

Doaa Rashed

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EDUCATION

Degrees

2017 - Doctoral of Philosophy in Language, Literacy & Culture, University of Maryland Baltimore County.

Dissertation: Investigating the Factors Influencing the Professional Identity of ESL Teachers in Higher Education: A Mixed Methods Study.

Chairs: Drs. Susan Blunck & Christopher Rakes

Committee: Dr. JoAnn Crandall, Beverly Bickel & Yuliya Schmaltz

Award: Recipient of the Achilles-Harper-Swenson Emerging Researcher Award from the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE)

2008 - Masters of Arts in Instructional Systems Development-ESOL Bilingual, University of Maryland Baltimore County.

Thesis: English Language Learners' Perceptions of Integrating Technology in ESL Instruction

Chair: Dr. JoAnn Crandall

1995 - Bachelor of Arts in Teaching English as a Foreign Language, with P12 Initial Teacher Certification, School of Education, Alexandria University, Egypt.

Teacher Professional Certificates

2004 - English as a Foreign Language Teaching Methods Certificate, American University in Cairo, Egypt

2003 – Fulbright Scholar- Teacher Training Initiative-Seniors, University of California, Santa Cruz Extension, CA, USA

2002 - Communicative Reflective Teaching Certificate, Egyptian Ministry of Education, Egypt.

Leadership and Management Training and Certificates (2000-present)

2023-2024 - TESOL Leadership and Management Program TESOL International Association, USA

2022-2023 - OASIS Leadership and Professional Development Program, Rutgers University, New Jersey, USA

2011 - TESOL Leadership Certificate, TESOL International Association (2011), TESOL International Association

2002 - School Improvement Training Program: “Agents for Change”, Egyptian Ministry of Education, Egypt

2000 - TEFL Professional and Leadership Program, University of Maryland Baltimore County, USA

WORK EXPERIENCE

Experience in Higher Education

2019-Present

Associate Teaching Professor, English Department, Director of the Language Engagement Project, and Co-Director, Language and Social Justice Initiative - School of Arts and Sciences, Rutgers University-New Brunswick.

- coordinate program daily operations,
- design and offer language courses, modules, and language engagement activities that integrate cultures and languages across the curriculum,
- teach methods courses to international teaching assistants,
- develop a graduate certificate on language and social justice,
- propose and develop a minor on language and social justice,
- serve as a liaison to other departments and schools at Rutgers-New Brunswick,
- coordinate with World Languages Departments at Rutgers,
- coordinate with Rutgers Global (which spearheads Rutgers' international outreach and oversees Study Abroad programs),
- seek and create relationships inside and outside of Rutgers that enhances the presence and role of world languages on campus,
- represent the programs on department and university committee,
- oversee the production of a language engagement podcast,
- develop and oversee a pre-college language academy for high school students in NJ
- write and present reports for program evaluations.

2016-2019

Visiting Assistant Professor (2018-2019)/Visiting Lecturer (2016-18) and MA TESOL Program Director, and Co-Director; Teacher Professional Training Program- Education Department, UMBC (2016-2019).

- redesigned and developed new courses in TESOL,
- Taught courses in TESOL,
- coordinated program daily operations,
- hired adjuncts faculty,
- advised students,
- wrote and presented reports for program evaluations, and
- represented the program on department and university committees.

2014-2016

Adjunct TESOL faculty, MA TESOL Program, University of Maryland Baltimore County, USA

- Developed and taught courses in Second Language Acquisition, Language Assessment and Evaluation, and Instructional Systems Development, and Culturally Responsive Teaching

2014-2015

Research Assistant, Education Department, University of Maryland Center for Applications and Innovations Research in Education (CAIRE), Towson, \$250,000,000 grant.

- prepared data sources for analysis,
- participated in data analysis, and
- created graphs and charts for data visualization.

2004-2014

Adjunct, English as a Second Language Instructor, English Language Institute, University of Maryland Baltimore County, USA.

- taught ESL courses to international students in various levels,
- taught English for Research and Academic purposes,
- participated in curriculum updates and development.

