Kukkonen, T. & Cooper, A. (2018). Four questions to guide arts-based knowledge translation. *Integration and Implementation Insights.*

GUEST EDITOR, SPECIAL ISSUE ON RESEARCH BROKERING (N=1)

1. Cooper, A. , Shewchuk, S. (Eds.). (2015). Knowledge brokers in education: How intermediary organizations are bridging the gap between research, policy and practice internationally. *Education Policy Analysis Archives.*

RESEARCH REPORTS (N=11), STUDENTS ARE UNDERLINED

2020

2020

2020

2019

2019

2018

2016

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1. Cooper, A. (2020). Cross-sector collaboration for the social sciences and humanities: A scoping review. Report prepared for the Social Sciences and Humanities Research Council of Canada. Kingston: Queen's University.

2. Cooper, A., Timmons, K., Yankulov, S., & MacGregor, S. (2020). At-home learning in Ontario during COVID-19. Queen's University: An ECE Lab/ RIPPLE Research Report.

3. Timmons, K., Cooper, A., Braund, H., & Bozak, E. (2020). Examining the implementation and impact of the COVID-19 remote teaching initiative in Ontario early primary education contexts. Queen's University: An ECE Lab/ RIPPLE Research Report.

4. Cooper, A., MacGregor, S., Shewchuk, S., Beach, P., Rodway, J., Searle, M. (2019). Harnessing the power of networks: Recommendations for action from a needs assessment to leverage existing strengths of the knowledge network for applied education research in Ontario. Report prepared for the Ontario Ministry of Education. Kingston: Queen's University.

5. Cooper, A. & MacGregor, S. (2018). CITED: An exploration for co-production and evidence-based podcasts as a mechanism for social change. Queen's University: A RIPPLE Research Report.

6. Cooper, A., Shewchuk, S., MacGregor, S., Mainhood, L., Beach, P., Shulha, L., Klinger, D. (2018). Knowledge mobilization networks in action: A scoping review of research-practice-partnerships in education. Report prepared for the Ontario Ministry of Education. Kingston: Queen's University.

7. Cooper, A. & Shewchuk, S. (2016). *The good, the bad, and the unknown: An environmental scan of research impact for humanities and social sciences in Canada, USA, UK, the European Union, Australia and New Zealand.* Report prepared for the Canadian Federation for Humanities and Social Sciences. Kingston: A RIPPLE Research Report.

8. Opala, E., Barwick, M., Bullock, H., **Cooper, A.**, Coriandoli, R., Gibson, J., Mitchell, S. & Phipps, D. (2014). *KTECoP Membership Survey 2014: Looking Back and Moving Forward.* Canadian Knowledge Transfer and Exchange Community of Practice Survey Report.

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9. Cooper, A. (2012). *Knowledge mobilization in education: A cross-case analysis of 44 research brokering organizations across Canada.*

10. Levin, B., **Cooper, A.**, Pollock, K. & Couchman, C. (2011). *Knowledge network for applied education report.* University of Toronto and University of Western Ontario.

11. Levin, B., **Cooper, A.**, Arjomand, S., Thompson, K. (2010). Research use and its impact in secondary schools: Exploring knowledge mobilization in education. CEA/OISE Collaborative Mixed Methods Research Project Final Report.

TOOLKITS FOR KMB PLANNING & RESEARCH IMPACT (N=4)

1. Cooper, A. (2020). *BRIDGE: A framework for Action.* Report prepared for the Social Sciences and Humanities Research Council of Canada. Kingston: RIPPLE Toolkit.

2. Cooper, A. & Shewchuk, S. (2017). *A guidebook of research impact resources for researchers.* Report prepared for the Canadian Federation for Humanities and Social Sciences. Kingston: RIPPLE Toolkit.

3. Cooper, A. & Shewchuk, S. (2017). *A taxonomy of research impact indicators for humanities and social science researchers.* Kingston: RIPPLE Toolkit.

4. Cooper, A. (2016). Systematic planning for knowledge mobilization: Moving beyond ad-hoc efforts towards intentional impact. Kingston: RIPPLE Toolkit.

2020   2017   2017   2016

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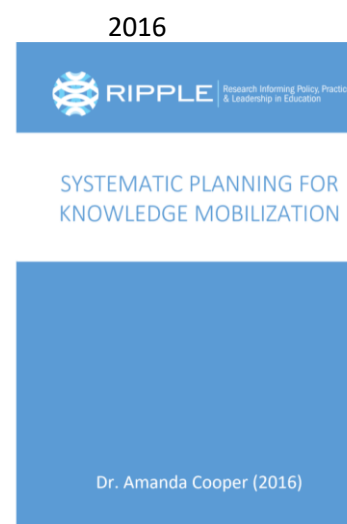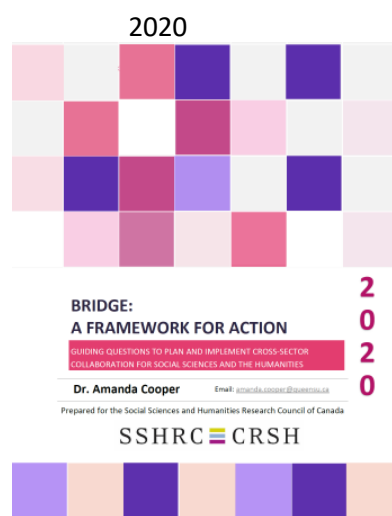
UNPUBLISHED THESES (N=2)*NOT INCLUDED IN CAREER PUBLICATION TOTAL

1. Cooper, A. (2012). *Knowledge Mobilization Intermediaries in Education: A cross-case analysis of 44 Canadian organizations.* Unpublished doctoral thesis, University of Toronto, Toronto, Ontario, Canada.

2. Cooper, A. (2008). *Student Leadership for Social Justice in Secondary Schools: A Canadian Perspective.* Unpublished master's thesis, University of Toronto, Toronto, Ontario, Canada.

