Dear Selection Committee,

Please find material attached in support of my application for the post of Endowed Chair & Director of Center for Educational Transformation. As an American with experience in several countries, I have a broad internationally recognized background that spans Special Education, Educational Psychology, and Human Development. My academic background and interests coupled with my experience provide me with the professional and interpersonal skills required to meet the needs and challenges of this post. I have a solid foundation in interdisciplinary research agendas and innovative initiatives to enhance student engagement, inclusive practice, and student success. My Doctoral Studies included a dual course of study in Special Education and Educational Psychology (Inclusive practice). With a research focus on system wide pedagogical innovations to enhance critical, creative, and divergent thinking through facilitated cross curricular cooperative problem based learning and culturally competent restorative processes to enhance social competency, self-regulation’ and social justice within an inclusive educational framework. My work also embraces a transdisciplinary perspective as I have held posts within Schools of Education and Medical Schools as my Master’s degree had a child development (development within the social) and neuroscience focus; constructing artificial neural networks to understand brain processes and plasticity following impairment.

Having spent my academic years working within the Center for Psychiatry, Queen Mary University of London Medical School; the Clemmer College of Education; East Tennessee State University; The Institute of Education, University of Wolverhampton and the School of Education, University of Aberdeen I have developed a robust sociocultural understanding of the complex relationship families, schools and communities play in individual development and life outcomes. My focus being to improve life outcomes through inclusive practice underpinned by culturally competent educational services that embrace a holistic understanding of the role transformative learning experiences play in learning, well-being, social justice, equality and full actualization of individuals, families, and communities. I have also worked with communities and schools in several countries to develop culturally competent initiatives to meet the needs of the hardest to serve children, adolescents and their families experiencing difficulties that lead to social marginalization, exclusion and on-going precarity, social injustices and inequalities. In addition, prior to becoming a University Professor, I worked within education as an Outdoor Educator (USA and Canada), Environmental School Teacher (USA), Elementary Special Education Teacher (UK), High School Science Teacher (UK), County Wide Behavior Support Teacher (UK), Elementary School Principal (Thailand), and a Consultant for the Board of Cooperative Education Service (NY,USA) all giving me a well-rounded understanding of teaching and learning.

I have considerable experience working with linguistically and culturally diverse learners in Africa, Asia, Europe, North America and the Middle East. These experiences have provided me with the ability to design and facilitate culturally competent learning opportunities and action research agendas to inform school initiatives and educational reform. My current academic responsibilities include graduate program coordination, research development, mentoring tenure-track faculty and teaching graduate and undergraduate courses on-line and on-campus in educational psychology and research methods. I am also responsible for research generation initiatives as the Coordinator of the Research and Excellence Framework (REF) and supervise doctoral research students. I also wrote a winning bid for $1.2m to set up the Education Observatory Research Center at the University of Wolverhampton. Previously, as a member of the Department of Teaching and Learning; Education Foundations and Graduate School within East Tennessee State University (ETSU), my responsibilities included on-line and on-campus teaching of undergraduate educational psychology, human development(lifespan) and graduate course in research methods. At Queen Mary, University of London, I developed, coordinated, and taught the on-
line sections of Transcultural Mental Health and designed and implemented the Psychological Therapies blended graduate program. In recognition of my contributions to university teaching and learning in the UK I have been awarded a Fellowship of the Higher Education Academy; this recognizes the leadership role I have undertaken to improve teaching and learning in higher education. In the US, I was recognised for my contributions to the College of Education by being elected to the Faculty Senate. Also, in recognition of my commitment for improving teaching and learning in undergraduate education, to enhance critical thinking, I was appointed to the General Education Advisory Committee of ETSU. These experiences provide me with a solid foundation to develop, implement and facilitate culturally competent and effective learning opportunities that enhance the student experience and success.