2008- 2013

Different temporary roles:

- New Student Advisor, *University of Maryland Baltimore County, USA (summer 2003)*
- Conversation Partner Program Coordinator, English Language Institute, *University of Maryland Baltimore County, USA (Summer 2012)*
- Program Assistant, E-Teacher Program & STEP T for ELLs Program, *University of Maryland Baltimore County, USA (2008-2010)*

Experience in K-12 Teaching and Teacher Professional Development

2004-2005

English as a Foreign Language Teacher, Sadat Language School, Egypt

- taught advanced English to 1st and 2nd grades,
- taught courses public school curriculum, 7th-8th grades,

2003

English as a Foreign Language Teacher Trainer, Professional Development Center, Ministry of Education, Egypt,

- developed and delivered a teacher training on Communicative Teaching Methods to public school teachers in Egypt

1996-2004

English as a Foreign Language Teacher, Ministry of Education Public Schools, Egypt.

- taught courses in public schools, 7th-12th grades,
- participated in school-wide assessment,
- participated in nationwide assessment of 12 grade students (equivalent to SATs),
- initiated and ran an English Language Club for middle and high school girls.

COURSES TAUGHT

Graduate Courses Taught

Rutgers University-New Brunswick, NJ, USA (2019-Present)

- English Language Institute
 - International Teaching Assistants Seminar (Online and F2F)
 - Graduate Writing Studio, RELI (F2F)

University of Maryland Baltimore County, USA (2014-2019)

- Masters in TESOL (Teachers of English to Speakers of Other Languages)
 - Culturally Responsive Teaching in STEM (F2F&Hybrid)
 - English as a Second/Foreign Language Testing & Evaluation (ON)
 - ESOL Teaching Methods (F2F)
 - Instructional Systems Development (ON)
 - Intercultural Communication to ESOL Teachers (F2F&ON)
 - Teaching English Language Grammar to ELLs (F2F)
 - Theories of Second Language Acquisition in the ESOL Classroom (ON)
 - MA TESOL Practicum

Undergraduate Courses Taught

Rutgers University-New Brunswick, NJ, USA (2023-Present)

- The Honors Program
 - Authoring Identities: Digital Stories of Critical Narratives (F2F)

University of Maryland Baltimore County, USA (2006-2014)

- English Language Institute (All face to face)
 - Writing for Research and Professional Purposes, Advanced
 - Cross Cultural Communication Intermediate
 - IEP/Beginning Reading, Writing, Grammar and Vocabulary
 - IEP/Beginning Speaking and Listening
 - Intermediate Reading, Writing, Grammar, and Vocabulary
 - Listening and Speaking, Advanced
 - TOEFL Preparation

National Labor College, Silver Spring, MD, USA

- Comparative Research Methods (Hybrid)

K-12 Courses Taught

Sadat City Language School, Egypt (2004-2005)

- Integrated language instruction: Reading, writing, speaking & listening, Grades 1-2
- Core Curriculum English as a Foreign Language, Grades 3-7

Ministry of Education Public Schools, Egypt (1995-2003)

- taught courses in public schools, Integrated language instruction: Reading, writing, speaking & listening, 7th-12th grades,

Guest Teaching

American University TESOL Program, D.C., USA, 2018

- Postmethod Pedagogy in Diverse Contexts

STUDENT SUPERVISION

2014-2019 TESOL Student Internship Programs

- ***MA TESOL Program, University of Maryland Baltimore County***
K-12 Certification Track
Coordinating the student internship program, including
 - Overseeing student-interns placement in K-12 schools in Maryland
 - Hiring student-intern supervisors
 - Trouble shooting and problem solving
- ***MA TESOL Track***
Coordinating the student internship program, including
 - Overseeing student-interns placement in adult ESL programs in the United States
 - Overseeing student-interns placement in adult ESL programs in international bilingual programs overseas
 - Supervising students
 - Hiring student-intern supervisors
 - Trouble shooting and problem solving

CURRICULUM DEVELOPMENT (NOT TEACHING)

- 2023 Authoring Identities: Digital Stories of Critical Narratives, Honors Program, Rutgers University
- 2022 Language and Social Justice: Theoretical Foundations, Language & Social Justice Initiative, SAS, Rutgers University
- 2022 Community Engagement Project Seminar, Language & Social Justice Initiative, SAS, Rutgers University
- 2022 Translingual Exchanges in the Disciplines- virtual collaboration across borders, Rutgers University
- 2014 Professional Writing for Teachers, in collaboration with the U.S Department of State, UMBC
- 2014 Culturally Responsive Teaching, STEM Program, UMBC
- 2014 Intermediate Reading, Writing, Grammar & Vocabulary. English Language Institute, UMBC