PRESENTATIONS SUMMARY: CAREER TOTAL (N=118 + 9 MEDIA COVERAGE)

118	**7**	**39**	**70**	**2**	**+9**
TOTAL PRESENTATIONS	**INVITED KEYNOTES**	**INVITED CAPACITY BUILDING WORKSHOPS**	**REFEREED CONFERENCE PRESENTATIONS**	**PRACTITIONER CONFERENCES**	**MEDIA & ONLINE COVERAGE OF MY WORK**
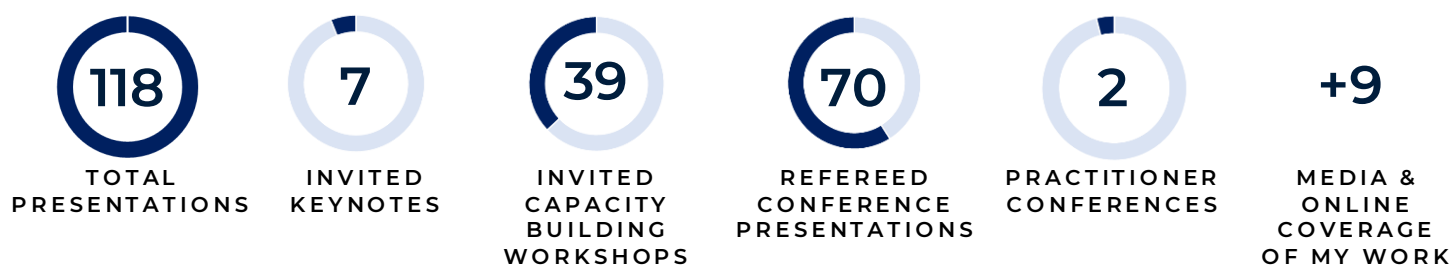
INVITED KEYNOTES (N=7)

2023. Invited Keynote: Understanding Co-Production and Policy Initiatives to Increase Evidence Use in Education. National Institute for Education. Singapore. February, 2023

2022. Invited Keynote: Understanding and Enhancing Research Impact: The Role of Research-Practice-Policy Partnerships. National Institute for Education. Singapore. Sept 30, 2022

2022. Invited Keynote: Building Research-Practice-Policy Networks for School Improvement. OECD (Organization for Economic Cooperation and Development). February 22, 2022

2016. Invited Keynote: Strengthening Research-Policy Engagement Through Brokering. Saskatoon, Saskatchewan. Sustainable Education Policy Network. June 10, 2016.

2016. Invited Keynote Address and Workshop: Systematic Planning for Knowledge Mobilization – Moving Beyond Ad Hoc Efforts towards Intentional Impact. Congress, Vancouver, British Columbia. *Comparative International Education Society.* March 6, 2016.

2015. Invited Keynote Address: Making Change- Research, Policy and Practice. Congress, Ottawa, *Featured Interdisciplinary Symposium*. May 31, 2015.

2015. Invited Keynote Address: Brokering as a Central Mechanism for Change: A Whole Systems Approach to KMb and KT. *Sickkids Hospital, Toronto. Knowledge Translation and Practitioner Course, Peter Gilgan Centre for Teaching and Learning. October 26, 2015.*

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INVITED CAPACITY BUILDING WORKSHOPS (N=39)

Invited capacity-building workshops (N=39) include training sessions for policymakers (N=7), practitioners (N=6), researchers (N=10), and graduate students (N=16).

POLICYMAKERS: INVITED CAPCITY BUILDING WORKSHOPS (N=7 OF 39)

2015. Invited Workshop: Research Impact and Policy. *75th Anniversary, Federation for Humanities and Social Sciences Research Council, November 17, 2015.*

2014. Strategic Planning Session: Provincial KMb Efforts. Invited Presentation, Ontario Education Research Panel, Ministry of Education.

2012. Le Centre de Transfert pour la Reussite Educative du Quebec. Invited presentation, CTREQ Annual Meeting.

2011. Connecting Researchers, Intermediaries and Users in Education – 45 projects from Ontario, Canada. Invited presenter & workshop leader, K* Conference.

2011. The Role of K* in Strengthening Science-Policy Integration. Invited expert panel member & workshop leader, Canadian Science Policy Conference.

2011. The relationship between educational research and policy. Invited speaker, Danish School Council Visit, OISE.

2011. The Tolstoy Trap. Invited speaker, Polivery II- Getting Big Things Done in Government, Cabinet Office of Ontario.

INVITED CAPACITY BUILDING WORKSHOPS FOR PRACTITIONERS (N=6 OF 39)

2011. Approaches to Research Mediation Across Canada. Invited workshop leader, Ontario Education Research Symposium, Ontario Ministry of Education.

2018. Invited Workshop: Knowledge Mobilization and Developmental Evaluation. *Ontario Education Research Symposium (OERS) Pre-conference.*

2016. Invited Panel Member: Research to Practice Networks Panel. *Ontario Education Research Symposium (OERS),* February 10, 2016.

2010. Inside the Black Box: Knowledge Mobilization in Research Administration. Invited workshop leader, O-PERA: OISE Professional Education in Research Administration

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2010. Scaling Up: Knowledge Mobilization. Invited expert panel member, Managing Information for Student Achievement (MISA) Leaders Event: Scaling Up – Using Data in Schools for Improved Student Outcomes, Ontario Ministry of Education.

2010. Research Use by Leaders in Canadian Secondary Schools. Invited speaker, Ontario Education Research Symposium, Ontario Ministry of Education.

INVITED CAPACITY BUILDING WORKSHOPS FOR RESEARCHERS (N=10 OF 39)

2023. Invited Workshop: Building KMB plans for International Development in the Global South. Queen's University

2015. Invited Workshop: Building KMb and KT plans. University of Lethbridge

2014. Knowledge Translation. Core Curriculum Course. Medical Program, Queen's University.

2013. Triple Helix Collaboration: Government, Industry & Post-Secondary Institutions. Invited presentation, St. Lawrence College.

2013. Three Practical Approaches to Building KMb plans. Invited presentation, Queen's   University.

2013.   An Empirical Overview of the Field of Knowledge Translation.   Invited presentation, School of Kinesiology and Health Studies, Queen's University

2013. A Cross-Case Analysis of 44 Research Brokering Organizations Across Canada. Invited presentation for KM in the AM, organized by Research Impact, York University, in conjunction with KTE COP and Ontario Public Services.

