

ABBREVIATED CURRICULUM VITAE

Corinne Brion

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University of Dayton

School of Education and Health Sciences

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EDUCATION

- 2017 **PhD, Leadership Studies (K-12 Education Specialization)**
University of San Diego
School of Leadership and Education Sciences, Department of Leadership Studies
Dissertation: Low-Fee Private Schools in West Africa: Case Studies from Burkina Faso and Ghana
William Foster Outstanding Dissertation Award
- 2009 **M.Ed., Master of Science in Education**
Southern Oregon University
Oregon Administrative license
- 1996 **B.A., International Business and Marketing**
Ecole Nationale de Commerce, Paris, France

PROFESSIONAL EXPERIENCE

Academic Appointments

2024-Present **Associate Professor with tenure**, University of Dayton, OH

2018-2024 **Assistant Professor**, University of Dayton, OH

2017-2018 **Postdoctoral Fellow**

School of Leadership and Education Sciences, University of San Diego, CA

Adjunct Professor, Department of Teaching and Learning, University of San Diego

Social Entrepreneurship

2023-Present **Founder of Turtle Up**

Ohio and Ghana

2013-2018 **Created a Train the Trainers Model in five African nations for school leaders related to the creation and delivery of professional learning on leadership**

Burkina Faso, Liberia, Ghana, Rwanda, and Ethiopia

K – 12 Leadership

2010-2012 **Director of International Programs**

St. Mary's High School, Medford, OR

2007-2010 **Founder and Principal**

Madrone Trail Public Charter School, Medford, OR

1999-2002 **Director of Classes**

The French Class, San Francisco, CA

K – 12 Teaching

2002-2007 **Teacher and Program Director**

Notre Dame des Victoires, San Francisco, CA

EXAMPLES OF SCHOLARSHIP

**indicates that undergraduates or graduate students were co-authors for the publications and/ or presentations
 *** Full CV available on request that includes additional publications and presentations locally, nationally, and internationally.

Refereed & Blind Reviewed Journal Articles

1. **Brion, C.** (2024). Beyond Boundaries: Third space leadership in schools. *Journal of Cases in Educational Leadership (JCEL)*, 1-16.
2. Arar, K., **Brion, C.**; Saiti, A. (2024). Culturally proficient leadership: Equipping educators to serve refugee students during the COVID-19 pandemic. *Equity in Education and Society*. <https://doi.org/10.1177/27526461241227970>
3. Rogers-Shaw, C., **Brion, C.**, Jordan, C., & Burden-Cousins, M. (In press). Overcoming Imposter Syndrome in Doctoral Classrooms. *Journal of Thought*.
4. **Brion, C.**, & Ampah-Mensah, A. (In Press). Leading schools in the midst of COVID 19: Experiences of basic school leaders of the Komenda Edina Eguafo Abrem district of the Central Region of Ghana. *Journal. The Journal of African Policy Studies*.
5. **Brion, C.** (2023). Crisis Leadership: Voices from the field. *Journal of Catholic Education*, 26(1), 1-22. <https://doi.org/10.15365/joce.2601012023>
6. **Brion, C.** (2023). Social and emotional learning for early childhood teachers teaching online. *International Journal of Technology Enhanced Learning (IJTEL)*, 15(3),250-265.
7. **Brion, C.**, & Kiral, B. (2022). Creating and Sustaining Positive School Climate During COVID-19 Pandemic. *Journal of Educational Leadership and Policy Studies*, 6(2), 15-33.
8. **Brion, C.** (2022). Impact of teachers' racial diversity on school culture. *International Journal of Educational Reform (IJER)*. <https://doi.org/10.1177/10567879221142547>
9. **Brion, C.** (2022). Whose poverty is it? An autoethnography. *Dialogues in Social Justice*, 1(7), 1-13. <https://stage-journals.charlotte.edu/dsj/article/view/1255>
10. **Brion, C.**, & Rogers-Shaw, C. (2022). Standing in between: Becoming culturally proficient through cross-border research. *The Qualitative Report*, 27(10).
11. **Brion, C.** (2022). What's Compassionate discipline got to do with it? *Journal of Cases in Educational Leadership (JCEL)*,25(4), 320-337. <https://doi.org/10.1177/15554589221104999>
12. **Brion, C.** (2022). Culture: The Link to Learning Transfer. *Adult Learning*, 33(3), 132-137. <https://doi.org/10.1177/10451595211007926>
13. **Brion, C.** (2022). The impact of COVID-19 on teachers' self-efficacy and school culture. *Journal of Educational Leadership and Policy Studies (JELPS)*, 6(2), 1-23.
14. **Brion, C.** (2022). The impact of culture on learning transfer in Burkina Faso and Ghana. *Studies in Adult Education and Learning (SAEL)*, 28(1), 95-115. <https://doi.org/10.4312/as/9990>
15. Kiral, B., & **Brion, C.** (2021). An educational leader's e-mails to the parents during the COVID-19 pandemic. *Turkish Review of Communication Studies*, 38, 118-141. <https://dergipark.org.tr/tr/pub/turcom/issue/65146/931253>
16. **Brion, C.**, & Ampah-Mensah, A. (2021). Changing cultural norms through educational leadership: Voices from Ghanaian women principals. *International Journal of Educational Management*, 35(7), 1458-1475.
17. **Brion, C.**, & Leigh, A. (2021). Marianist educational associates: Advancing and promoting the mission of Catholic and Marianist universities. *Journal of Catholic Education*, 24(2), 1-21.
18. **Brion, C.** (2021). The experience of a white professor teaching diversity courses in the Midwest. *Understanding and Dismantling Privilege*, XI (2), 84-98.
19. ****Brion, C.**, & Bachowski, A. (2021). The centrality of social emotional learning for adults during crises: The role of the principal. *The Journal of Interdisciplinary Education (JIE)*, 18(1), 1-30.