My peer-reviewed publications span multicultural education, special education and general educational journals and have garnered broad international recognition. I have a respectable grant generation profile with two current interdisciplinary grants totalling over $7.6m with six current bids submitted this year totalling an additional £1.2m. My conference presentations highlight my innovative and transdisciplinary research interests and have an international profile as indicated by my previous invited keynotes in Seoul, New York, Belgrade and Oxford. In addition, my work has been further recognized by the international community as evidenced by my funded invitation to speak at the 2017 UNESCO inaugural international symposium on School Violence and Bullying Prevention. Most recently I have also been invited to take part in the UNESCO Taskforce on Teacher Education and at this meeting I was selected to be the International Coordinator for Inclusion and Equity, UNESCO Taskforce on Teaching. In addition, the school initiative I developed in the UK: Building Schools of Character, has been recognised nationally by OFSTED in 2015 (The UK government school inspectorate) as a ‘model for the country’. The BSC program is now underpinning pedagogical reform and inclusive practice in over 400 schools nationwide.

I look forward to discussing my suitability for the post and what I can contribute to the Center, College and broader University Community. In my search to return home to America I am keen to serve in a role within an organization were my career can flourish and I can contribute to the development of education initiatives to enhance inclusive education; I believe that this opportunity is ideal for me to contribute and excel professionally and personally. In addition, I believe my mentoring, coaching and motivational leadership approach is a good fit for supporting the goals of the post and contributing to expanding culturally competent educational services. As an innovative and creative thinker, I am keen to continue to influence policy and practices nationally and internationally through developing, implementing, and facilitating initiatives that enhance teacher professionalism and lead to educational transformation. Assisting individuals, communities and societies overcome the barriers of marginalization, inequality, and social injustice.

Sincerely,
Robert White, PhD, FHEA, MSc, BSc
Professor: Educational Psychology and Research
International Coordinator; Inclusion & Equity, UNESCO International Task Force on Teaching
Director: National Education Survey; Voice of the Practitioner
Fellow Higher Education Academy
Coordinator: Research and Excellence Framework
School of Education College of Arts and Sciences University of Aberdeen Robert.white@abdn.ac.uk
Curriculum Vitae

Robert M. White, PhD
Current Mailing Address:
2 Tower House
Bearehill Way, Brechin DD9 6XF
Scotland, UK
Work email: Robert.white@abdn.ac.uk

Citizenship: USA

Research Focus / Streams
My focus is on system wide pedagogical innovations to enhance critical, creative and divergent thinking through facilitated cross curricular problem based learning and culturally competent restorative processes to enhance social competency, self-regulation and social justice all within an inclusive educational framework. I currently manage three action/participatory research streams that feed directly into program development and community based initiatives. My work with schools focuses on the role teachers and administrators play in meeting the social, emotional, and mental health needs of learners through inclusive pedagogies that enhance engagement, critical thinking and problem solving. The second stream focuses on leadership development of principals and aspiring principals within the education system. This work feeds directly into the development of accredited programs for Initial Teacher Education, the Scottish College of Educational Leadership, The UK Higher Education Academy and the Ministry of Education, Seychelles; Primary Teacher Training. The third stream involves working with small isolated communities in Kenya to meet there learning needs through the development and implementation of mobile apps. This project also focuses on improving connectivity of disparate and isolated communities to overcome precarity, inequities and marginalization.

Indicators of Esteem
2017-current Appointed International Coordinator; Inclusion and Equity, UNESCO International Task Force on Teaching
2016-current Appointed member of School Executive; Responsible for Quality Assurance (Learning and Teaching to enhance student experience)
2014- 2015 Appointed member: General Education Advisory Council, East Tennessee State University
2013-2015 Elected member: Faculty Senate, East Tennessee State University
2013 Appointed to the Faculty of the Graduate School East Tennessee State University
2012-current Fellow: Higher Education Academy (HEA)
2013-current Editor-in-Chief: International Journal of Applied Psychology
2014-current Associate Editor: Korean Journal of Curriculum Studies and the International Journal of Educational Studies
2012-Present Invited Grant Application Reviewer: Economic and Social Research Council, Research Council UK; Office of Education Research, National Institute of Education, Singapore; Health Technology Assessment; National Institute for Health Research

Education

2010 Ph.D. Educational Psychology; Special Educational Needs and Inclusion: Durham University, UK. This was a dual course of study in Educational Psychology and Special Education (Inclusive practice). Research focus; system wide pedagogical innovations to enhance critical, creative, and divergent thinking through facilitated cross curricular problem based learning and culturally competent restorative processes to enhance social competency, self-regulation, and social justice all within an inclusive educational framework. Doctoral Thesis Title: Building Schools of Character: The Development, Implementation, and Evaluation of a School-Based Character Education Programme Designed to Promote Cooperative Learning and Reduce Anti-Social Behaviour.