2012. Building KMb and KT plans for SSHRC, CIHR and NSERC grants. Invited presentation, Office of Research Services, Queen's University.

2011. Building Knowledge Mobilization Plans. Invited workshop leader, University of Western Ontario Professional Development for Faculty and Graduate Students.

2011. Building Knowledge Mobilization Plans. Invited workshop leader, OISE Professional Development for Faculty and Graduate Students.

INVITED CAPACITY BUILDING WORKSHOPS FOR GRAD STUDENTS (N=16 OF 39)

2023. Building KMb plans. Graduate Student Workshop. University of Saskatchewan

2022. SSHRC & OGS Grants. Graduate Student Workshop. Queen's University, Kingston, ON

2022. Building a Mentorship Network. Graduate Student Workshop. Queen's University, Kingston, ON

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2021. SSHRC & OGS Grants. Graduate Student Workshop. Queen's University, Kingston, ON

2021. Literature Review #LikeaBoss. Graduate Student Workshop. Queen's University, Kingston, ON

2020. Building a Publishing Pipeline. Graduate Student Workshop. Queen's University, Kingston, ON

2019. Building KMb plans. Graduate Student Workshop. Runa Bruno-Jofre Symposium in Education. Queen's University, Kingston, ON

2017.   A primer on building knowledge mobilization plans for graduate students. Invited workshop for Canadian Committee of Graduate Students in Education (CCGSE) and the Canadian Society for the Study of Higher Education (CSSHE). Pre-conference event at CSSE, Toronto, ON.

2016. Mobilizing Knowledge : Deep Learning for the 21st Century. Invited panel member Ontario Institute for Studies in Education, University of Toronto.

2016. Alternative data sources: Finding and building data sets from online sources. Invited workshop, Martin Schiralli Event, Queen's University.

2014. Navigating the Academic Job Market. Invited panel member, Ontario Institute for Studies in Education, University of Toronto.

2014. Translating Research into Job Opportunities. Invited presentation, Queen's University.

2014. Findings are forever: How to Convert Research Findings into Publications. Invited panel member. Canadian Association for Studies in Educational Administration Conference, New Brunswick.

2012. Sharing Strategies: Women in Academia Facilitating Success. Invited panel member, Ban Righ Women's Centre. Queen's University.

2012. Strategies to Produce Academic Writing. Invited panel member, Rosa Bruno-Jofré Symposium in Education, Queen's University.

2011. Publishing and Networking: Promises and Pitfalls. Invited presentation, Ontario Institute for Studies in Education, University of Toronto.

REFEREED CONFERENCE PRESENTATIONS (N=70)

1. Cooper, A., Luce-Kapler, R., Teves, E., Searle, M., & Rodway, J. (2023). *Social impact centres around the globe: Amplifying research impact in communities.* Paper presented at the annual meeting of the Canadian Society for the Study of Education. Toronto, ON.

2. Cooper, A., MacGregor, S., Worthington, P., Searle, M., & Rodway, J. (2023). *How are social science funding agencies changing? Exploring the shifting global landscape of knowledge mobilization and research impact towards integrating equity and multi-stakeholder collaboration.* Paper presented at the annual meeting of the Canadian Society for the Study of Education. Toronto, ON.

3. MacGregor, S., & **Cooper, A.** (2023). *Ontario secondary school teachers' perspectives on system leadership during times of crisis*. Paper presented at the annual meeting of the Canadian Society for the Study of Education. Toronto, ON.

4. Arjomand, S., & **Cooper, A.** (2023). *Leaping ahead with the Mathspace app: Creative implementation of a Grade 9 math preparation and support program.* Paper presented at the annual meeting of the Canadian Society for the Study of Education. Toronto, ON.

5. Worthington, P., Searle, M., & **Cooper, A.** (2023). *Exploring the portfolio-style dissertations for an educational evaluation doctorate.* Poster presented at the annual meeting of the Canadian Society for the Study of Education. Toronto, ON.

6. Cooper, A., Luce-Kapler, R., Teves, E., Searle, M., & Rodway, J. (2023). *Social impact centres around the globe: Amplifying research impact in communities.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

7. Cooper, A., MacGregor, S., Worthington, P., Searle, M., & Rodway, J. (2023). *How are social science funding agencies changing? Exploring the shifting global landscape of knowledge mobilization and research impact towards integrating equity and multi-stakeholder collaboration.* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

8. MacGregor, S., & **Cooper, A.** (2023). *Secondary school teachers' perceptions of system leadership during the COVID-19 pandemic*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

9. Worthington, P., **Cooper, A.**, Searle, M., Hughes, J, & Gokiert, R. (2023). *A Scoping Review of Evaluation Use: An Ever Growing Field*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

10. Worthington, P., Searle, M., & **Cooper, A.** (2023). *Negotiating an evaluation capstone: How we planned a portfolio-style dissertation.* Paper presented at the annual meeting of the Canadian Evaluation Society (CES), Quebec City, QC.

11. Worthington, P., Searle, M., & **Cooper, A.** (2023). *An investigation on how evaluation influences socially positioned programs within higher education.* Paper presented at the annual meeting of the Canadian Evaluation Society (CES), Quebec City, QC.

12. Searle, M., **Cooper, A.,** <u>Worthington, P.,</u> Hughes, J. Poth, C. & Gokiert, R. (2022). *Reconsidering Evaluation Use: Results from a Scoping Review.* Paper Presented at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

13. <u>Worthington, P.,</u> Searle, M., **Cooper, A.** (2022). *Showcasing Emerging Scholarship: Exploring the Portfolio Dissertation for an Evaluation Doctorate.* Presented at the annual meeting of the American Evaluation Association (AEA), New Orleans, LA.

14. <u>Holden, M.,</u> DeLuca, C., **Cooper, A.,** & <u>MacGregor, S.</u> (2022). *A priority player: Rethinking classroom assessment amidst emergency remote teaching*. Paper presented at the annual meeting of the Canadian Society for the Study of Education.

