

Donna M. Sayman

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EDUCATION

Ph.D. in Occupational Education (Dec. 2009)

Oklahoma State University, Stillwater, OK – Ranked 7th by U.S. News & World Report for Vocational/Technical Education.

Minor: Social Foundations of Education

Dissertation: *Man enough to care: Experiences of men working in the female dominated profession of nursing in the state of Oklahoma.*

M.S. in Special Education (2003)

Oklahoma State University, Stillwater, OK

Minor: Emotional/Behavior Specialist

Thesis: *Art Therapy for children with emotional disturbances*

B.A. in Music Ministry (1991)

Southwestern Assemblies of God College, Waxahachie, TX

Minor: English Literature

ADDITIONAL STUDIES

Alternative Teacher Certification; Special Education (1992)

Laredo State University, Laredo, TX

TEACHING EXPERIENCE

Wichita State University, Wichita, KS – Assistant Professor (Fall 2010-Present)

CI 320 – *Introduction to Diversity: Exceptionalities* (2 credit hours) - This course is for undergraduates in the teacher education programs and surveys the strengths and needs of learners with exceptional needs. The effects of cultural differences and human development on individuals with exceptional learning needs are explored. Current educational policy, practices, and services are reviewed. Emphasis is placed on inclusion model teaching strategies, as well as the role of the general education teacher in the special education process. (Fall & Spring 2010, 2011, 2012)

CI 719 – *Foundations of Special Education*: (1 credit hour): This course explains the cognitive, communicative, social/emotional, sensory and physical characteristics of students with mild (adaptive) to severe (functional) disabilities and how these characteristics influence planning and instruction. A part of the course focuses on legal issues within special education

along with processes and procedures for mild/moderate, severe, and gifted learners. (Fall 2011, 2012)

CI 720 – *Characteristics of individuals in special education*: (2 credits) - This course explains the cognitive, communicative, social/emotional, sensory and physical characteristics of students with mild (adaptive) to severe (functional) disabilities and how these characteristics influence planning and instruction. A part of the course will examine the roles of students, professionals, and families in meeting student needs. The course discusses current developments in the field of special education that pertain to working with students with adaptive or functional learning needs. (Fall, 2011, 2012)

CI 724- *Methods/Assessment: Adaptive learner* – (3 credit hours) - Examines introductory assessments, curriculum and instruction related to students with mild and moderate learning needs. Includes competencies for (a) developing individual educational plans, (b) assessment for instructional planning, (c) planning and delivering research-validated individualized instruction, (d) monitoring and basing instructional decisions on performance data, (e) managing safe and conducive learning environments, and (f) strategies for working with students with adaptive learning needs in general and special education environments. (Spring, 2011, 2012, 2013)

CI 749A – *Internship/Practicum: Adaptive Students* – (3 credit hours) - Provides prospective special education teachers with participation in an education setting for children and adolescents with adaptive learning needs served in special education programs. Supervision is provided by a fully qualified special education teacher and a university faculty member. (Summer, 2011, 2012, 2013)

CI 811 - *Family-Professional Collaboration* – (2 credits) - Assists the special educator in developing the skills to collaborate and consult with parents/family members, general educators, support personnel, paraprofessionals/teaching assistants, and community agencies to facilitate the needs of children with exceptionality. (Fall 2013)

CI 811A – *Internship: Family-Professional Collaboration* – (1 credit) - Provides a supervised opportunity for candidates to practice the skills of collaboration with parents/family members, other professionals, paraprofessionals/teaching assistants, and community members

CI 812 - *Transition across the lifespan (2 credit hours)* -Examines aspects of transition programming for individuals with exceptionalities across their life span. Addresses transitions from (a) early childhood special education settings to the school environment, (b) elementary to middle school, (c) middle school to high school, (d) one special education setting to another (e.g., self-contained classroom to resource room or general education classroom), and (e) high school to postsecondary settings and independent functioning. (Summer, 2011, 2012, 2013)

CI 815 - *Advanced teaching Methods: Adaptive* (2 credit hours) - This course develops strategies and techniques related to the individual needs of learners identified with mild disabilities including ensuring access to the general education curriculum, environments, and extracurricular activities through adaptations, modifications, and use of technology. (Fall, 2010, 2011, 2012, 2013)

CI 815A – *Internship Advanced Methods: Adaptive* (1 credit hour) – Provides observation in the students classroom for assistance with implementing the researched based teaching practices learned in CI 815. (Fall, 2010, 2011, 2012, 2013)