GRANTS & AWARDS

- 2023 Mutual Mentoring Grant, Rutgers University Equity and Inclusion Faculty Diversity Collaborative. \$6000.00, support for building PD for Women of Color in higher education.
- 2023 TESOL Leadership and Management Award
- 2022 The Institute for the Studies of Global Racial Justice
\$14000.00 for developing and offering a graduate certificate on language and social justice.
- 2019 The Fulbright Junior Faculty Development Program for Egypt, Professional Development Grant
Grant awarded: \$93,000.00 for developing and delivering 10 weeks professional development program for Egyptian Scholars in teaching EFL, leadership, and community engagement.
- 2017 Achilles-Harper-Swenson Emerging Researcher Award, the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE)
- 2018 The Donald Creighton Outstanding Faculty Award, The Graduate Student Association at UMBC
- 2003 Fulbright Scholar-Teacher Training Initiative-Seniors, University of California, Santa Cruz, CA, USA

CONSULTANCIES AND TEACHER TRAINING

- 2022- Present English Language Specialist. United States Department of State, English Language Programs
- 2022- present Maryland TESOL- Mentoring program. Developing and conducting coaching mentor teachers for the state of Maryland, as well as overseeing mentor-mentees program development.
- 2019 Teacher training and Professional Development, Centro Ecuatoriano Norteamericano, Ecuador. A two weeks program evaluation, teacher observation, and workshops on different topics including teaching methods, using technology in language instruction, second language acquisition, and language assessment.
- 2010 Assessment Consultant, National Labor College, MD, US
Developed key assessment for three online programs.
- 2003 Egyptian Ministry of Education, Communicative Reflective Teaching Certificate. After completing the certificate in 2002, I was invited to join as a trainer of the same certificate in my region.

PUBLICATIONS

Published

- Rashed, D. (2022). CLAC programs as spaces for language and social justice pedagogy. I.C. Plough & W. Tamboura (Eds.), *Cultures and Languages Across the Curriculum in Higher Education Harnessing the Transformative Potentials of CLAC Across Disciplines*. Oxford, UK. Routledge.

- Yazan, B., Pentón Herrera, L. J. & Rashed, D. (2022). Transnational TESOL practitioners' identity tensions: A collaborative autoethnography. *TESOL QUARTERLY*.
- Rashed D. (2021). Postmethod pedagogy and its role in contemporary English language teaching. In J. K. Shin & P. Vinogradova (Eds.) *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications*. Oxford, UK. Routledge.
- Rashed, D. (2016). Review of *Teacher education and professional development in TESOL: Global perspectives*, by JoAnn Crandall & Mary Christion (Eds.), *TEIS News*. Retrieved from <http://newsmanager.commpartners.com/tesolteis/issues/2016-11-29/5.html>
- England, Y., Rashed, D., Khalil, M., & Smernitskaya, N. (2014). Comparing ESL and EFL contexts: The impact of contextual factors on teachers' pedagogical and instructional decisions. In P. Ng & E. Boucher-Yip (Eds.), *Local contextual influences on teaching: Narrative insights from ESL/EFL professionals*. Newcastle, UK: Cambridge Scholars Publishing.
- Rashed, D. (2007). Poetry in the ESL classroom: Teaching stress and intonation. *MD TESOL Newsletter: voices and perceptions*.

In Progress

- Rashed, D. & Suarez, D. (Eds.). (January 2024). *Female Leadership Identity in ELT: Autoethnographies of Global Perspectives*. BRILL Publishers. Netherlands.
- Rashed, D. (2024) Exploring ESL teacher professional identity: The impact of teachers' cultural sensitivity and linguistic diversity. *Journal of Language, Identity and Education*.
- Rashed, D (Eds.). (In-progress, 2025). *Accents and Identity: Global perspectives*.

CONFERENCE & SYMPOSIUM PRESENTATIONS

Invited Presentations

2023

- Rashed, Doaa. Emerging NNEST Leaders: Where do we begin? TESOL Association NNEST-IS Webinar Series
- Rashed, Doaa & Suarez, Debra. Female Leadership Identity in ELT: The Power of Voice and Agency. Africa ELTA

2019

- Rashed, Doaa. Exploring the Options: Degrees, Experiences, and Career Paths for English Language Teachers. *The ICDA's Annual Conference for Teachers of English- Dominican Republic*.
- Rashed, Doaa. Why Should We Pursue Professional Development? Intrinsic and Extrinsic Goals. *The ICDA's Annual Conference for Teachers of English- Dominican Republic*