15. Cooper, A., <u>MacGregor, S.,</u> Searle, M., & Kukkonen, T. (2022). M*oving knowledge into action with co-production and arts-informed inquiry*. Paper presented at the annual meeting of the American Educational Research Association.

16. <u>MacGregor, S.,</u> & **Cooper, A.** (2022). *Interrogating the use of mixed methods in developmental evaluation*. Paper presented at the annual meeting of the American Educational Research Association.

17. <u>MacGregor, S.,</u> **Cooper, A.,** DeLuca, C., & <u>Holden, M.</u> (2022). *Assessment in the Pandemic: Interrogating What is Essential*. Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement.

18. <u>MacGregor, S.,</u> & **Cooper, A.** (2021). *Considerations for employing mixed methods approaches in developmental evaluation*. Paper presented at the annual meeting of the Canadian Society for the Study of Education.

19. <u>MacGregor, S.,</u> & **Cooper, A**. (2020). *How multi-stakeholder networks in education are conceptualizing and measuring impact*. Paper accepted for presentation at the annual meeting of the Canadian Society for the Study of Education, London, Canada. (Conference cancelled).

20. Cooper, A., & <u>MacGregor, S.</u> (2020). *How research-practice partnerships are increasing the policy relevance of educational research*. Paper accepted for presentation at the annual meeting of the Canadian Society for the Study of Education, London, Canada. (Conference cancelled).

21. <u>MacGregor, S.,</u> **Cooper, A.,** & Phipps, D. (2020). *How a networked approach to knowledge mobilization in higher education institutions supports research impact*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference cancelled).

22. Cooper, A., & <u>MacGregor, S.</u> (2020). *Mapping the social contexts of multi-stakeholder networks for educational change*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference cancelled).

23. Cooper, A., & MacGregor, S. (2020). *Maximizing the policy-relevance of research for school improvement: An environmental scan of research-practice-partnerships*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference cancelled).

24. *Tan, E., Kidder, A., Cooper, A., MacGregor, S. (2020). *Exploring the role of NGOs in policy, advocacy, and public engagement*. Workshop presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Marrakech, Morocco

25. MacGregor, S., & Cooper, A. (2020). *A conceptual framework for understanding the contexts of multi-stakeholder networks for educational change*. Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Marrakech, Morocco.

26. Cooper, A., & MacGregor, S. (2019). Research Practice Partnerships in Education. Presented at the AERA Research Conference, AERA Special Topics Conference 2019. San Diego.

27. MacGregor, S., & Cooper, A. (2019). Impact that counts: Measuring the role of social science funding agencies in knowledge mobilization. Presented at the Canadian Society for Studies in Education, CSSE 2019. Vancouver, BC.

28. Cooper, A., MacGregor, S., Shewchuk, S., & Mainhood, L. (2019). A scoping review of research-practice-policy networks in education. Presented at the Canadian Society for Studies in Education, CSSE 2019. Vancouver, BC.

29. Cooper, A., & MacGregor, S. (2019). Knowledge mobilization networks in action: A scoping review of research-practice partnerships in education. Presented at the American Education Research Association Annual Meeting, AERA 2019, Toronto, ON.

30. MacGregor, S., & Cooper, A. (2019). A model for merging science and media: "A new area between these worlds". Presented at the American Education Research Association Annual Meeting, AERA 2019, Toronto, ON.

31. Cooper, A., & MacGregor, S. (2019). A model to assess the impact of brokering efforts: Proposed indicators for multi-stakeholder knowledge mobilization efforts. Presented at the American Education Research Association Annual Meeting, AERA 2019, Toronto, ON.

32. MacGregor, S. & Cooper, A. (2018). *A tripartite partnership model for research communication.* Paper presented at AERA, New York, NY.

33. Shewchuk, S., MacGregor, S. & Cooper, A. (2018). *Social science funding agencies' promotion of knowledge mobilization and research impact: An international study.* Paper presented at AERA, New York, NY.

34. MacGregor, S. & Cooper, A. (2018). *Strange magic: Academics and the media.* Paper presented at CSSE, Regina, Canada.

35. MacGregor, S. & Cooper, A. (2018). *Cited: A tripartite co-production model for science communication. Panel for the Canadian Society for Digital Humanities.* Paper presented at CSSE, Regina, Canada.

36. Cooper, A., Shewchuk, S. & MacGregor, S. (2017). *The role of Social Science Research Funders in the Rise of Global Impact Agendas.* Paper presented at CSSE, Toronto, ON.

37. Cooper, A. & MacGregor, S. (2017). *Leveraging knowledge mobilization efforts in the media: Creating partnerships between researchers and journalists.* Paper presented at CSSE, Toronto, ON.

38. Cooper, A., Shewchuk, S. & MacGregor, S. (2017). *How research funding agencies are shaping the research-practice-policy interface globally: An international study on the rise of research impact agendas.* Paper presented at AERA, San Antonio, Texas.

39. Cooper, A. & Shewchuk, S. (2017). *An analysis of 775 school district equity policies in Ontario.* Paper presented at International Congress for School Effectiveness and Improvement, Ottawa, ON

40. 2016. Cooper, A. (2016). *The Dollars and "Sense" of Funding Knowledge Mobilization.* Paper presented at Canadian Knowledge Mobilization Forum, Toronto, ON.

41. Cooper, A. (2016). *Social Science Funding Agencies' Support and Promotion of Knowledge Mobilization: An International Study.* Paper presented at AERA, Washington, DC.

42. Al Makhemrah, M. & Cooper, A. (2016). *Social Science Funding Agencies' Support and Promotion of Knowledge Mobilization: An International Study.* Paper presented at CSSE, Calgary

43. Cooper, A. (2015). Exploring KMb in Education in Canada from A Whole Systems Perspective: A review of two research programs. Paper presented at Australian Association for Research in Education, Freemantle, Australia.

44. Cooper, A. (2015). *Co-creating impact measures of research mobilization with intermediary organizations.* Paper presented at AERA, Chicago.

45. Cooper, A. & Shewchuk, S. (2015). *Equity Policy Analysis in Ontario. Paper presented at CSSE, Ottawa.*

46. Cooper, A. (2014). *Measuring the Impact of Research Brokering Efforts in Education across Canada.* Paper presented at CASEA, New Brunswick.

