

Linsay A. DeMartino

7235 E. Northridge St. Mesa, AZ 85207

(C) (520) 481-9587; linsay.demartino@asu.edu; [lademartino30@gmail.com](mailto:ludemartino30@gmail.com)

Education

- Ph.D.** Educational Leadership, The University of Arizona, Tucson, AZ
Title: Transformative leadership in practice: Leading with the modern school community (2016)
Chair: Dr. Jill Koyama
Committee members: Dr. Jeffrey Milem, Dr. Rose Ylimaki, and Dr. Gary Rhoades
- M.Ed.** Educational Leadership, Northern Arizona University, Flagstaff, AZ
- B.A.** History and Classics, The University of Arizona, Tucson, AZ

Academic Positions

2023-present

Assistant Professor

Division for Advancing Education Policy, Practice, and Leadership

Mary Lou Fulton College for Teaching and Learning Innovation

Arizona State University, Tempe, AZ

2019-2023

Assistant Professor

Educational Administration and Foundations (EAF)

College of Education

Illinois State University, Normal, IL

Research Interests

My research interests encompass a continuum of practical and sustainable equity and justice-based systems in PreK-12 institutions rather than educational trends and “best practices” which can cause more harm than good, including critical inclusivity, LGBTQIA2S+ youth support, the impact of Gender and Sexuality Alliances (GSAs), and transformative actions, curriculum, and pedagogy at the classroom, school, and district levels.

Awards

1. DeMartino, L. Professor of Impact Award, Arizona State University, 2024.
2. DeMartino, L. University Research Initiative Award, Illinois State University, 2023.
3. DeMartino, L. Research Productivity Award. Educational Administration and Foundations, Illinois State University, 2022.
4. DeMartino, L. Office of the Provost Scholarship for the Faculty Success Program sponsored by the National Center for Faculty Development and Diversity, Illinois State University, 2022.

Scholarship

Peer Reviewed Articles (*published with a student)

Published

1. **DeMartino, L.** (2026). A changed and changing world: Re/considering culturally responsive practices and educational policy. *Mid-Western Educational Researcher*, 38(1), 1-14. <https://scholarworks.bgsu.edu/mwer/vol38/iss1/1/>

Acceptance rate: 35%

2. **DeMartino, L., & Weiser, S.** (2025). Fierce love and resistance: LGBTQIA2S+ youth thriving in the in-between spaces. *International Journal of Human Rights Education*, 9(1), 1-15. <https://repository.usfca.edu/ijhre/vol9/iss1/9>.

Independent, double-blind, peer-reviewed, open-access, online journal. As the first author, I completed 75 percent of the work.

3. **DeMartino, L.** (2025). Radically supporting LGBTQIA2S+ youth: Harnessing the power of storytelling for critical inclusivity in PreK-12 schools. *Journal for Multicultural Education*. Ahead of print. <https://doi-org.ezproxy1.lib.asu.edu/10.1108/JME-01-2025-0001>.

Impact factor: 0.80; Five-year impact factor: 1.10; CiteScore (Scopus): 2.1; Acceptance rate: 22%

4. **DeMartino, L., & Weiser, G.** (2025). Flying a plane, while also building the plane in the air: A COVID-19 composite narrative for educational re/newal. *American Journal of Qualitative Research*, 9(1), 219-235. <https://doi.org/10.29333/ajqr/16031>.

International and interdisciplinary focused, peer-reviewed, open-access, online journal. As the first author, I completed 60 percent of the work.

5. Weiser, S. G., & **DeMartino, L.** (2025). Reproductive futurity: Policy, pop-culture, and praxis. *Review of Education, Pedagogy, and Cultural Studies*, 47(2), 375-396. <https://doi-org.ezproxy1.lib.asu.edu/10.1080/10714413.2025.2450579> .

Impact factor: 0.70; Five-year impact factor: 1.50; CiteScore (Scopus): 1.8; Acceptance rate: 30%. As the second author, I completed 40 percent of the work.

6. **DeMartino, L.**, Weiser, S. G., & Stasicky, L.* (2024). Everything is fine: Converging pandemics, resistance, and sustaining wokeness in education. *Social Alternatives*, 43(1), 32-40.

Independent, quarterly refereed journal. As the first author, I completed 50 percent of the work.