CI 817 –*Language to Literacy: Meeting Needs of Students with Disabilities* (2 credits) - Provides content relevant to language development and disorders that impact educational achievement of students with special education classifications. This includes oral and written communication, emergent literacy and reading. (Spring, 2011, 2012, 2013)

CI 817A - *Language to Literacy-Practicum* (1 credit hour)- Provides observation in the students classroom for assistance with implementing the researched based teaching practices learned in CI 817. (Spring, 2011, 2013)

CI 820 - *Advanced Teaching Methods: Functional* (2 credit hours) - Students develop strategies and techniques, including assistive technology, related to curriculum, instruction, and planning of the learning environment within the functional curriculum. Students gain knowledge, skills, and dispositions needed to meet the diverse cognitive, physical, social, and emotional needs of students with severe and multiple disabilities. (Fall 2011)

CI 820A – *Internship/Practicum: Advanced Methods: Functional* (1 credit hour) - Provides observation in the students classroom for assistance with implementing the researched based teaching practices learned in CI 820. (Fall 2010, 2011)

CI 851 – *Special Education Research:* (2 credit hours) - Students learn research methodologies from the field of special education. Students develop research questions, review relevant literature, and develop skills to conduct ethical research that leads to improvement in their educational practices. (Spring 2013)

CI 858 – *Special Education Comprehensive Exam* (1 credit hour) - Special Education Comprehensive Exam (1) Candidates engage in discussion and activities designed to review for the Special Education program comprehensive exam. (Spring 2013)

CI 871/872 – *Evidence-based research project* - Candidates in the degree program present/defend a research-based inquiry project that promotes knowledge and skills of being an evidence-based practitioner. (All semesters)

CI 873/874 –*Portfolio development in SPED-* Special education degree candidates/students develop a research-based inquiry proposal as a process for increasing skills as evidence-based practitioners. A formal proposal is written in APA 6th style for the investigation of research and other evidence-based practices that link to the validation of specific curricula, IRB approval is obtained, and instruction/intervention strategies/methods, or other important knowledge bases that improve practices within the field of special education or related fields are conducted. (All semesters)

CI 875/876 – *Master’s Thesis* (All semesters)

Oklahoma State University, Stillwater, OK - Teaching Assistant/Adjunct: (Fall 2008 – Summer 2010):

SPED 5743 – *Planning & Instruction in Special Education* (Summer 2010).

This graduate level course will provide the knowledge and skills related to research-based, validated “best” practices for determining curriculum and implementing instruction for students with exceptionalities.

SPED 5623: *Characteristics of Students with Mild/Moderate Disabilities*, (Spring, 2010).

This graduate course provides educational, psychological and physiological characteristics of individuals with mild and moderate disabilities. It also discusses professional roles of the teacher, professional ethics, and assessment of children with disabilities.

SCFD 3223: *Role of the teacher in American Schools*, (Fall 2008 & Fall 2009). This

is an undergraduate course for teacher education. Prepared content for the lecture section of the course; moderated online class discussions; administered and graded tests; assigned projects and research papers.

SCFD 5913 – *Introduction to Qualitative Research* – (Summer 2009 & Summer 2010)

Graduate level class designed to introduce learners to qualitative research; provided an examination of the major approaches and fieldwork techniques of qualitative research; students engaged in preliminary qualitative research practices such as observation, interviewing, and document analysis.

Tecumseh High School, Tecumseh, OK - Special Education Teacher: (2001- Current)

Extensive experience teaching English and Math classes for students with learning disabilities. Provide modifications and adaptations for learning disabled and emotionally disturbed students. Consultations with regular education peers. Case Manager for Individualized Educational Plans responsible for coordination of yearly meetings, three year re-evaluation testing, and development of annual education goals.

Capitol Hill High School, Oklahoma City, OK - Special Education Teacher: (1997 – 2001)

Emphasis on teaching children with moderate developmental disabilities. Provided school to work related skills and course instruction, taught academic and life skills classes.

United High School, Laredo, TX – Special Education teacher: (1992-1997)

Supervised and taught in the learning disabilities lab; taught summer classes in a self-contained emotionally disturbed unit which focused on behavior skills and transition instruction for employment and living skills.

PROFESSIONAL LICENSURE/CERTIFICATION

Certified in the state of Oklahoma in the following area:

Special Education: Registry in Emotional Disturbance, Learning Disabled, and Developmentally Disabled.