47. Cooper, A. (2014). *Research Brokering in Education: Innovative Dissemination Strategies for School Improvement in Public Education Systems.* Paper presented at AERA, Philadelphia.

48. Cooper, A. (2013). *Mobilizing Evidence to Tackle Educational Disadvantage: Intermediaries Connecting Research to Policy and Practice.* Paper presented at AERA, San Francisco.

49. Cooper, A. (2013). *Research Brokering in Education – Innovative Dissemination Strategies for Addressing In(Equity) across Education Systems.* Paper presented at AERA, San Francisco.

50. Cooper, A. (2012). *The Missing Link? Intermediaries, Mediators, and Knowledge Brokers in Education.* Paper presented at AERA, British Columbia, Canada.

51. Cooper, A. (2012). *Knowledge mobilization intermediaries in education across Canada: A cross-case analysis of 44 organizations.* Paper presented at AERA, British Columbia, Canada.

52. Cooper, A. (2011). *Social media and all that jazz: Online strategies used by Canadian knowledge brokers in education.* Paper presented at Bridging the gap between research, policy and practice: The importance of intermediaries (knowledge brokers) in producing research impact, London, England.

53. Cooper, A. (2011). *Knowledge Mobilization Intermediaries: A cross-case analysis of 44 Canadian Educational organizations.* Paper presented at Global Implementation Conference, Washington, DC.

54. Cooper, A. (2011). *Knowledge Mobilization Intermediaries in Education: A Multiple Case Study Analysis.* Paper presented at the Annual Meeting for American Education Research Association (AERA), New Orleans, Louisiana.

55. Cooper, A., Rodway Macri, J. & Read, R. (2011). *Knowledge mobilization practices of educational researchers in Canada.* Paper presented at AERA, New Orleans, Louisiana.

56. Levin, B., Macmillan, R. & **Cooper, A.** (2011). *Ontario's Knowledge Network for Applied Education Research (KNAER): A serious effort at Knowledge Mobilization*. Paper presented at the Canadian Society for the Study of Education (CSSE) Conference, Fredericton, New Brunswick.

57. Cooper, A. (2011). *Research mediation in the Canadian education system.* Paper presented at CSSE, Fredericton, New Brunswick.

58. Cooper, A. (2010). *Knowledge Mobilization Intermediaries in Education.* Paper presented at CSSE, Montreal, Quebec.

59. Cooper, A., Edelstein, H., Levin, B. & Leung, J. (2010). *Use of web-based research materials in education: Is uptake occurring?* Paper presented at CSSE, Montreal, Quebec.

60. Levin, B., **Cooper, A.**, Mascarenhas, S. & Thompson, K. (2010). *Increasing research use in Canadian Secondary Schools.* Paper presented at CSSE, Montreal, Quebec.

61. Cooper, A. (2010). *Knowledge Brokers: A Promising Knowledge Mobilization Strategy to Increase Research Use in Education.* Paper presented at AERA, Denver, Colorado.

62. Levin, B. & **Cooper, A.** (2010). *Understanding Knowledge Mobilization Processes to Advance Research Across Universities, Districts and Schools.* Paper presented at AERA, Denver, Colorado. May 2010.

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63. Cooper, A. & Levin, B. (2010). *Research Use and Its Impact on Educational Leaders in Canadian Secondary Schools.* Paper presented at AERA, Denver, Colorado. May 2010.

64. Levin, B. & Cooper, A. (2010). *Interventions with Educational Leaders to Improve Research Use and Its Impact in Canadian Secondary Schools.* Paper presented at AERA, Denver, Colorado.

65. Cooper, A. & Levin, B. (2009). *Overview of Knowledge Mobilization in Education.* Paper presented at CSSE, Ottawa, Ontario.

66. Cooper, A. (2009). *Knowledge Brokering in Education: A Promising Knowledge Mobilization Strategy.* Paper presented at CSSE, Ottawa, Ontario.

67. Cooper, A. (2009). *Student Leadership for Social Justice: A Canadian Perspective*. Paper presented at AERA, San Diego, California.

68. Cooper, A. & Levin, B. (2009). *Mobilizing knowledge for policy and practice.* Paper presented at AERA, San Diego, California.

69. Cooper, A. (2008). *Utilizing Student Leadership to Confront Controversial Issues: A Canadian Perspective.* Paper presented at CSSE, Vancouver, British Columbia.

70. Cooper, A. (2008). *Student Leadership for Social Justice in Canadian Secondary Schools*. Paper presented at CSSE, Vancouver, British Columbia.

PRACTITIONER PROCEEDINGS (N=2)

2010. Cooper, A. *Research Use by Leaders in Canadian Secondary Schools.* Poster presented at Ontario Education Research Symposium, Toronto, Ontario.

2009. Cooper, A. *Research Supporting Practice in Education.* Poster presented at Ontario Education Research Symposium, Toronto, Ontario.

MEDIA, BLOGS, AND ONLINE COVERAGE OF MY WORK (N=9)

2022. MacGregor, S., **Cooper, A.,** Searle, M., & Kukkonen, T. Embracing creativity in co-production using the arts. *Evidence & Policy Blog*. https://evidenceandpolicyblog.co.uk/2022/11/09/embracing-creativity-in-co-production-using-the-arts/

2020. Globe and Mail. Jermyn, D. (September 25) *Collaboration, innovation, connection mark school's response to pandemic closure.*

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2020. Global news. (August 19). GNM sits down with Queen's experts researching COVID-19's impact on education.