7. **DeMartino, L.** (2023). Reflecting on the manifestations of whiteness: Developing a critically conscious, antiracist educator identity. *The New Educator*, 19(4), 329-348.
<https://doi.org/10.1080/1547688X.2023.2269249>.

CiteScore (Scopus): 2.2 (2022); SNIP: 0.806 (2022); SJR: 0.483 (2022); Altmetrics: 24; Acceptance rate: 15%.

8. **DeMartino, L.** & Renn, D. (2023). Honor, build, and restructure: Preparing transformative school leaders as equitable changemakers through doctoral research methods courses. *Impacting Education: Journal on Transforming Professional Practice*, 8(2), 30-35.

Impact factor: 0.3; h-index: 5; g-index: 8. As the first author, I completed 80 percent of the work.

9. Weiser, G., **DeMartino, L.** & Stasicky, A.* (2023). Like a pig in mud: Rejecting the manicured boundaries of the patriarchy. *Journal of School Leadership*, 33(2), 214-236.

h5-index: 24; h5-median: 38; Scite Index: 0.938; Altmetrics: 29; Acceptance rate: 10%. As the second author, I completed 40 percent of the work.

10. Weiser, S. G. & **DeMartino, L.** (2022). “We’re not going back to what was before, and we don’t know what the future will look like either”: Exploring the Voices and Images of Educational Administrators in Crisis. *Transformative Dialogues: Teaching and Learning Journal*, 15(2), 53-77.

Double-blind, peer-reviewed, open-access, online journal. As the second author, I completed 40 percent of the work.

11. Ghosh, S. & **DeMartino, L.** (2022). Global universities’ COVID-19 scientific knowledge production: Collaborative sense-making during a crisis. *Journal of Comparative & International Higher Education*, 14(3), 146-160.

Altmetrics: 4; Acceptance rate: 31%; h5-index: 4; h5-median: 7. As the second author, I completed 30 percent of the work.

12. **DeMartino, L.** (2022). Transforming educators: A framework for developing accomplices for racial justice in PreK-12 schools. *Mid-Western Educational Researcher*, 34(2), 156-167.

Acceptance rate: 35%.

13. **DeMartino, L.** Fetman, L., Tucker-White, D., & Brown, A.* (2022). From freedom dreams to realities: Adopting transformative abolitionist social emotional learning (TASEL) in schools. *Theory into Practice*, 61(2), 156-167.

Scite index: 0.923; Altmetrics: 167; Acceptance rate: 5%; h-index: 79; Impact factor: 2.5; CiteScore (Scopus): 5.8. As the first author, I completed 50 percent of the work.

14. **DeMartino, L.** & Weiser, S. G. (2022). The desert flowers always bloom following the monsoon: Activism, school boards, and COVID-19. In S. M. McCarther (Ed.), *Snapshots of History, Portraits of the 21st Century Pandemic, 2021 Special Edition of the American Educational History Journal* (pp. 73-81). IAP.

As the first author, I completed 80 percent of the work.

15. Weiser, S. G. & **DeMartino, L.** (2021). Who leads the leaders? K-12 and higher education leadership under duress. *Curriculum in Context*, Spring/Summer 2021, 15-20.
https://wsascd.org/wp-content/uploads/3_S.-G-Weiser-L-DeMartino.pdf.

As the second author, I completed 30 percent of the work.

16. **DeMartino, L.** (2021). Adult learners, remote learning, and the COVID pandemic: Restructuring educational doctorate courses in crisis. *Impacting Education: Journal on Transforming Professional Practice*, 6(2), 11-15. <https://doi.org/10.5195/ie.2021.160>.

Impact factor: 0.3; h-index: 5; g-index: 8.

17. **DeMartino, L.** & Weiser, S. G. (2021). Administrative leadership in times of a global health crisis: Voices and images from the field. *Frontiers in Education*, 6, 117.
<https://doi.org/10.3389/feduc.2021.617857>.

Impact factor: 1.9; CiteScore (Scopus): 2.9. As the first author, I completed 60 percent of the work.

18. **DeMartino, L.** (2021) Documenting the modern pandemic: The challenges of the COVID-19 crisis on education. *Planning and Changing*, 50(3/4), 113-116.

Acceptance rate: 30%.