2007 BSc Interdisciplinary Studies; Open University, UK. The focus of this course of study was an interdisciplinary with a focus on social sciences and contemporary sciences.

2006 MSc. Psychology: Child Development; Open University, UK. This also was a dual course of study with the focus being; Child Development (Development within the social) and Neuroscience (constructing artificial neural networks to understand brain process following impairment). MSc Thesis Title: A sociocultural understanding of mediated learning, peer cooperation and emotional well-being.

2005 BEd. Special Education: South Essex College, UK. This course of study focused on Inclusive practice with a professional focus on gaining the qualification to become a school based Special Education Needs Coordinator.

University Appointments

2015 – Present Professor and Research and Excellence Framework Coordinator: School of Education, University of Aberdeen, Scotland and the Institute of Education, University of Wolverhampton, England. These posts are part of the UK governments recognition of the Building Schools of Character Program as a ‘Model for the Country’ and Grants Secured for further research and implementation of the program in both England and Scotland.

2013 – 2016 Assistant Professor (Tenured): Clemmer College of Education: Teaching and Learning; Educational Psychology and Foundations. East Tennessee State University, USA. Duties included; Teaching undergraduate Educational Psychology and Human Development (Lifespan), Graduate Research Methods, and Social and Political Influences on Education. Elected Member of the Faculty Senate and Appointed Member of the General Education Advisory Committee.

2007 – 2013 Lecturer: Queen Mary University of London, UK. Duties Included; Teaching on MSc in Transcultural Mental Health; Designing, Implementing and Teaching on the MSc in Psychological Therapies and serving on various department and university committees.
University Teaching Experience (on-Campus, on-Line and Blended)

Undergraduate

- Educational Psychology
- Developmental Psychology: Development Across the Life Span
- Undergraduate Research: Honor’s College Research Supervision
- Rational and Ethical Decision Making in Leadership
- Experiential Learning
- Facilitating Problem Based learning

Graduate

- Leadership: Into Headship (SCEL Accredited)
- Cultural Proficiency; Transcultural Perspective in a Multicultural World: Graduate
- Methods in Research: Mixed Methods and Merging Datasets
- Social and Political Influences in Education
- Advanced Educational Psychology
- Educational Leadership
- Statistics for the Social Sciences
- Emotionally Responsive Leadership
- MSc Transcultural Mental Health
- Middle East Psychological Studies

University Programme Development

- Leadership: Into Leadership (SCEL Accredited)
- Cultural Proficiency; Transcultural Perspective in a Multicultural World: Graduate
- Advanced Educational Psychology: Graduate
- Research Methods for the Social Sciences: Graduate
- Sociology of Education: Graduate
- Educational Psychology: Undergraduate
- Introduction to Early Childhood Studies: Undergraduate

Extension Office Program Development and Delivery

- Kenya Agricultural and Livestock Research Organization: What’s Needed; farmers leading sustainable development through mobile learning and connectivity.

Education & Outdoor Leadership Employment Prior to Academic Appointment

- Behavior Support Teacher: Special Education Needs and Psychological Services, Essex County Local Education Authority, England, UK
- Primary School Special Education Teacher: Southend Educational Authority, England, UK
- Secondary School Science Teacher: Southend on Sea Educational Authority, England, UK
- Primary School Principal: Krung Thep Vita Suksa Bilingual Academy Don Muang, Thailand
- Director and Master Instructor Trainer: The Ontario Outdoor Leadership School, Ontario, Canada
Outdoor Educator: Various outdoor leadership schools across the USA and Canada

Grants

1. **Co-PI ESRC-DFID (awarded) 2017: Global Initiative Fund: (£75,000)** Pilot Project Funding in Conjunction with the Friends of the Kinangop Plateau; Understanding the needs of small farmers in a changing climate to develop mobile apps learning needs.