2017

- Rashed, Doaa. New Trends in Teacher Education: Preparing Teachers of Young Learners. *English Teachers Symposium Sponsored by the U.S. Embassy in San Salvador, El-Salvador*
- Rashed, Doaa. Preparing Teachers to Incorporate Literacy Skills in TEYL: Effective Teaching and Assessment Practices in Curriculum Development. *English Teachers Symposium Sponsored by the U.S. Embassy in San Salvador, El-Salvador*
- Rashed, Doaa. Using WebQuests as a Guiding Tool to Task-Based Language Teaching: An Integrated Skills. *Symposium Sponsored by the U.S. Embassy in San Salvador, El-Salvador*
- Rashed, Doaa. Approach to Improving EFL Learners' Accuracy, Fluency, and Meaning Negotiation Skills. *Symposium Sponsored by the U.S. Embassy in San Salvador, El-Salvador*

Papers Presented at Peer-Reviewed Referred Conferences

2023

Fagan, Drew, Rashed, Doaa. & Suarez, Debra. Fostering TESOL Mentorship Excellence Through Affiliates. *TESOL International Convention and Expo, Portland, OR, USA*

Rashed, Doaa. Pathways Uncharted: Developing a Leadership Identity. *TESOL Arabia, Dubai, UAE*.

2022

Rashed, Doaa & Suarez, Debra. Coaching Circles: Developing Leadership Identity to Impact ELT Advocacy. *Northern New England TESOL (NNETESOL)*

Rashed, Doaa & Suarez, Debra. Using Executive Coaching in Shaping Female Leadership Identity in TESOL. *TESOL International Convention and English Language Expo, MD, USA*

Rashed, Doaa & Rosado, Celines Villalba. Building Local and Global Learning Communities in Virtual Spaces. *NECTFL Conference, NYC, NY*

2021

Rashed, Doaa & Suarez, Debra. Conceptualizing Social Justice Leadership for Underrepresented Teacher Populations. *TESOL Elevate Symposium, USA*

Rashed, Doaa and Suarez, Debra. Reimagining Influence in TESOL: Practices to Develop your Leadership Identity. *Presented at the Womentorship in ELT Summer Symposium*.

Rashed, Doaa and Suarez, Debra. NNEST Panel: Female Leadership Identity in TESOL and TEFL. *Presented to the NNEST Interest Section, TESOL International and Expo*.

Rashed, Doaa, Vinogradova, Polina & Edmonds, Lori. Field Experiences and their Impact on Preservice and In-service Teacher Self-Efficacy. *Presented at the TESOL International Convention and Expo*.

Rashed, Doaa, Yazan, Bedrettin & Penton, Luis. Shared Experiences: The Multifaceted Nature of Language Teacher Professional Identity. *Presented at the TESOL International Convention and Expo*.

Penton, Luis, Trinh, Ethan, Rashed, Doaa, Yazan, Bedrettin, Al Hariri, Bashar, Alalawneh, Fatmeh Waleed, Rios Vega, Juan. From self-researching to classroom transformation: Insightful perspectives in TESOL. *Presented at the TESOL International Convention and Expo*.

Rashed, Doaa, Zhang, Lawrence, Jane, Rashi, Lin, Ching-Ching & Atilgan Relyea, Aylin. Affirming Multifaceted Identities in TESOL. *Presented at the TESOL International Convention and Expo*.

Rashed, Doaa, Mowafy, Mai, Kleckova, Gabriela, Savova, Lilly. Moving Across Accents: Beyond Monolingual Bias in ELT. *Presented at the TESOL International Convention and Expo*.

2018

Rashed, Doaa. Forging Mutually Beneficial School-University Partnership in Language Teacher Education. *CREATE Conference, Williamsburg, VA*

Rashed, Doaa. Connecting pre-service language teacher education to classroom practices. *International Conference on Literacy, Culture & Language Education. (ICLCLE), Indiana-Bloomington University, IN*.

Rashed, Doaa. Exploring the Factors Influencing ESL Teacher Professional Identity: A Mixed methods study. *International Conference on Literacy, Culture & Language Education. (ICLCLE), Indiana-Bloomington University, IN*.