19. **DeMartino, L.** (2021). De-centering the deficit framework: Courageous refugee mentors in educational spaces. *Urban Review*, 53(2), 243–263.

Scite Index: 0.875; Altmetrics: 60; Acceptance rate: 6-10%, h-index: 53; CiteScore (Scopus): 3.8.

Under Review

1. Schulke, M.*, **DeMartino, L.**, Hodges Kulinna, P., Poulos, A. (under review). Youth participatory action research: Reflections of an elementary school play-based project. *Youth Voice Journal*.

Impact Factor: 0.21. As the second author, I completed 30 percent of the work.

2. **DeMartino, L.**, Williams, J. A.*, & Johnson, A.* (under review). The transformative power of drag: Stories of Queer hope and joy. *International Journal of Qualitative Studies in Education*.

1.1 (2023) Impact Factor, 1.8 (2023) 5 year IF, 2.9 (2023) CiteScore (Scopus), 25% acceptance rate. As the first author, I completed 50 percent of the work.

In Progress

1. **DeMartino, L.** & Weiser, S. G. (in progress). So, darken your clothes, or strike a violent pose: Iero's story of strength, resistance, and solidarity. Target journal: *Journal of Queer and Trans Studies in Education*.

Books and Book Chapters (*published with a student)

Books

Published/In Press

1. **DeMartino, L.** & Fetman, L. (Eds.) (in press). *Moving from involvement to equitable community collaboration*. Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools book series. Myers Education Press.
2. Fetman, L. & **DeMartino, L.** (Eds.). (2026). *Moving from traditional to transformative curriculum and pedagogy*. Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools book series. Myers Education Press.
3. **DeMartino, L.** & Fetman, L. (Eds.). (2025). *Moving from growth to asset-based mindsets*. Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools book series. Myers Education Press.
4. **DeMartino, L.** & Fetman, L. (Eds.). (2025). *Moving from trendy to transformative social and emotional Learning*. Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools book series. Myers Education Press.
5. Fetman, L. & **DeMartino, L.** (2024). *Transformative democracy in educational leadership and policy: Social justice in practice*. Transforming education through critical leadership, policy and practice (TETCL) series. Emerald.

In Progress

1. Fetman, L. & **DeMartino, L.** (Eds.) *Moving from limited to liberated teacher education*. Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools book series. Myers Education Press.

Peer Reviewed Book Chapters

1. **DeMartino, L.** (2024). Building transformative capacity in schools: Supporting student voices in school reform efforts. In J. Eckert & B. Carpenter (Eds.), *Catalytic improvement communities*. Information Age Publishing.
2. **DeMartino, L.** & Weiser, S. G. (2021). Striving for equity in pandemic times: The administrator's role in the shift to online education in K-12 and higher education spaces. In L. Kyei-Blankson, J. Blankson, E. Ntuli (Eds.), *Revealing inequities in online education during global crises* (199-223). IGI Global.

Book Chapters (*published with a student)

1. Weiser, S. G., **DeMartino, L.** & Buschman, P.* (2024). Towns and gowns: A study in crisis leadership. In R. M. Reardon & J. Leonard (Eds.), *Justice, equity, diversity, and inclusion in education: School-university-community research*. Information Age Publishing.
2. **DeMartino, L.** & Fetman, L. (2023). From educators for social justice to educators of social justice. In T. Mealy & H. Bennett (Eds.), *Equity planning for school leaders: Approaches to student diversity, access and opportunity*. McFarland Publishing & Co.
3. **DeMartino, L.** (2023). New directions for school principalships: Rejecting white supremacist ideologies and the manifestations of whiteness through transformative leadership practices. In T. A. Flowers (Ed.), *Leadership and Policy in Urban Education: Key Issues*. Cambridge Scholars Publishing.
4. **DeMartino, L.** (2023). Integrating past, present, and future practices for the authentic adoption of transformative leadership in the 21st century. In D. J. Fowler, J. Vasquez Heilig, S. M. Jouganas, & A. Johnson (Eds.), *Equity & access: An analysis of educational leadership preparation, policy, & practice*. Information Age Publishing.
5. **DeMartino, L.** (2022). Resist becoming Karens and Kens in the classroom: Transforming from allyship to the role of accomplice for racial justice in schools. In T. A. Fowler (Ed.), *Countering the mythology of inclusion and wellness in schooling*. Dio Press.
6. Weiser, S. G. & **DeMartino, L.** (2021). Scholar participant phantasmagoria: A creative reflection on research under crisis. In K. A. Lewis, K. Banda, M. Briseno, & E. J. Weber (Eds.), *The kaleidoscope of lived curricula: Learning through a confluence of crisis*. The Curriculum & Pedagogy Group. IGI.
7. **DeMartino, L.** (2021). Accents of positive school leadership: Applying a community framework in educational spaces. In S. Cherkowski, B. Kutsyruba, & K. Walker (Eds.), *Positive leadership for flourishing schools*. Information Age Publishing.
8. Koyama, J. & **DeMartino, L.** (2020). The Politics of Enacting Language Translation Policy. In S. Winton, B. Carpenter, & G. Parekh (Eds.), *Critical perspectives on education policy and schools, families, and communities*. Information Age Publishing.