2018. Blog by David Phipps for Cooper, Rodway, and Read publication on the knowledge mobilization practices of researchers. Posted July 5, 2018. Available at http://researchimpact.ca/knowledge-mobilization-practices-of-researchers/

2013.   Blog by David Phipps for Cooper (2014) publication on RBOs. *Quantitative Analysis (and a little shameless self-promotion).* Posted November 13, 2012. Available at http://researchimpact.wordpress.com/tag/amanda-cooper/

2012. *Knowledge mobilization: Closing the gap between research and practice.* Research Spotlight, Queen's University, Available at: http://educ.queensu.ca/research/spotlights/knowledge-mobilization

2012. Interview about KNAER Initiative. International K* Conference. Published April 25, 2012. YouTube video available at: http://www.youtube.com/watch?v=f73zVnlNQHg&index=15&list=PL10A8AFA69C03F2D8

2011. Coverage in Knowledge Mobilization Journal Club by David Phipps for Cooper, Levin, Campbell (2009) publication. Posted October 25, 2011. Available at: https://researchimpact.othree.ca/forums/journalclub/the-growing-but-still-limited-importance-of-eviden

2011. Participation in Press Conference for KNAER with People for Education: Unique new toolkit focuses on the parent involvement that really makes a difference. Press Release published April 2, 2012.

TEACHING SUMMARY: COURSES TAUGHT (N=28 + 4 YEARS HIGH SCHOOL TEACHING)

28
TOTAL COURSES TAUGHT

16
GRADUATE COURSES TAUGHT

12
UNDERGRAD COURSES TAUGHT

91%
GRADUATE EVALUATIONS COMBINED SCORE

87%
UNDERGRAD EVALUATIONS COMBINED SCORE

TEACHING EVALUATION SCORES: GRADUATE=91%, UNDERGRADUATE=87%

GRADUATE TEACHING EVALUATION SCORE= 91% (Combined Weighted Total)
USATs OVERALL TEACHING EVALUATION SCORE: 4.6/5.0 = 92%
QSSETs OVERALL TEACHING EVALUATION SCORE: 6.2/7 = 89%
(Calculation based on all items averaged across all graduate course evaluations from Queen's University and weighted by the number of students who responded from each class)

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RIPPLE | Research Informing Policy, Practice & Leadership in Education

UNDERGRADUATE TEACHING EVALUATION SCORE= 87% (Combined Weighted Total)
USATs OVERALL TEACHING EVALUATION SCORE: 4.3/5.0 = 86%
QSSETs OVERALL TEACHING EVALUATION SCORE: 6.3/7 = 90%
(Calculation based on all items averaged across all undergraduate course evaluations from Queen's University and weighted by the number of students who responded from each class)

SUMMARY OF COURSES TAUGHT (N=28)

UNDERGRADUATE LEVEL (N=12), QUEEN'S UNIVERSITY

2020-2021	PROF 411: Practicum Course. Undergraduate, 22 students.
2020-2021	FOCI 275: School Leadership. Undergraduate, 37 students.
2019-2020	PROF 411: Practicum Course. Undergraduate, 22 students.
2019-2020	FOCI 275: School Leadership. Undergraduate, 37 students.
2016-2017	PROF 411: Practicum Course. Undergraduate, 22 students.
2015-2016	PROF 411: Practicum Course. Undergraduate, 22 students.
2015-2016	FOCI 275: School Leadership. Undergraduate, 37 students.
2014-2015	PROF 191: Theory and Professional Practice. Undergraduate, 13 students.
2014- 2015	FOCI 275: School Leadership. Undergraduate, 39 students.
2013	PROF 155: Concepts in Teaching and Learning – Social Contexts, 330 students.
2013	PROF 150: Concepts in Teaching and Learning – Social Contexts, 330 students.
2012 - 2013	FOCI 275: School Leadership. Undergraduate, 38 students.

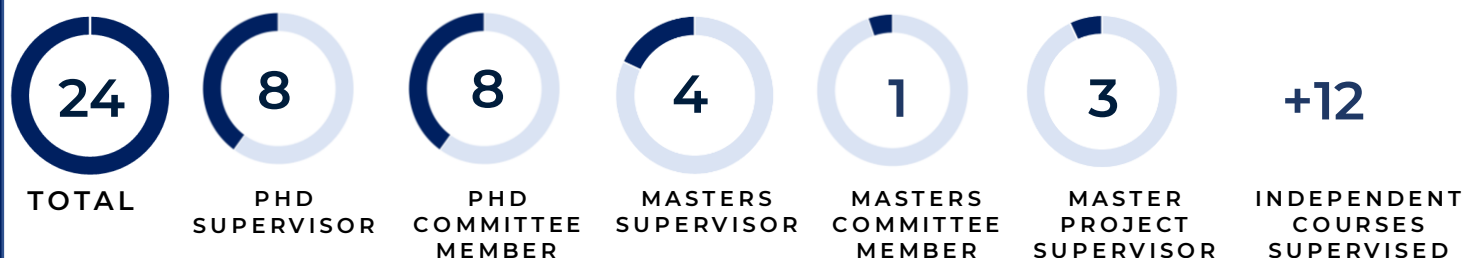### GRADUATE COURSES (N=16), QUEEN'S UNIVERSITY

2022	EDUC 806 Scholarly Writing and Dissemination
2022	EDUC 806 Scholarly Writing and Dissemination
2021	GDPI/PME 863 Equity for Leadership
2021	GDPI/PME 862 Finance in Education
2021	EDUC 864 Knowledge Mobilization and Translation in Public Services, 16 students.
2020	EDUC 864 Knowledge Mobilization and Translation in Public Services, 16 students.
2019	EDUC 932 Seminar in Policy Studies, Doctoral level, 8 students.
2017	EDUC 932 Seminar in Policy Studies, Doctoral level, 5 students.
2016	EDUC 888/ 901 Knowledge Mobilization and Translation in Public Services, 11 students.
2016	GDPI/PME 813: Knowledge Translation & Mobilization (Online Course).
2015	EDUC 932 Seminar in Policy Studies, Doctoral level, 2 students.
2015	GDPI/PME 813: Knowledge Translation & Mobilization (Online Course).
2015	GDPI/PME 812: Organizational Learning (Online Course).
2014	GDPI/PME 812: Organizational Learning (Online Course).
2013	EDUC 860: Introduction Organizations and Organizational Behaviour. Master level, 3 students.
2012	EDUC 861: Policy Studies in Education. Master level, 20 students.