RESEARCH & SCHOLARSHIP

Perceptions of student teachers preparedness working with students with special needs in an urban serving setting. (January 2013-Present) - Many of my SPED teachers have expressed their concerns about regular education teachers not being adequately prepared to deal with students with disabilities in the general education classrooms. Due to the impending demands of the Common Core Standards, there is increased pressure put on teachers of special education to keep their students in the regular education room as much as possible. But how prepared are the regular education teachers to deal with these children? Do they feel competent dealing with the myriad issues of an increasingly diverse classroom? Issues also include: differentiating curriculum, behavior difficulties, RTI (MTSS) model of interventions? This pilot project has been created to determine the perceptions of our Teacher Candidates in their student teaching semester regarding their preparation in working with a diverse student population. I would like to distribute a questionnaire at the beginning, and another at the end, of their student teaching semester. Pre-service/Post-service questionnaires will be distributed in the seminar classes taken by both Elementary and secondary/Middle school candidates.

Quinceañeras and Quadratics: Experiences of Latinas in state-supported residential schools of science and math (June 2011-Present) – Framed in Chicana Feminist Theory, this qualitative study sought to understand the experiences of Latinas enrolled in state-supported residential state schools of Science, Technology, Engineering, and Math (STEM). Although these schools represent powerful platforms for students to begin a successful path toward post-secondary STEM degrees and employment, admission to, and selection of these students unjustly favors specific ethnicities, genders, and SES backgrounds. Latinas represent one of the smallest minority populations within these schools nationwide. According to Delgado Bernal and Elenes (2011), Latinas in the United States have the “lowest levels of attainment at every stage of the educational pipeline” (p. 101). This study addressed the following research questions: What are the experiences of Latinas in state-supported residential STEM schools? What factors are involved in recruiting, and retention of this population? A crucial step toward achieving equity in the STEM fields may begin with determining successful strategies to attract more Latinas to residential STEM schools along with factors involved in their retention.

They are just as scared as you: Experiences of a student with Asperger Syndrome and Community College (June 2010 - August 2011) - The purpose of this study is to explore the college experiences of a young woman with Asperger Syndrome (AS). This qualitative research sought to understand the needs and strengths of the program as perceived by the participant. The focus of the study is on assistance and supports received by the student while taking courses full time at a local community college and to identify needs that may be of concern for students with disabilities in higher education. Results of this study may help to identify gaps of support for students with Asperger Syndrome during their higher education experience. An understanding of their experiences may assist in greater understanding of the needs and implications for future development of school policy and curriculum changes for students in regard to preparation for post-secondary education.

Post-high school experiences of students with mild disabilities, (March 2010-Fall 2011).

Qualitative inquiry to discern the effectivity of transition planning requirements of the IDEA 2004 and perceived benefits and supports needed from students with disabilities who have graduated from high school within the last 5 years. My role in the research is to create the interview questions, prepare documentation for IRB, conduct the interviews, and analyze the data.

Dissertation (2009): *Man enough to care: Experiences of men working in the female dominated profession of nursing in the state of Oklahoma.*

This was a qualitative study that sought to illuminate the experiences of men working in the female-dominated occupation. This study sought to; understand the experiences of men who are currently working in the profession and those who have left the field across all areas of nursing, utilize first person data to suggest changes to provide more support for men in nursing schools and on the job, and explore how men manage their concept of masculinity in a female-dominated occupation and elicit changes that might focus on recruiting campaigns.

Women in Science, Technology, Engineering, and Math (STEM), Oklahoma State University – (Aug. 2009-Aug. 2010)

Member of a research team supported by a National Science Foundation grant to contribute to the advance Recruitment and retention of female faculty members in the STEM disciplines at Oklahoma State University. My role was: to conduct background research, assist in the development of the interview protocol and the IRB documents and assist in with qualitative data analysis.

Occupational Education Virtual Reality Research, Oklahoma State University, (2007-2008).

Member of a mixed method research team to study the learning effects of desktop virtual reality in technical training. I developed and administered the qualitative portion of the research project, conducted interviews, analyzed data, created the IRB document, and developed the interview protocol. I also researched and wrote the gender and virtual reality/technology section of the study.