9. **DeMartino, L.** & Rusk, S. (2017). Students as researchers: A co-teaching narrative from a social justice-oriented U.S. Government class. In S. Pennell, A. Boyd, H. Parkhouse, & A. LaGarry (Eds.), *Possibilities in practice* (pp. 237-250). Peter Lang.
10. **DeMartino, L.** (2017). Transformative charter school leaders: Tempered radicalism in practice. In D. Bickmore & M. Gawlik (Eds.), *The charter school principal: Nuanced descriptions*. Rowman & Littlefield.

Other Scholarship

Book Reviews

1. **DeMartino, L.** (2021). Book Review: Generation Mixed Goes to School: Radically Listening to Multiracial Kids. *Teachers College Press*. <https://www-tcrecord-org.libproxy.lib.ilstu.edu/Content.asp?ContentID=23866>

Editorships

1. **DeMartino, L.** & Fetman, L. (Book Series Eds.). *Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools* book series. Myers Education Press.
2. Ghosh, S., & **DeMartino, L.** (2022, Summer) Guest Editorship. *The Journal of Comparative & International Higher Education* (JCIHE) Special Issue Part I and Part II: International and Comparative Impact of COVID-19 on Institutions of Education, 14(3A).
3. **DeMartino, L.** & Weiser, S. G. (2021, Spring) Guest Editorship. *Planning & Changing* Special Issue.

Curriculum

1. **DeMartino, L.** & Sheldon, D. (2023). Adopting Culturally Responsive Practices to Support Autistic Students in PreK-12 Schools (Open Access Curriculum). Sponsored by the Illinois Center for Specialized Professional Support at Illinois State University.

Public Scholarship

1. **DeMartino, L.** (2022, May). Supporting Neurodivergent Students at the Post-Secondary Level. Sponsored by the Illinois Center for Specialized Professional Support at Illinois State University.
2. **DeMartino, L.** (2021, May). Virtual Launch Event for the COVID-19 Special Issue of *Planning and Changing*. Sponsored by the College of Education at Illinois State University.
3. **DeMartino, L.** (2021, March). Philosophy in the City. Sponsored by the University of Colorado at Colorado Springs.

4. **DeMartino, L.** (2020, October). Care and Caring in Remote Instruction, Connecting the DOTS (Distance, Online Teachers & Students). Sponsored by the College of Education at Illinois State University. <https://experienceliteracy.wixsite.com/remoteteaching>

Workshops (*collaborated with a student)

1. **DeMartino, L.** & Johnson, A.* (2025, December). Stories that matter: Creative Approaches to Qualitative Storytelling. Sponsored by Global Innovation and Futures in Teaching (GIFT) LFC at Mary Lou Fulton College, ASU.
2. Markos, A., **DeMartino, L.**, & Ross, L. (2025, April). Embracing Transformation: A *Hulian*-Inspired Program Re/Design, Part II. Sponsored by the Carnegie Project for the Education Doctorate (CPED).
3. Markos, A., **DeMartino, L.**, & Ross, L. (2025, February). Embracing Transformation: Navigating the Challenges of Program Re/Design. Sponsored by the Carnegie Project for the Education Doctorate (CPED).
4. Markos, A., **DeMartino, L.**, & Ross, L. (2024, October). Embracing Transformation: A *Hulian*-Inspired Program Re/Design (workshop). Carnegie Project for the Education Doctorate (CPED) Convening, Honolulu, Oahu, HI.