HIGH SCHOOL TEACHER (N=4 YEARS)

AMANDA COOPER

2006   Summer School English Teacher, Bracebridge & Muskoka Lakes Secondary School, Trillium Lakelands District School Board (TLDSB)
2005 – 2006   English Teacher, Huntsville High School, TLDSB
2005   Math Teacher, Huntsville High School, TLDSB
2005   `Science Teacher, Huntsville High School, TLDSB

TEACHING SUMMARY: GRADUATE SUPERVISION (N=23)

24	8	8	4	1	3	+12
TOTAL	PHD SUPERVISOR	PHD COMMITTEE MEMBER	MASTERS SUPERVISOR	MASTERS COMMITTEE MEMBER	MASTER PROJECT SUPERVISOR	INDEPENDENT COURSES SUPERVISED

TEACHING SUMMARY: GRADUATE STUDENTS TRAINED (TOTAL=24)

SUPERVISION CAREER TOTALS (N=23)

	Completed	In Progress
Doctoral Thesis Supervision	3	5
Doctoral Thesis Committee Member	3	5
Master's Thesis Supervision	4	
Master's Thesis Committee Member	1	
Master's Project Supervision	3	
Totals	14	10

I have contributed to the development of 23 Highly Qualified Personnel through graduate supervision (12 completed, 11 in progress) to contribute to the Canadian workforce. I have between 5-10 graduate students working on my research team at any given time. Co-authoring publications with graduate students has yielded 12 peer-reviewed journal articles, 4 book chapters, and 6 research reports. Co-authored graduate student conference presentations include numerous proceedings in national and international venues. I fund students to take specialized training in knoweldge mobilization (KMb certificate $2,500*2 students, systematic review training $1,500*1 student; Social Network Analysis training $2,500*1 student). My doctoral students have been successful in competitive funding including CGS, SSHRC, and OGS scholarships.

PHD SUPERVISION (N=8: 3 COMPLETED, 5 IN PROGRESS)

MacGregor, Stephen. (2021). *Knowledge mobilization and research impact in Canadian Universities: A developmental evaluation of network learning.* Queen's University, Ontario, Canada.

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Compeau, Scott. (2021). *K-12 learning ecosystems: The role and position of university-based outreach units as knowledge brokers.* Queen's University, Ontario, Canada

Shewchuk, Samantha. (2019). *Promoting the Academic Success of Children in Out-of-Home Care Through a Partnership Working Agreement between the Education and Child Welfare sectors in Ontario, Canada.* Unpublished doctoral thesis, Queen's University, Ontario, Canada.

Arjomand, S. (In progress). Mathematics instruction and pedagogical improvement in Ontario schools. Queen's University.

Dannaway, Y. (In progress). *International schools accreditation and quality of teaching and learning.* Queen's University.

Deveau, L. (In progress). *Mental health intervention capacity building for Ontario police officers.* Queen's University.

Islam, S. (In progress). *Comparative education and large scale change.* Queen's University.

Yahia, L. (In progress). *Regulatory architecture in higher education.* Queen's University.

PHD COMMITEE (N=8: 3 COMPLETED, 5 IN PROGRESS)

Kukkonen, T. (2022). *Telling the field of rural arts education in Canada: The role of intermediary organizations in brokering and supporting partnerships*. Queen's University.

Asmonga, J. (2018). *The use of inquiry teams to promote boundary crossing between educational practitioners and the research community.* John Hopkins University, Doctor of Education.

Alicia Hussain (2015). *The effects of Ontario's Safe Schools Policy on Racialized Students (2000-2013).* Unpublished doctoral thesis, Queen's University, Ontario, Canada.

Baidoo-Anu, D. (In progress). *Classroom assessment and evaluation in Ghana.* Queen's University

Gabhi, M. (In progress). *The hidden curriculum of teacher professionalization in Ontario teacher education.* Queen's University

Hughes, J. (In progress). *Knowledge mobilization and program evaluation in social systems.* Queen's University

Worthington, P. (In progress). *Community engaged program evaluation.* Queen's University.

Woodside-Duggins, V. (In progress). *Training officers in the Canadian armed forces.* Queen's University.

MASTERS SUPERVISION (N=4: 4 COMPLETED)

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Daoust, A. (2015). *Education without margins: A critical exploration of ten urban teachers' understanding and enactment of equity and inclusive education in diverse classrooms.* Unpublished master's thesis, Queen's University, Ontario, Canada.

Shewchuk, S. (2014). *Children in need of protection: Reporting policies in Ontario school districts.* Unpublished master's thesis, Queen's University, Ontario, Canada.

Melim, D. (2014). *The case of a knowledge mobilization intermediary in an education practice setting: Connecting policy to practice.* Unpublished master's thesis, Queen's University, Ontario, Canada.

Parker, B. (2023). Mental health literacy of teachers in Ontario schools. Queen's University.

MASTERS PROJECT SUPERVISION (N=3: 3 COMPLETED)

Raab, Alyssa. (2024). Eating disorder stigma in schools: Equipping Ontario teachers to better support student mental health.

Patel, R. (2022). The effects of school leadership and collaborative teachers on rigorous instruction. Queen's University.

Mantha, E. (2017). *Preparing students for international internships in a school of business.* Unpublished master's project, Queen's University, Ontario, Canada.

MASTERS COMMITEE (N=1: 1 COMPLETED)

Battista, A. (2014). *Police professionalization through higher education: A comparison of higher education and previous work experience on police academy performance.* Unpublished master's thesis, Queen's University, Ontario, Canada.

INDEPENDENT READING COURSES SUPERVISED (N=12)

Patel, Roshaniben (2021) Knowledge Mobilization and Translation in Public Service Sectors.

Patel, Roshaniben (2021) Educational Policy.

Braund, H. (Fall 2017) Knowledge Mobilization and Translation in Public Service Sectors.

Lester, B. (Fall 2017) Knowledge Mobilization and Translation in Public Service Sectors.

MacGregor, S. (Fall 2017) Knowledge Mobilization and Translation in Public Service. Sectors.

Coombs, A. (Fall 2017) Knowledge Mobilization and Translation in Public Service Sectors.

Compeau, S. (Summer 2016). Engineering Outreach Organization and Makerspace Knowledge for Education.

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Rich, J. (Fall 2015). Knowledge Mobilization and Translation in Public Service Sectors.

