

# SUSANNE M. FOULK

Temecula, California

[foulk@usc.edu](mailto:foulk@usc.edu)

---

## EDUCATION

### University of Southern California, Los Angeles, CA

**Doctor of Education** 2007

Concentration, Educational Psychology

**Master of Science in Education** 1998

Division of Educational Psychology and Technology

### University of La Verne, La Verne, CA

**Bachelor of Science in Psychology** 1994

Graduated with Departmental Honors

Internship, Masonic Homes for Children, Covina, CA

## TEACHING EXPERIENCE

### University of Southern California, Los Angeles, California

#### Rossier School of Education

**Master Lecturer** 2023-Current

**Senior Lecturer** 2020-2023

**Lecturer** 2008-2020

- Fifteen years of successful online and on-ground teaching experience at University of Southern California, progressively assuming elevated responsibilities.
- Facilitate students' critical analysis and application of research and educational psychology theories to transfer to real-world learning environments including the traditional classroom and other organizational contexts.
- Instruct and support students in developing academic writing, learning strategies, motivation, executive functioning, and organizational skills.
- Collaborate with team and course lead, offering insights on curriculum implementation and suggesting changes as needed; employ an iterative human design process to enhance student learning and engagement.

**Doctoral-level coursework taught** 2018-Current

- EDUC 603: Framing Educational Leadership in a Global Context
- EDUC 725: Analyzing Organizational Change and Its Effectiveness
- EDUC 732: Building Capacity for Organizational Change

**Master's-level coursework taught** 2009-2022

#### Division of Educational Psychology

- EDPT 502: Learning and Individual Differences
- EDPT 520: Human Lifespan Development
- EDPT 310: Parental Influences on Children's Educational Development (Course curriculum designed)

**Master of Arts in Learning Design and Technology**

- EDUC 508: Creating Communities of Interest

**Master of Arts in Teaching (MAT)**

- EDUC 508: Systems of Inequity in Professional Practice
- EDUC 518: Application of Learning Theories to Classroom Practice
- EDUC 519: Human Differences and Teaching Special Populations

**Master of Education in School Counseling**

- EDUC 547: Career Development: Theory and Process

**Educational Specialist Credential Program**

- EDUC 573: Introduction to Special Education (Course curriculum co-designed)

**University of La Verne: La Verne, California**

**Adjunct Professor, School of Education and Organizational Leadership**

**2006-2007**

**Graduate course curriculum designed, and coursework taught in the Division of School Counseling**

- Educational Psychology
- Methods of Research

**RESEARCH**

**University of Southern California**

**Principal Researcher.**

**2022-Current**

- Principal Investigator. Design, conduct, and assess efficacy of strengths-based, programmatic, site-based interventions for a cohort of single mothers in transitional housing from a human-centered design perspective.
- Critically analyze surveys and interview data designed to capture the perspectives of program participants regarding their experiences with occupation-based interventions.

**USC ROSSIER SCHOOL OF EDUCATION LEADERSHIP AND SERVICE ACTIVITIES**

**Dissertation Associate**

**2018-Current**

- Collaborate with the Dissertation Chair in providing research and writing support to doctoral students.
- Critically analyze and provide detailed feedback on all aspects of students' doctoral dissertation drafts in progress.
- Collaboratively guided over 200 students to date from the beginning stages of the dissertation to the final stages of their 5-chapter drafts.

**Dissertation Committee Member Service**

**2012-Current**

- Served on approximately ninety dissertation committees for Doctor of Education students.
- Critically examine and evaluate doctoral students' dissertation proposals and final drafts, collaboratively, along with other committee members, determining candidacy and successful attainment of doctoral degree.
- Critically review dissertation topics spanning various organizational contexts, including the military, healthcare, government, human resources, human services, non-profits, and higher education.

**Organizational Change and Leadership (OCL) Doctor of Education Program Governance Committee**

**Member**

**2021-Current**

**Elected Representative.** Governance service representing the voice of OCL part-time faculty.

- Contribute to the provision of oversight and recommend programmatic and strategic changes that equip organizational leaders with research-based skills and strategies to foster equitable practices and

policies toward systemic improvement in their organizations.

- Charged with leading in the creation of a Dissertation of Distinction rubric for future OCL students.
- Participated in launching and supporting the OCL Student Collective that promotes racial equity and disrupts anti-Blackness within the program.

**Mentoring Committee**

**2022-Current**

- Strategize with other faculty members on ways to foster professional development, wellbeing, and inclusive practices for onboarding and supporting professional development activities for Rossier faculty.
- Plan, and facilitate workshops and one-to-one connections in collaboration with other faculty members to promoting an inclusive faculty community.