Grants

Funded

Internal (ASU)

1. Prototyping Ethics Seed Grant (2026), Lincoln Center for Applied Ethics (LCAE) at Arizona State University. 5,000, PI and primary grant writer.
2. Learning Futures Collaborative Grant (2025), Mary Lou Fulton College at Arizona State University. \$15,000, Co-lead/PI and primary grant writer.
3. ASU/DCU Seed Grant (2025), Mary Lou Fulton College at Arizona State University and Dublin City University. \$5,000, Research team member and collaborative grant writer.
4. Principled Innovation Grant (2024), Mary Lou Fulton Teachers College at Arizona State University. \$5,000, Co-lead/PI and primary grant writer.
5. Learning Futures Collaborative Grant (2024), Mary Lou Fulton Teachers College at Arizona State University. \$15,000, Co-lead/PI and primary grant writer.

External (ASU)

1. Seed Grant (2026), EdPrepLab. \$6000, PI.
2. Research Fellowship Grant (2025), Illinois State University College of Education. \$4758.00, Co-PI.

Internal (ISU)

1. Research Fellowship Grant (2022), Illinois State University College of Education. \$9445.00, Co-PI.

2. Scholarship for Teaching and Learning (SoTL) Grant (2021-2022), Illinois State University. \$1000, PI.
6. Community Engagement Learning Grant (2021-2022), Illinois State University. \$500, PI.
7. Teaching with Technology Small Grant (2021-2022), Illinois State University. \$300, PI.
8. First-Year Faculty University Research Grant (2021), Illinois State University. \$2000, PI.

External (ISU)

1. Region IV-East Research and Assessment Grant (2021-2022), National Association of Student Personnel Administrators (NASPA). \$1500, Co-PI.

Unfunded

1. ASU/DCU Seed Grant, Mary Lou Fulton College at Arizona State University and Dublin City University. \$5,000, PI and primary grant writer.
2. Wayne F. Placek Grant (2023), American Psychological Foundation. \$15,000, Co-PI.
3. Large Grant (2022, #10040636), Spencer Foundation. \$483,477, Co-PI.
4. Wayne F. Placek Grant (2022), American Psychological Foundation. \$10,000, Co-PI
5. Research Grant for Early Career Researchers, QSR International. \$25,000, Co-PI.
6. Large Grant (2021, #10033654), Spencer Foundation. \$374,905, Co-PI.
7. Robert Noyce Scholarship Program Track 4 (2020-2021), National Science Foundation. \$654,000, Research team member.

Submitted

Internal (ASU)

1. ISSR Seed Grant Initiative, Arizona State University. \$8000.00. Co-PI.

External (ASU)

1. Channing Briggs Small Research Grant (2025), NASPA. \$4758.00. Co-PI.

Selected Refereed Conference Presentations

International (*presented with a student)

2022

1. Weiser, S. G.; **DeMartino, L.**, & Stasicky, A.* (2022, May - accepted). Swimming with Data: Moving Beyond Codes and Themes. International Congress of Qualitative Inquiry. Champaign, IL. (Virtual)

2021

2. **DeMartino, L.** and Weiser, S. G. (2021, April). The educational administrative response to COVID-19 in the United States: A phenomenological study transitioned to photovoice [Individual Paper/Symposium]. Comparative and International Education Society, Virtual.

2020

3. **DeMartino, L.** (2020, May). On the Threshold of Transformative Leadership in Practice: Snapshots from a Non-Profit Charter School. International Congress of Qualitative Inquiry. Champaign, IL. (Conference Cancelled)
4. **DeMartino, L.** (2020, March - accepted). De-centering the deficit framework: Courageous refugee mentors in educational spaces. Comparative and International Education Society. Miami, FL.

National

2025

5. **DeMartino, L.** & Fetman, L. (2025, April). Moving From Trendy to Transformative Social and Emotional Learning: A Conversation with Practitioners and Scholars. American Educational Research Association, Denver, CO.
6. **DeMartino, L.** & Weiser, S. G. (2025, April). Darken Your Clothes or Strike a Violent Pose: Iero's Story of Strength, Resistance, and Solidarity. American Educational Research Association, Denver, CO.
7. Schulke, M., Hodges Kulinna, P., **DeMartino, L.**, & Poulos, A. (2025, March). Junior Recess Coaches: A Youth Participatory Action Research Approach. Active Living Conference, Manhattan, KS.

