

# JANE EYRE

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## Research Agenda

My research interests focus on issues of educational access and efficacy in non-public school settings. The limited availability of equitable educational opportunities for the economically underprivileged, has been confirmed by the research indicating a strong need for targeted interventions and the adaptation of frequently used models of education. While publicly funded non-public schools have been developed in response to these needs, they are not always accessible or representative of the quality of education available to more affluent students. Given the recent change in administration, this issue is not only timely but a matter of urgency. Topics specific to these areas of interest are: 1. issues of diversity, equity and inclusion in public education; 2. the evaluation of educational policies from an equity lens; 3. The impact of bias and stigma in non-public school referral and attendance.

- Issues of Diversity Equity and Inclusion in Public Education:

My work as a teacher and student in an English orphanage strengthened my resolve to amplify the educational needs of the most marginalized populations frequently unable to access the education that they deserve. In collaboration with Principal Investigator, Dr. Rivers, I am examining issues of access to culturally responsive and inclusive schools experienced by black and brown students in the Little Rock, Arkansas region. The collection of qualitative data will support a deeper understanding of the experiences of this population with considerations for school staff and administration in order to improve their practices in the future.

- Evaluation of Educational Policy Through an Equity Lens:

Educational disparities impact a diverse body of individuals, however the majority of the populations not accessing school services come from racially, economically and ethnically diverse backgrounds. After identifying gaps in the literature regarding efficacy of models of learning applied in schools serving these communities, I endeavor to answer these research questions by collecting qualitative data on this subject from current students and teaching staff in affected school districts.

- Reducing Bias and Stigma at Non-Public Schools

Every year millions of secondary school students are identified as living in poverty in cities across the United Kingdom. This small segment of this population of individuals are effectively linked to residential non-public schools that provide caring and compassionate services. (Eyre & Rochester, 2017.) With recent studies highlighting the increasingly poor social-emotional and mental health outcomes for non-public school students and the recent closure of the Lowood Institution due to its inhumane treatment of students (Rivers, 2019), I seek to identify the elements of bias and stigma that impact the administration of non-public school services. The execution of a grounded theory qualitative research design study will allow me to fill in the correlational gaps left by cross-sectional quantitative data research studies conducted on this topic.

The work outlined above will be endeavored while delivering the teacher education curriculum amplified by your institution. As a member of your faculty, I look forward to engaging students

in work that reflects industry trends, but also providing cutting-edge research that will inform changes in the field. I have enclosed a sample lecture along with my teaching philosophy for further consideration.

SAMPLE