**Committee for Part-Time Faculty Elected Chair**

**2019-2022**

**Appointed service**

**2010-2019**

- Represented a cohort of approximately 250 Part-time and Adjunct Faculty at Rossier, actively engaging in understanding and addressing faculty needs, perspectives, and priorities to enhance student success.
- Spearheaded initiatives to improve communication of policies and practices impacting part-time faculty members to foster a culture that fosters a greater sense of inclusion and wellbeing.

**Rossier Faculty Council Elected Representative**

**2019-2022**

- Served on the shared governance committee, consisting of Rossier's programs, concentrations, and key committees which aims to advance Rossier and USC's intellectual vitality and overall wellbeing.
- Initiated recommendations made to the Faculty Council on respect, ethics, policies, and procedures for part-time faculty with insights gleaned from part-time faculty survey, evidenced-based practices, and aligned with Rossier Faculty Council's *Future of the Faculty Workforce Task Force Report*.

**Application Reviewer-Masters of School Counseling Program Online**

**2019-2020**

**Primary reviewer.** Reviewed and recommended potential graduate student admissions according to detailed program requirements.

**Application Reviewer-Organizational Change Leadership Program Application**

**2018-2021**

**Primary reviewer.** Reviewed and recommended potential doctoral student admissions according to detailed program requirements.

**OTHER PROFESSIONAL SERVICE ACTIVITIES**

**Connecting Education Leaders and Researchers on Promising Practices for Improving Latino Student Achievement.** California Association of Latino Superintendents and Administrators (CALSA).  
Table Discussant Facilitator.

**American Educational Research Association (AERA).** Division E-Counseling and Human Development  
Graduate Preconference Workshop Co-Chair.

**PROFESSIONAL ADMINISTRATIVE AND ORGANIZATIONAL EXPERIENCE**

**Foundation for Greater Opportunities in Learning (FFGOIL): Temecula, CA. Non-Profit Educational Organization. Founding President/Executive Director.** **2002-Current**  
Research, advocacy, and provision of learning opportunities and resources that support the healthy development of children and families. Skills: Research, program, and curriculum design, development, implementation, training, and assessment. Coaching and mentoring.

**Recent Projects:**

**Temecula Valley Leadership Network. Project Director.**

**2019-Current**

- Initiated collaborative learning opportunities that serve organizational leaders through

impactful workshops and coaching, designed to enhance their organizational capacity to achieve strategic goals.

**Wellness and Relationship-Based Workshops Series for Women with Children in Transitional Housing. Project Lead. 2021-2022**

- Collaborate with University of Southern California Rossier Professors and a Doctor of Occupational Therapy on the development of a series of wellness workshops from a Human-Centered Design.
- Designed and facilitated a 16-week series of evidence-based workshops for single women with young children in transitional housing. Funded in part by the McArthur Family Foundation.

**Earlier Project:**

**Collaborated with The Coalition for Educational Equity for Foster Youth, served as stakeholder in advocacy efforts.**

- Collaborated with former foster youth, advocates, and prominent organizations, including the Alliance for Children's Rights, Children's Law Center of California, County of Los Angeles, Department of Social Services, Public Counsel, and the Juvenile Court, directing efforts toward enhancing the educational outcomes of foster youth.
- Served a pivotal role in developing a comprehensive Local Control Accountability Plan (LCAP), incorporating actionable steps and accountability measures tailored to help school districts address the unique needs and challenges faced by foster youth.

**Educational Consultant / Literacy Specialist: Los Angeles County, CA-contracted basis. 2008-2018**

Engaged in private contracts with government, non-public, and private agencies, including the County of Los Angeles, Department of Children and Family Services, Edelman Children's Court, Shelter Care Unit, WestEd, and Pearson Educational Publishers.

- Provided expert guidance, instruction, and oversight for specialized educational programs including the innovative development and implementation of a literacy program with educational-therapeutic activities for children and adolescents in foster care.
- Designed and developed curriculum, strategies, and mentored teachers on the inclusion of children with special needs to address motivation, literacy development, social-emotional development.
- Designed and implemented professional development workshops.

**Early Career-Harmony Family Child Development Program: West Covina, CA**

Founder, Director, and Teacher at a Private School (Infant/Preschool – Early Elementary Grades) focusing on catering to diverse learners.

- Designed, supervised, and instructed educational learning program for mixed-age and ability tailored to meet the needs of students with disabilities, learning differences, emotional and behavioral challenges, accelerated learners, and underserved populations.
- Established a successful college internship program, overseeing and guiding local college and university students in fieldwork activities.
- Mentored and coached vulnerable parents in behavior interventions, literacy instruction, and social and emotional support strategies that promoted children's development.