2024

8. **DeMartino, L.** (2024, November - accepted). A changed world: The Illinois State Board of Education Culturally Responsive Teaching and Leading Standards. University Council of Educational Administration, Los Angeles, CA.
9. Fetman, L. & **DeMartino, L.** (2024, November). Transformative Democracy in Educational Leadership and Policy: Social Justice in Practice. University Council of Educational Administration, Los Angeles, CA.
10. **DeMartino, L.**, Bowers, N., and S. Gavin Weiser. (2024, October). Connecting to Huliau: Embracing Collaborative, Emancipatory, and/or PAR for Transformative Research in CPED-Influenced Programs. Carnegie Project for the Education Doctorate Convening, Honolulu, Oahu, HI.
11. **DeMartino, L.** & Fetman, L. (2024, April). Equity Focused Leadership Possibilities and Practices. American Educational Research Association, Philadelphia, PA.

2023

12. **DeMartino, L.**, Weiser, G., & Stasicky, A.* (2023, November - accepted). So, darken your clothes, or strike a violent pose: Iero's story of resistance and resilience. American Educational Studies Association, Louisville, KY.
13. **DeMartino, L.** & Renn, D. (2023, October). A Conversation with Authors Included in the Themed Issue of *Impacting Education* on Reimagining Research Methods. Carnegie Project for the Education Doctorate Convening, Pensacola, FL.
14. **DeMartino, L.**, & Fetman, L. (2023, April). Interrogating Social-Emotional Learning (SEL) in Schools: Adopting a Transformative, Abolitionist SEL Framework. American Educational Research Association, Chicago, IL.

15. **DeMartino, L.**, Weiser, G., & Stasicky, A.* (2023, April). *The House is on Fire: Converging Pandemics, Resistance, and the (Re)Imagining of Education*. American Educational Research Association, Chicago, IL.
16. Weiser, G., **DeMartino, L.**, & Stasicky, A.* (2023, April). *The Mess of Educational Leadership: Embracing Transdisciplinary Approaches to Gender, Sexuality, Race and Class in Educational Leadership*. American Educational Research Association, Chicago, IL.

2022

17. **DeMartino, L.** & Fetman, L. (2022, November). *Working for/with equity in schools: Towards a Transformative, Abolitionist Social- Emotional Learning (TASEL) framework*. University Council of Educational Administration, Seattle, WA.
18. Fetman, L. & **DeMartino, L.** (2022, November). *If not now, when? Troubling the disconnect between social justice scholarship and equity in action*. University Council of Educational Administration, Seattle, WA.

2021

19. **DeMartino, L.**, Skelly, L., Hunt, E., & Hood, L.* (2021, April). *Re/imagining leadership coaching for school improvement: Partnerships across schools, districts, and regional offices of education*. American Educational Research Association, San Diego, CA.
20. **DeMartino, L.** (2021, November). *Decentering whiteness in education: Authentically adopting culturally responsive teaching and leading standards in schools*. University Council of Educational Administration, Virtual/Columbus, OH.
21. **DeMartino, L.** and Fetman, L. (2021, November). *Rejecting white supremacy and the “new normal” rhetoric: Advancing sustainable antiracism practices and leadership in education*. University Council of Educational Administration, Virtual/Columbus, OH.
22. Fetman, L. and **DeMartino, L.** (2021, November). *Beyond behavior management: Towards a transformative social and emotional learning framework for educational practitioners*. American Educational Studies Association, Portland, OR.
23. Weiser, G., **DeMartino, L.**, Buschman, P.* (2021, November). *Moving beyond the town gown divide: A study in crisis leadership*. NASPA Region IV-E Conference, Virtual.
24. **DeMartino, L.** and Weiser, S. G. (2021, October – accepted). *Documenting History: The Importance of Storytelling During Parallel Pandemics - The desert flowers always bloom following the monsoon: Activism, school boards, and COVID-19*. The Organization of Educational Historians, Virtual.
25. **DeMartino, L.** (2021, October). *New directions for school leaders: Leading for racial justice through transformative leadership practices*. Mid-Western Educational Research Association, Cincinnati, OH.
26. **DeMartino, L.** and Weiser, S. G. (2021, April). *Building and maintaining school as community in pandemic times [Roundtable]*. American Educational Research Association, Virtual.
27. **DeMartino, L.** (2021, April). *Lessons from the Past, Present, and Future: The Evolving K–12 Responses to the COVID Crisis [Chair]*. American Educational Research Association, Virtual.