2. **Primary Investigator (awarded) 2016 Big Lotto Grant Scheme: (£6.6m)** Wolverhampton Headstart Programme: Research and Public Engagement Grant with Local Government Authority to implement and evaluate in school and out of school community initiatives to improve outcomes for children and young people (improve resilience, emotional wellbeing, and mental health).

3. **Primary Investigator (awarded) 2015 Education Observatory (£900,000.00)** Research Investment Fund. University of Wolverhampton.

4. **Primary Investigator (submitted) 2016 ERC: Inclusion, Integration and Equality (£985,000.00)** Understanding the role precarity, migration and school attachment play in school readiness, engagement and outcomes.

5. **Primary Investigator (Submitted) 2016: Mental Wellbeing Needs Assessment (£21,950):** Wolverhampton Health and Wellbeing Board, Wolverhampton City Council.

6. **Co-Investigator (awarded) 2015: Children and Adolescent Mental Health (CAMHS) needs assessment and CAMHS strategy (£23,000.00)** Dudley MBC in partnership with Dudley Clinical Commissioning Group, Dudley Health and Wellbeing Board and Children’s Alliance.

7. **Primary Investigator (awarded) 2014 Special Educational Needs Teacher Professional Development Grant ($102,000.00):** Improving the efficacy of Professional Development of Special Education Teachers to improve learner outcomes. Sevierville, TN, USA.

8. **Co-Investigator (awarded) 2014 Mathematics and Science Partnership (MSP) Grant ($435,597.00):** For improving Teaching and Learning in Mathematics and Sciences. North Eastern Tennessee, USA.

9. **Primary Investigator (awarded) Paul Hamlyn & Mental Health Foundation (£18,200.00)** Focus: Call for Evidence and review of practice in relationship to Mental Health promotion and early intervention for young people across the UK. Right Here Project.

10. **Primary Investigator (awarded) Harlow Educational Consortium (£17,500.00)** Focus: Investigating the impact of teacher facilitated socioemotional wellbeing programmes on school climate and positive behaviour across an educational action zone.

11. **Primary Investigator (awarded) Essex County, Youth Services (£22,000.00)** Focus: Investigating the effectiveness of social emotional learning and the delivery of such programming within an integrated and collaborative approach.

12. **Primary Investigator (awarded) Essex County, England (£21,500.00)** Focus: Educational Disaffection; investigate educational disengagement and mediating factors initiated by mainstream educational facilities in Essex, England.
Selected Publications


Conference Proceedings

3. 2017 (invited speaker) UNESCO: Symposium on School Violence and Bullying Prevention; Hosted by the Institute of School Violence Prevention, EWHA Womans University Seoul Korea.
4. 2017 (Chair/Presenter) Eastern Education Research Association; EERA 2017 Conference. Investigating the efficacy of Restorative Processes within a school setting.
5. 2016 (invited presenter) Korean Association of Multicultural Education Annual Conference; Seoul National University, Seoul, Korea. Applying a transcultural understanding to education in a multicultural setting.
7. 2015 Character Scotland; Character, Culture and Values Conference, Glasgow University, Glasgow, Scotland. Workshop: Building Schools of Character; Implementation and Delivery of a school wide approach to character education.
10. 2014 V. European Conference on the Social and Behavioural Sciences; Baltic Institute of Humanities, St. Petersburg, Russia.
12. 2012 Colloquium Chair; 19th Annual International Learning Conference: London, UK. Education Values & Values in Education; Building community within the educational setting.

Membership in Professional and Scientific Societies

- Higher Education Academy (UK)
- British Educational Research Association (UK)
- American Psychological Association (USA)
- Association for Psychological Sciences (USA)
- British Sociological Association (UK)
- National Association of School Psychologists (USA)
- National Association of Special Education Teachers (USA)