Rashed, Doaa. Mutually Beneficial School-University Partnership in Action. *Lilly Conference, MD, USA*

2017

Rashed, Doaa. Investigating Factors Influencing ESL Teacher Professional Identity in Language Programs. *CREATE Conference, Virginia Beach, VA*

2016

Rashed, Doaa. Investigating Factors Influencing ESL Teacher Professional Identity in Language Programs. *TESOL International Convention and English Language Expo, MD, USA*

2015

Rashed, Doaa. Maryland TESOL Strategic Plan: Assessing the Organization's Performance & Future Planning. *TESOL International Convention and English Language Expo, OR, USA*

2010

Rashed, Doaa, Lyons, Sherry, Kyung, Hye. Cool & Engaging Free Online Tools: Create them Easy and Use them Fast. *E-Learn Conference, AACE, Orlando, FL, USA*

Rashed, Doaa, Lyons, Sherry, Kyung, Hye. Second Life in English as a Second Language Instruction. *E-Learn Conference, AACE, Orlando, FL, USA*

2009

Rashed, Doaa. Redesigning Face-to-Face Professional Development Courses for Online Delivery. *E-Learn Conference, AACE Vancouver, Canada*

Rashed, Doaa. The Element of Culture in Communities of Inquiry in the E-Learning Environment. *TESOL International Convention and English Language Expo, CO, USA*

2008

Rashed, Doaa. ESL Learners' Perceptions of Technology Integration in their Learning Experiences. *WATESOL Conference - Washington, D.C*

Rashed, Doaa. Designing and Using WebQuests in ESL Writing Instruction. *WATESOL Conference - Washington, D.C*

WORKSHOPS

2017

Rashed, Doaa. Cultural Awareness and nuances in Translation. *Civilizations Exchange & Cooperation Foundation-UMBC (Co-facilitator)*

2016

Rashed, Doaa. Differentiated Instruction for ELs. *Montgomery Coalition for Adult English Literacy (MCAEL), MD*

2014

Rashed, Doaa. Task-Based Language Teaching. *Three Gorges University Summer Institute, MD Leadership in TESOL*

2010

Rashed, Doaa. Working with Arab Students: Instructional, Cultural & Linguistic Considerations Technology Integration in EFL Instruction. *English Language Institute, UMBC, USA*

Rashed, Doaa & Edmonds, Lori. Multiple workshops on Intercultural Sensitivity and Funds of Knowledge to K-12 teachers. *Secondary Teacher Education and Professional Training (STEP T), Maryland.*

EDITORIAL & REVIEWING SERVICES

2023-present. AAAL Conference Reviewer, Teacher Education, Beliefs, and Identities (TED) Strand

2021-present. TESOL Journal, Reviewer

2017-present. Fulbright National Screening Committee, Reviewer

2017-present. The Journal of International Students, Editorial Review Board

2015-2018. TESOL/CAEP Reviewer

LEADERSHIP: INTERNATIONAL NATIONAL & STATE

International Education Leadership

2021-2022 Past Chair, TESOL International NNEST-IS

2019-2021 Chair, TESOL International NNEST IS

2014-2016 Co-Chair, TESOL 2016 International Convention & English Language Expo

National Representation

2023-present Board of Directors, Education Director, International Women Recourse Center (IWRC)

2012-2014 Delegate, Women in Public Service Project, UMBC University Delegate

State Education Offices and Committee Membership

2022-present **Co-creator** (with Dr. Debra Suarez), Coaching and Mentoring Statewide Program, Maryland Teachers of English for Speakers of Other Languages (MDTESOL)

2007-2017 **Executive Board**, Maryland Teachers of English for Speakers of Other Languages
2007- Present

- (2016-2017) Strategic Planning Committee Chair. Developed and piloted the organization's strategic plan
- (2015-2016), Outreach Specialist
- (2014-2015) Past President
- (2013 -2014) President,
- (2013-2014) First Vice President (2012-2013)
- (2011-2012) Second Vice-President
- (2009-2011)Treasurer
- (2007-2009) Interest Section Chair

Responsibilities over the years included: Strategic Planning; Succession Planning and training association staff to continue strategic planning; budget management, State Outreach to local education agencies, community colleges, and universities;

Graduate School Student Leadership

2012- 2014 **President, Graduate Student Association, University of Maryland Baltimore County, 2 Terms**

Oversaw GSA projects and initiatives, acted as a spokesperson, supervised other executive positions (e.g. Executive Director and Graduate Assistants), identified and resolved graduate students' issues.

2010-2012 **President, Language, Literacy & Culture Student Organization, University of Maryland Baltimore County**

Initiated the organization and organized social and academic events in order to build a positive collaborative learning community

LANGUAGES

Arabic: Native speaker of the Egyptian dialect

English: Near native speaker

French: Beginner

Italian: Beginner/Learning