2020

28. **DeMartino, L.** (2020, November) Positioning theory and tempered radicalism: Snapshots of refugee mentors in schools [Individual Paper/Symposium]. University Council of Educational Administration, Virtual.
29. **DeMartino, L.** (2020, October/November). (Re)Imagining educational practices across disciplines: Ignorance studies, white supremacy, and transformative leadership [Individual Paper/Symposium]. American Educational Studies Association, San Antonio, TX (Conference Cancelled).
30. **DeMartino, L.** (2020, July). Mentors positioning themselves as tempered radicals to best serve refugee students and families in U.S. schools [Individual Paper/Symposium]. Positioning Theory Conference, Buffalo, NY (Conference Cancelled).

2019

31. Koyama, J. and **DeMartino, L.** (2019, November). Education Policies as Mechanisms of Injustice. University Council of Educational Administration, New Orleans, LA.
32. **DeMartino, L.** (2019, April - accepted). Leading with the school community: Contemporary Transformative Leadership in Action. American Educational Research Association, Toronto, ON Canada.

Teaching

Arizona State University
Tempe, AZ 2023-present

- Classes taught: TEL 704: Leadership for Org Change; TEL 706: Action Research Doctoral Studies; TEL 708: Collaborative Approaches to Data-Informed Decision Making; TEL 712: Mixed Methods Action Research; TEL 713: Action Research Qualitative Methods; EPA 752: Research Design; TEL 792: Research; TEL 799: Dissertation
- Dissertation committees: 1. Internal: Serving as a chair of seven committees and served as a member of two committees; External: Serving as a member of a committee

Student Name	Role on Committee	Title of Dissertation	Year of Completion
Fendley, Jacob	Chair	TBD	May 2026 (anticipated)
Geyer, Tera	Chair	Interdisciplinary Approaches to Mathematics: Implementing Core Mathematical Practices to Form Multidisciplinary Classrooms	May 2026 (anticipated)
Harris, Vetricia	Chair	TBD	May 2026 (anticipated)
Morales, Blanca	Chair	Coaching for Deeper and Personalized Learning	May 2026 (anticipated)

Nau, Julie	Chair	Building Hope in Schools: The Impact of Trauma-Informed Professional Learning on Teacher Practice	May 2026 (anticipated)
Powell, Brea	Chair	Fostering Agency Through Personalized Learning: A Pathway to Enhanced Engagement in Science Classrooms	May 2026 (anticipated)
Sigler, Courtney	Chair	Leading from Within: A Case Study of Leadership Identity and Team Transformation through the Enneagram	May 2026 (anticipated)
Azeez, Trovana	Committee member	Navigating Leadership Critical Experiences of Established and Emerging Female Administrative Leaders at the University of Roraima	June 2025
Schulke, Marissa	Committee member	School-Based Play for Children with Disabilities: A Youth-Led Project for Physical Activity and Social Inclusion	May 2025

Illinois State University
Normal, IL 2019-2023

- Classes taught: EAF 436: Leadership for Diverse Learners; EAF 439: School Improvement Planning; EAF 587: Community Engagement Seminar; EAF 586: Human Resources Management, EAF 512: Advanced Topics: Research Methodology/CPED Capstone
- Restructured CPED Ed.D. program, including the capstone requirements and dissertation expectations mapped to the CPED guiding principles, CPED program design concepts, and cycles of inquiry
- CPED Research Days Coordinator, a CPED community and research building experience that occurs in the fall and spring semesters
- CAEP Accreditation Coordinator for PreK-12 doctoral programs and endorsements

- Chaired 10 doctoral committees and served as a committee member on eight doctoral committees, including both traditional and Carnegie Project on the Education Doctorate (CPED) dissertations

Andrews, Renee	Illinois State University	Chair	What Black Students Need from White Teachers: A Qualitative Inquiry	May 2023
----------------	---------------------------	-------	---	----------