GRANTS

University research/Creative Projects Award (May 2012) – Awarded \$3,000.00 - This project proposes a qualitative study seeking to understand the experiences of Latinas enrolled in residential state-supported schools of Science, Technology, Engineering, and Math (STEM). Goals of the study will focus on understanding experiences and identifying factors that led to the decision to enroll and issues that contribute to retention. Grant funds would provide the researcher opportunity to travel to these schools to conduct face to face interviews and also make available materials to enhance conducting a qualitative research study. Success of this project will be measured in obtaining useful data stakeholders can utilize in recruitment and retention of Latinas to residential STEM schools.

Laptop/iPad Innovation Grant (February 2012) – Awarded 10 iPads - The Office of the Chief Information Officer (CIO) and the Division of Information Services offered a grant for faculty and staff to support innovative use of laptops and/or iPads in the classroom or workspace.

This grant introduced iPads into a 7th grade classroom at a public middle school in the Wichita area. The teacher of this classroom is a current graduate student in the Special Education: Mild/Moderate emphasis program. The students she educates in her Language Arts class represent diverse ethnic, racial, and socio-economic groups. Through the use of a classroom set of iPads, the teacher is hoping to be able to increase strategies for students to gain knowledge of new vocabulary word and to enhance content area understanding. A running assessment will be maintained by the teacher. This is a joint project conducted by WSU College of Education professor, Dr. Donna Sayman and graduate student, Kaitlyn Reed. The faculty member will also schedule monthly classroom observations.

Tilford Commission Incentive Grant – (May 2011) Awarded - \$4,000 - To modify an existing course to enhance its diversity component. The course for modification to enhance its diversity component was CI 822 – Evaluation & Diagnosis. Within the heart of special education, is the assessment process which is integral component for labeling a student as eligible for a category of exceptionality in special education. Unfortunately, there is a long history of racial inequality in special education and understanding the multicultural ramifications of that process has long been an interest of mine. For decades researchers have been aware of racial inequality with special education at both ends of the spectrum. Being aware of the problem and making actually gains for improvement have not always worked well together. This course was taught in the Spring of 2012.

College of Education Research Scholarship (April 2011) – Awarded - \$3,000.00
Experiences of Latinas in state-supported residential schools of science and math

This project proposed a qualitative study seeking to understand the experiences of Latinas enrolled in state-supported residential schools of Science, Technology, Engineering, and Math (STEM). Goals of the study will focus on understanding experiences and identifying factors that led to the decision to enroll and issues that contribute to retention. Grant funds allowed the researcher opportunity to travel to these schools to conduct face to face interviews and also make available materials to enhance conducting a qualitative research study.

College of Education Technology Grant (March 2011)- Awarded in the amount of \$3,000.00

The purpose of the grant was to provide an incentive for College of Education faculty who have not developed online courses to be supported by an experienced faculty member and to increase the faculty members' knowledge of strategies, tools, hardware and software, involved in the delivery of online instruction. This grant was in collaboration with Dr. Linda Mitchell. The grant supported development of a current course within the Graduate Program in Special Education to move from a campus-based course to an online course. The course is CI 812 Transitions across the Life Span (2 credit hours) and is offered during the summer session.

Reboot Faculty Training for Online Course Development (January 2011) - Awarded:

\$3,000.00 - This training assisted the development of an online section of CI 320 - Introduction to Diversity: Exceptionalities. This course is taught regularly and is a part of the Core I requirement for teacher candidates. There is a need for a broad array of class offerings as Wichita State University attracts adults who are employed fulltime and are located in diverse geographical areas. Learning and facilitating an online course will present an opportunity to also

teach the candidates enrolled how to utilize new technology that they can, in turn, use in their classrooms. Online course was developed and taught in the Fall of 2011.