20. **Brion, C. & Kiral, B.** (2021). COVID-19 crisis management strategies and challenges of educational leaders in America. *International Journal of Contemporary Educational Research (IJCER)*, 8(4), 170-183.
21. **Brion, C.** (2021). Building emotionally resilient schools and educators during crises. *Journal of Cases in Educational Leadership (JCEL)*, 25(2), 136-152.
<https://doi.org/10.1177/15554589211047261>
22. **Brion, C.** (2021). Cultural proficiency: The necessary link to family engagement. *Journal of Cases in Educational Leadership*.
<https://doi.org/10.1177/15554589211037723>
23. **Brion, C.** (2021). A journey towards culturally proficiency: Lessons learned from Africa. *International Journal of Excellent Leadership (IJEL)*, 1(1).
https://www.ijel.org/Volume_1_Issue_1/IJEL_Volume_1_Issue_1_Corinne_Brion.pdf
24. **Brion, C.** (2021). The use of culturally proficient professional development to enhance learning transfer. *Journal of School Leadership*. <https://doi.org/10.1177%2F10526846211018205>
25. **Brion, C.** (2021). Creating intentionally inviting school cultures during crisis. *Journal of Interdisciplinary Studies in Education (JISE)*, 10(1), 160-181.
26. **Brion, C.** (2021). The centrality of cultural considerations in facilitating training for adults. *Adult Learning*. <https://doi.org/10.1177/10451595211037310>
27. **Brion, C.** (2021). Using a culturally proficient leadership lens to effectively serve refugee students. *Journal of Cases in Educational Leadership (JCEL)*, 24(4).
<https://doi.org/10.1177/15554589211012428>
28. **Brion, C.** (2021). Leading in times of Crisis. *Journal of Cases in Educational Leadership (JCEL)*. 1-12. <https://doi.org/10.1177/1555458921992386>
29. **Brion, C.** (2020). Trauma informed leadership. *International Journal of Teaching and Case Studies*, 11(4), 344-357.
30. **Brion, C.** (2020). The role of culture in the transfer of training. *The International Journal of Training and Development (IJTD)*, 24 (4), 19-32. <https://doi.org/10.1111/ijtd.12203>
31. **Brion, C.** (2020). Teaching diversity for adaptation and change: A case study. *Journal of Ethnographic & Qualitative Research (JEQ)*, 14, 170-185.
32. **Brion, C.** (2020). Fostering equitable opportunities for all students through transfer of equity knowledge. *Journal of Interdisciplinary Education (JIE)*, 16(1), 70-95.
33. **Brion, C.** (2020). Learning transfer: The missing linkage to effective professional development. *Journal of Cases in Educational Leadership (JCEL)*, 23(3), 32-47.
<https://doi.org/10.1177/1555458920919473>
34. **Brion, C.** (2020). Being global means more than traveling around the globe...So, what does it mean? *Understanding and Dismantling Privilege*, 10(1), 58-61.
35. **Brion, C.** (2020). Implicit bias: An unconscious barrier to family engagement. *Journal of Interdisciplinary Education (JIE)*, 16(1), 1-22.
36. **Brion, C. & Gullo, G.** (2020). Principals perspectives of mindfulness for leadership and equity. *International Journal of Teaching and Case Studies*, 11 (2), 105-132.
37. **Brion, C.** (2020). Low-fee private schools: Case studies from Ghana. *International Journal of Education Policy and Leadership*, 16(3). <https://doi.org/10.22230/ijepl.2020v16n3a957>
38. **Brion, C.** (2020). Leading change for school improvement. *International Journal of Teaching and Case Studies*, 11 (1), 24-33.
39. **Brion, C., & Cordeiro, P. A.** (2020). Voices of Ghanaian head-teachers working in low fee private schools. *International Journal of Educational Reform*, 29(2), 170–190.
<https://doi.org/10.1177/1056787919885367>
40. **Brion, C.** (2019). Cultural proficiency: The missing link to student learning. *Journal of Cases in Educational Leadership (JCEL)*. <https://doi.org/10.1177/1555458919870564>