Mentoring

Arizona State University

- Collaborated with students on the 2025 QSE article
- Co-lead of Storytelling Learning Futures Collaborative where I mentor 3 graduate student assistants and several doctoral students
- Mentored various graduate teaching assistants
- Regularly mentor Ed.D. students in the Doctoral Research Conference setting

Illinois State University

- CPED capstone panelist
- Served as an internal mentor for five UCEA Jackson Scholars
- Mentored a graduate research assistant

Service

University

Illinois State University

Growth Change Team, Illinois State University (ISU), 2020-2022

College

Arizona State University

Co-lead of Storytelling Learning Futures Collaborative, 2024-present

MLFC Inclusive Excellence Council (IEC), 2024-present

MLFC Faculty Recognition Committee, 2024-2025

Ed.D. Admissions Executive Committee, ASU Division of Leadership & Innovation, 2024-present

Ed.D. Program Committee, Member, ASU Division of Leadership & Innovation, 2023-present

Illinois State University

Research Committee, ISU College of Education, 2022-2023
 Diversity and Equity Committee, ISU College of Education, 2020-2022
 Teaching and Learning Committee, ISU College of Education, 2020-2022

Division/Departmental

Arizona State University

Faculty Facilitator, Ed.D. Doctoral Research Conference (DEC), 2023-present

Illinois State University

CAEP Coordinator, 2022-2023.

Carnegie Project on the Education Doctorate (CPED) Doctoral Capstone Coordinator, EAF, 2022-2023

Library Media Representative, 2021-2023

Carnegie Project on the Education Doctorate (CPED) Doctoral Capstone Committee, 2020-2023

Dissertation Chair and Committee Member, 2020-2023

Department Faculty Status Committee (DFSC) Member, 2021-2022

Admissions Committee, PreK-12 Representative, 2020

National

College Representative

Plenary Session Representative (PSR), University Council of Educational Administration, 2024-present (ASU); 2019-2023 (ISU)

External Dissertation Work

Bogaski-Baugh, Joshua	Illinois State University	Committee member	TBD	May 2027
--------------------------	------------------------------	---------------------	-----	----------

Editorships

Co-Editor, American Educational Research Association Division A Newsletter, 2021-2022

Associate Co-Editor, American Educational Research Association Division A Newsletter, 2020-2021

Editorial Board Member

Editorial Board Member, *Journal of Cases in Education Leadership*, 2022-present

Editorial Board Member, *Planning and Changing Journal*, 2019-2023

Ad Hoc Reviewer

Reviewer, *Journal of Multicultural Education*, 2025-present

Reviewer, *Anthropology and Education Quarterly*, 2015-2018

Reviewer, *Educational Policy Analysis Archives*, 2019

Reviewer, *Impacting Education: Journal on Transforming Professional Practice*, 2020-present

Reviewer, *Journal of Cases in Education Leadership*, 2022-present

Reviewer, *Journal of Interdisciplinary Studies in Education*, 2020-2023

Reviewer, *Journal of Comparative & International Higher Education*, 2020-2023

Reviewer, *Leadership and Policy in Schools*, 2020

Conference/Convening Proposal Reviewer

Proposal Reviewer, American Educational Research Association, 2016-2017; 2020-present
Proposal Reviewer, University Council for Educational Administration, 2015-2016; 2020-present
Proposal Reviewer, Carnegie Project on the Education Doctorate (CPED), 2020-present
Proposal Reviewer, National Association for Multicultural Education, 2015-2018

Community

Panelist, Pride & Unity Summit hosted by Phoenix Union High School District, 2025

International

Assessment Contributor, ASU x Alsama G12, 2025

Other Relevant Experience

Higher Education Experience

Access and Disabilities Program Coordinator
Pima Community College, Tucson, AZ 2016-2017

PreK-12 Experience

Instructional Data and Intervention District Administrative Coordinator
Tucson Unified School District, Tucson, AZ 2017-2019

Exceptional Education and Inclusion School Coordinator
Pueblo Magnet High School, Tucson, AZ 2013-2015

Inclusion Specialist
Pueblo Magnet High School, Tucson, AZ 2010-2015

High School Cross-Categorical Special Education Teacher
Pueblo Magnet High School, Tucson, AZ, 2008-2013