PUBLICATIONS

Refereed Journals –

- Sayman, D. (under review). “I was scared to be the stupid”: Latinas in residential academies of science and math. *Journal for the Education of the Gifted*.
- Sayman, D. (under review). Post high school experiences of an individual with Asperger Syndrome: A case study. *Community College Review*
- Sayman, D. (accepted with revisions). Fighting the trauma demons: What men in nursing want you to know. *Nursing Forum*.
- Sayman, D., & Krutka, D. G. (2013). A Freirean analysis of the post high school experiences of a young woman with Asperger Syndrome. *Journal of Philosophy and History of Education*,
- Sayman, D. (2013). Quinceañeras and Quadratics: Experiences of Latinas in state-supported residential schools of science and math. *Journal of Latinos and Education*. 12,(3), 215-230.
- Sayman, D. (2012). Staying with the mainstream group: Pathological effects of labels in special Education. *Journal of Philosophy & History of Education*, 62, 61-80.
- Sayman, D. (2011). Navigating the contradictions: Relationships between male and female peers in nursing. *Journal of Philosophy and History of Education*. 61, (1) 151-162.
- Sayman, D. (2011). Fractured voices: School experiences of students with exceptionalities and bullying. *Journal of intergroup Relations*, 35, (1), 61-78.
- Sayman, D. (2010). ‘A few good men’ or ‘Are you man enough?’ an analysis of media recruiting campaigns and men in nursing. *Journal of Philosophy and History of Education*. 60, 61-66.
- Sayman, D. (2010). How to build a delinquent: An analysis of the emotionally disturbed label in special education. *Power Play: A Journal of Educational Justice*. 2, 1, 22-37.
- Sayman, D. (2008). Plays well with others: Should women conduct research in masculinity studies? *Journal of Philosophy and History of Education*. 58, 141-146.
- Sayman, D. (2007). Virginia Woolf meets Gaylord Focker: (Re)-visiting gendered occupations through an outsider class. *Journal of Philosophy and History of Education*. 57, 141-145.

Sayman, D (2007). The elimination of sexism and stereotyping in occupational education. *Journal of Men's Studies*. 15, 1, 19-30.

Book Chapter –

Sayman, D. (2012). My journey into qualitative research. In J.M. Meloy (Ed.). *Twenty-first Century Learning by Doing* (3rd. ed.) (pp. 27; 57-8; 82-3; 131-2; 145-6; 177; 189; 217). Rotterdam, The Netherlands: Sense Publishers.

Refereed Proceedings -

Ausburn, L.J., Fries, C., Mahan, M., Martens, J., **Sayman, D.**, Steele, D., Washburn, E., & Washington, A. (2009). Gender issues in desktop virtual reality learning environments. In *Proceedings of the 2009 Academy of Human Resource Development International Conference in the Americas*. Washington, D.C.

Ausburn, L.J., Fries, C., Mahan, M., Martens, J., **Sayman, D.**, Steele, D., Washburn, E., & Washington, A. (2009). Gender and desktop virtual environments: Considerations for teaching and learning. In *Proceedings of the 7th Annual Hawaii International Conference on Education*, pp. 3294-3313. Honolulu, HI.

Non-refereed Publications –

Pamungkas, V., Lusk, M., & **Sayman, D.** (July, 2013). Culturally responsive tips for your classroom. *Division for Culturally and Linguistically Diverse Exceptional Learners Newsletter*. Division of the Council for Exceptional Children.

PROFESSIONAL CONFERENCE PRESENTATIONS:

Sayman, D. (2013). “*Student teachers perceptions of working with diverse students through a critical disability framework.*” Society of Philosophy & History of Education, Oklahoma City, OK, September, 2013.

Sayman, D. (2013). “*Latinas in residential schools of science and math: The search for equity,*” American Educational Research Association (AERA), San Francisco, CA, April, 2013.

Sayman, D. (2013). “*Latinas and gifted education: Challenges and concerns in their own voice.*” Council for Exceptional Children (CEC). San Antonio, TX, April, 2013.

Sayman, D. (2012). “*We have a pretty, advanced future*”: *Latinas and gifted education*” Council for Exceptional Children - Teacher Education Division, Grand Rapids, MI, November 2012.

Sayman, D. (2012). “*I’m not that brave*”: *College experiences of an individual with Asperger Syndrome*. Council for Exceptional Children - Teacher Education Division, Grand Rapids, MI, November, 2012.