Mainhood, L. (Fall 2015). Knowledge Mobilization and Translation in Public Service Sectors.

Daoust, A. (Winter 2014). An overview of the empirical evidence on equity in diverse classrooms.

Melim, D. (Winter 2013) Exploration of Evidence-Based Strategies to Work with Students with Autistic Spectrum Disorder.

Shewchuk, S. (Winter 2013) Knowledge Mobilization Practices in Child Welfare Sector.

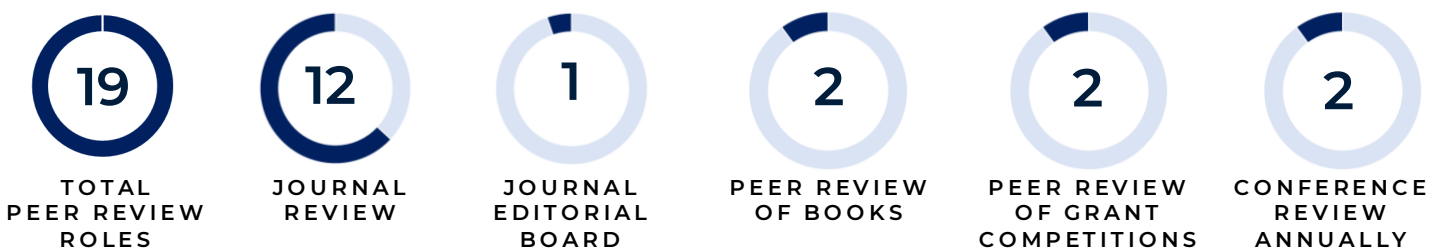## SERVICE SUMMARY: VPR/UNIVERSITY & FACULTY LEVEL COMMITTEES (N=37)

37	**18**	**19**	**+2**
TOTAL SERVICE COMMITTEES	VPR/ UNIVERSITY LEVEL	FACULTY LEVEL	INFOGRAPHICS ON ADR LEADERSHIP SERVICE

SERVICE TO VPR & UNIVERSITY, QUEEN'S UNIVERSITY (N=18)

2023	Research Data Management Committee
2021-Current	ADR/AVP Leadership Committee
2022-Current	Senate Advisory Research Committee
2021-Current	Research Advisory Council
2021-Current	Multi-disciplinary Research Advisory Committee
2021-Current	Intellectual Property and Commercialization Working Group
2022-2023	VPR Adjudication: Internal SSHRC Grants
2022-2023	VPR Adjudication: SSHRC Banting Post-Docs
2022-2023	VPR Adjudication: CERC Competition
2022-2023	VPR Adjudication: NSERC CREATE
2022-2023	VPR Adjudication: Undergraduate Summer Student Research Fellowships
2022	VPR Adjudication: Tri-Colour Athetic Awards
2021-2022	Capital Improvement Planning Committee
2021-2022	Queen's Research Data Centre
2021	Wicked Ideas Competition for Innovation and Commercialization Potential
2016-2017	Principal's Teaching and Learning Awards (PTL) – International Education Award Adjudication Committee
2015	Appointments Committee: Dean of Education Search
2014-2015	Canada Graduate Scholarships- Masters (CGS-M) Adjudication Committee

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SERVICE TO THE FACULTY OF EDUCATION, QUEEN'S UNIVERSITY (N=19)

2022-2023	Chair, Hiring Committee for Endowed Research Chair, Equity and Social Justice
2021-2022	Chair, Hiring Committee for Endowed Research Chair, Equity and Social Justice
2021-2022	Teacher Education Advisory Committee
2020-2022	Education Research Ethics Board
2020-2022	Quality of Life Committee
2020-2021	Renewal, Tenure, and Promotion Committee
2020-2021	Strategic Planning Committee
2019-2022	Faculty Board Chair
2016-2017	Renewal, Tenure, and Promotion Committee
2015-2016	Appointments Committee: Hiring 3 Tenure Track Positions
2015-2016	SSHRC, OGS, PhD Admissions Committee
2014-2015	Term Adjunct Appointments Committee
2014-2016	Online Steering Committee
2014-2015	Education Research Ethics Board
2014-2015	SSHRC, OGS, PhD Admissions Committee
2013-2014	B.Ed/DipEd Reading Day for Professional Statements of Experience
2013-2014	SSHRC, OGS, PhD Admissions Committee
2012-2014	Graduate Diploma of Professional Inquiry Planning Committee
2012-2016	Advisory Committee to Associate Dean of Research and Graduate Studies

SERVICE SUMMARY: PEER REVIEW (N=19)

19	12	1	2	2	2
TOTAL PEER REVIEW ROLES	JOURNAL REVIEW	JOURNAL EDITORIAL BOARD	PEER REVIEW OF BOOKS	PEER REVIEW OF GRANT COMPETITIONS	CONFERENCE REVIEW ANNUALLY

JOURNAL REVIEWER, (N=12 JOURNALS, MULTIPLE ARTICLES EACH YEAR)

2012-20	Evidence and Policy
2017	Sage Open
2017-2019	International Journal of Educational Leadership and Policy
2016	London Review of Education
2014-2016	Education Policy Analysis Archives
2015	Brock Education Letter
2014	Evaluation and Program Planning
2014	Scholarly and Research Communication

AMANDA COOPER

2013	Journal of Educational Change
2013	Canadian Journal of Educational Administration and Policy
2014	Research Policy
2012	Educational Policy

EDITORIAL BOARD, (N=1)

| 2018 | Editorial Board, International Journal of Educational Leadership and Policy |

PEER REVIEW OF BOOKS, (N=2)

| 2014 | Bloomsbury Publishing, UK |
| 2013 | Continuum Books, London/ New York |

PEER REVIEW OF GRANTS, (N=2)

| 2016 | Social Sciences and Humanities Research Council of Canada, Insight Grants |
| 2016 | Leverhulme Foundation, United Kingdom |

CONFERENCE PEER REVIEW, (N=2 ANNUALLY, 10-20 PROPOSALS EACH YEAR)

| Annually | American Education Research Association (AERA) |
| Annually | Canadian Society for Studies in Education (CSSE) |