41. **Brion, C.,** & Cordeiro, P. A. (2019). Lessons learned from observing teaching practices: The case of Ghana. *Journal of Education and Practice*, 10(2), 12-20. ISSN 2222-1735 (Paper). ISSN 2222-288X (Online). <http://doi.org/10.7176/JEP/10-12-02>
42. **Brion, C.,** & Cordeiro, P. A. (2018). Lessons learned from a training of trainers model in Africa. *Journal of Educational Leadership and Policy Studies*, 2(1). ISSN 2473-2826.
43. **Brion, C.** (2018). Keeping the learning going: Using mobile technology to enhance learning transfer. *Educational Research for Policy and Practice (ERPP)*, 18(3), 225-240. <http://doi.org/10.1007/s10671-018-09243-0>
44. **Brion, C.,** & Cordeiro, P. A. (2017). Learning transfer: The missing link to learning among school leaders in Burkina Faso and Ghana. *Frontiers in Education*, 2(69), 1-12. <http://doi.org/10.3389/educ.2017.00069>.
45. Cordeiro, P. A., & **Brion, C.** (2017). Women school leaders: Entrepreneurs in low fee private schools in three West African Nations. *Frontiers in Education*, 2(67), 1-11. <http://doi.org/10.3389/educ.2017.00067>.
46. **Brion, C.** (2015). Building communities through literacy. *American Journal of Educational Research*, 3(9), 1107-1114.

Refereed Books

1. Arar, K., Sawalhi, R., Blaik Hourani, R., Hollweck, & T., **Brion, C.** (2023). *Women in Educational Leadership and Community Building - Voices Across the Globe*. Springer Nature.

Refereed Book Chapters

1. Carr-Chellman, D.J., Carr-Chellman, A.A., Rogers-Shaw, C., Kroth, M., **Brion, C.** (2023). Profound Learning for Formative Learning Design and Technology. In: Hokanson, B., Schmidt, M., Exter, M.E., Tawfik, A.A., Earnshaw, Y. (Eds), *Formative Design in Learning. Educational Communications and Technology: Issues and Innovations*. (pp.229-240). Springer.
2. **Brion, C.** (2023). Culturally Proficient Professional Development. In S. V. Coffin (Eds.), *Overcoming the educational resource equity gap*. (pp.65-78). Rowman & Littlefield.
3. **Brion, C.** (2023). Teachers: Adopting a Culturally Grounded Asset-Based Mindset. In S. V. Coffin (Eds.), *Overcoming the educational resource equity gap*.(pp.55-63). Rowman & Littlefield.
4. Arar, K., & **Brion, C.** (2022). Enhancing Dignity, Democracy, and Diversity in Higher Education: Global Ideas, Policies and Practices, in *Challenging Times* In T. Ketko & H. Bor (Eds.). (pp. 98-114). Routledge.
5. **Brion, C.** (2021). Learning Transfer: The Missing Link to Leading the Successful Implementation of Professional Development in Schools. In K. LaVenja & Judy Jackson May (Eds.), *Case Studies in Leadership and Adult Development: Applying Theoretical Perspectives to Real World Challenges*. (pp.93-102). Routledge.
6. **Brion, C.** (2021). Pivoting Leadership to Achieve Cultural Proficiency and Social Justice. In S. Coffin, (Eds.), *Higher education's looming collapse: Using new ways of doing business and social justice to avoid bankruptcy*. (pp. 23-35). Rowman & Littlefield.
7. **Brion, C.** (2021). Understanding Implicit Bias to Create Culturally Proficient and Socially Just Education. In S. Coffin, (Ed.), *Higher education's looming collapse: Using new ways of doing business and social justice to avoid bankruptcy*. (pp. 113-118). Rowman & Littlefield.

EXAMPLES OF SERVICE

Service to the Profession

American Educational Research Association (AERA)

Secretary/Treasurer (2021-2024) of the Educational Change SIG (SIG #155).

University Council for Educational Administration (UCEA) (2019-2024)

Department's Plenum Session Representative (PSR)

Editorial Boards

1. Frontiers in Education
2. Adult Learning
3. Dialogues in Social Justice

Reviewer

1. UNESCO's International Review of Education-Journal of Lifelong Learning (IRE)
2. International Journal of Educational Reform (IJER)
3. Journal of Cases in Educational Leadership (JCEL)
4. White Privilege Conference Journal (WPC)
5. Frontiers in Education, Section Leadership in Education
6. Adult Learning
7. Educational Management Administration & Leadership (EMAL)
8. International Journal of Training and Development (IJTD)
9. The Journal of African Policy Studies (JOAPS)

Reviewer for Conference Proposals

1. International Leadership Association (ILA)
2. American Educational Research Association (AERA)
3. Comparative and International Education Society (CIES)
4. University Council for Educational Administration (UCEA)
5. American Association for Adult and Continuing Education (AAACE)

Professional Organizational Memberships

1. Association for Supervision and Curriculum Development (ASCD)
2. American Educational Research Association (AERA), Educational Change SIG
3. Comparative and International Education Society (CIES), Africa SIG
4. Council for Educational Administration (UCEA)
5. International Congress for School Effectiveness and Improvement (ICSEI)
6. American Association for Adult and Continuing Education (AAACE)
7. Learning Forward
8. Wider Caribbean Sea Turtle Conservation Network (WIDECAST)
9. International Sea Turtle Society (ISTS)