## **PUBLICATIONS**

Foulk, S.M., Phillips, J.P., & Hasan, A., Esposito, M.C. Enhancing wellbeing and parenting in transitional housing: A case study of attachment-based parenting and wellness workshops for women (Manuscript in Preparation).

Foulk, S.M. & Esposito, M.C. (2016). Ensuring educational equity for children and youth in foster care. *Leadership*, 46(1), 30-33. Retrieved from <http://libproxy.usc.edu/login?url=https://search-ProQuest-com.libproxy2.usc.edu/docview/1819846166?accountid=14749>

Foulk, S.M. (2015). Inclusion needs of youth in the foster care system through strategic mentoring: A social justice perspective. In K.C. Esposito & A. Normore (Eds.), *Inclusive practices and social justice leadership for special populations in urban settings: A moral imperative* (pp.83-102). Information Age Publishing, Inc.

Foulk, S.M. (2007). *Parenting children of affluence* (Order No. 3291881). Available from ProQuest Dissertations & Theses Global. (304827019). Retrieved from <http://libproxy.usc.edu/login?url=https://search-proquest-com.libproxy2.usc.edu/docview/304827019?accountid=14749>

Foulk, S.M. (2002). Edelman Children's Court Poetry Book. A shelter care unit project for children and adolescents in foster care. Unpublished manuscript. Edelman Children's Court.

### **CURRICULUM DEVELOPMENT**

Foulk, S.M. (2022). Facilitators guide for relationship-based parenting workshops. [Unpublished manuscript]. Foundation for Greater Opportunities in Learning, Inc.

### **PRESENTATIONS**

Foulk, S.M. (2022). Trauma-Informed self-care: Strategies to support leaders in addressing their staff's wellbeing. Symposium conducted online at the Temecula Valley Leadership Network, Temecula, California.

Foulk, S.M. (2020). Overview of the Family First Preservation Services. Symposium conducted at the Temecula Valley Leadership Network, Temecula, California.

Foulk, S.M. (2014, May). Overcoming motivational barriers to including children with special needs in early childhood education settings. Paper presented at the World Forum on Early Care and Education meeting, San Juan, Puerto Rico.

Foulk, S.M. (2010). The influence of language on children's educational development. Presentation at the 11<sup>th</sup> Annual Childcare Information Service Conference, Pasadena, CA.

Foulk, S.M. (2009, April). Why do parents spoil their children? [Poster presentation]. American Educational Research Association, San Diego, CA.

Foulk, S.M. (2002). Addressing literacy needs of children in foster care through authentic writing tasks. Symposium conducted at Whittier College, California.

Foulk, S.M., Feldon, D., Gubler-Junge, L., & Hanson-Hill, K. (2002). Educational issues that impact children and adolescents in foster care. S. Foulk (Chair), Symposium conducted at the County of Los Angeles Partnership Conference, Los Angeles Convention Center, Los Angeles.

Foulk, S.M. (1997). Teacher efficacy: A whole-school approach. Unpublished manuscript, University of

Southern California.

### **PROFESSIONAL AFFILIATIONS and SCHOLARSHIPS AWARDED**

American Educational Research Association (AERA), Member of Division E-Counseling and Human Development  
American Psychological Association (APA), Division 15, Educational Psychology  
Association of Educational Therapists (AET)  
David and Mary Reed University of Southern California Merit Scholarship Award  
National Association of Cognitive-Behavioral Therapists (NACBT)

### **HONORS**

USC Rossier School of Education Part-Time Faculty Achievement Award **September 2022**  
Phi Delta Kappa-U.S.C. Chapter, Member and Scholarship Recipient, Psi Chi, The National Honor Society in Psychology, Lifetime Member

### **CERTIFICATIONS**

Gamification of Learning. LinkedIn. **February 2024**  
Instructional Design: Adult Learning. LinkedIn. **February 2024**  
Conflict Resolution Foundations. LinkedIn. **October 2023**  
Impact of Trauma on the Brain & Pathways to Healing. Department of Mental Health-University of California Los Angeles-Public Mental Health Partnership. **October 2023**  
Learning Design Thinking: Lead Change in Your Organization. LinkedIn. **October 2023**  
Project Leadership. LinkedIn. **October 2023**  
Human Research-Social Behavioral Human Subjects. Citi Program. **2023**  
for Excellence in Teaching (CET) Certificate in Teaching and Course Design. University of Southern California Center for Excellence in Teaching and Learning. **2022**  
Getting Comfortable with Challenging Discussions. Center of Advanced Faculty Teaching Institute **2021**  
Intergroup Dialog. Anna Yeakley Consulting **2020**