- Sayman, D., & Krutka, D.G. (2012). *"They are just as scared as you" Post-high school experiences of an individual with Asperger Syndrome*. American Association of Curriculum & Teaching, San Antonio, TX, October, 2012.
- Sayman, D., & Krutka, D. G. (2012). *A Freirean analysis of identity for individuals with Asperger's Syndrome*. Society of Philosophy & History of Education, St. Louis, MO, September 2012.
- Sayman, D. (2011). *Questioning the categories of (dis) ability in special education: Is it time for an equitable change?* Critical Questions in Education, Kansas City, October 2011
- Sayman, D. (2011). *"You have to find your own way": Exploring the post-high school experiences of individuals with disabilities*. Society of Philosophy and History of Education. San Antonio, TX, September, 2011.
- Sayman, D. (2011). *"Contracting with Omar the Tentmaker: Masculinity and Men in Nursing."* American Men's Studies Association, Kansas City, MO, April, 2011.
- Sayman, D. (2010, September). *"Pot Lucks, baby showers, and nursing: Experiences between male and female peer communication in nursing"*. Society of Philosophy and History of Education. Oklahoma City, OK, September, 2010.
- Sayman, D. (2010, October). *"How dare they portray us like that": Media images of men in nursing*. American Educational Studies Association, Denver, CO, October, 2010.
- Sayman, D. (2010). *"I'm not a comfort type nurse": Experiences of men in the nursing Profession*. American Education Research Association. Denver, CO. April, 2010
- Sayman, D. (2009, September). *"'A few good men'" or "'Are you man enough?'" An analysis of calendars as recruiting campaigns for men in nursing"*. Society of Philosophy and History of Education Conference. St. Louis, MO, September, 2009.
- Ausburn, L.J., Fried, C., Mahan, M., Martens, J., **Sayman, D.**, Steele, D., Washburn, E., & Washington, A. (2009, February). *"Gender issues in desktop virtual reality learning environments"*. Academy of Human Resource Development Conference in the Americas. Washington, D.C. February, 2009.
- Ausburn, L.J., Fries, C., Mahan, M., Martens, J., **Sayman, D.**, Steele, D., Washburn, E. & Washington, A. (2009, January). *"Gender and desktop virtual reality environments: Considerations for teaching and learning"*. Hawaii International Conference on Education. Honolulu, HI, January, 2009.
- Fries, C., Mahan, M., Martens, J., **Sayman, D.**, Steele, D., Washburn, E. & Washington, A. (December, 2008). *"Career and technology education considerations for gender differences in desktop virtual reality performance and perception"*. Career and Technical Education Research Conference, Charlotte, N. C. December, 2008.

- Ausburn, L.J., Ausburn, F.B., American Horse, M., Braithwaite, P., Calhoun, P., Cooper, J., Dotterer, G., Jennings, C., Kroutter, P., Mahan, M., Sammons, G., **Sayman, D.**, Steele, D., Washburn, E., Williams, S. (December, 2008). "*Opening the Magic Window: Creating, Using, and Researching Desktop Virtual Reality in Career and Technical Education*". Career and Technical Education Research Conference. Charlotte, N. C. December, 2008.
- Sayman, D. (2008, October). "*I'm a man, I'm a nurse, and I would love to talk with you!*" *Experiences of men working in the female-dominated profession of nursing.*" American Educational Studies Association. Savannah, GA, October, 2008.
- Sayman, D. (2007, October). "*In bed with the enemy: Women conducting research in masculinity*". American Educational Studies Association. Cleveland, OH, October 2007.
- Sayman, D. (2007, September). "*Plays well with others: Should women conduct research in masculinity studies?*". Society of Philosophy and History of Education. Oklahoma City, OK, September, 2007.
- Sayman, D. (November, 2006). "*Embracing pathology: A reading of the emotionally disturbed label through a Foucauldean analysis*". American Educational Studies Association. Spokane, WA, November, 2006.
- Sayman, D. (2006, November). "*Embracing the society of outsiders: Virginia Woolf meets Greg Focker*". The American Educational Studies Association. Spokane, WA, November, 2006.
- Sayman, D. (2006, October). "*Qualitative research experiences: Reflections, insights and discoveries of beginning qualitative researchers*". The American Association for Teaching and Curriculum. Charlotte, N.C., October 2006.
- Sayman, D. (2006, September). "*Virginia Woolf meets Gaylord Focker: (Re) – visiting gendered occupations through an outsider class*". Society of Philosophy and History of Education. San Antonio, TX, September, 2006.
- Sayman, D. (2006, January). "*Qualitative possibilities: Unfolding qualitative inquiry projects at OSU*". Oklahoma Educational Studies Association. Stillwater, OK. January, 2006.
- Sayman, D. (2006, January). "*A misuse of power: A Foucauldean analysis of the emotionally disturbed*". Oklahoma Educational Studies Association. Oklahoma State University. Stillwater, OK - January, 2006.

Invited Lecturer –

- Sayman, D. (2011, August) "*First year experiences of a pre-tenured faculty*" New Faculty Orientation, Wichita State University.

Sayman, D. (2009, June 18). “*Conducting qualitative research on men in a female-dominated occupation*” SCFD 6990 contemporary issues in gender and education. Doctoral Seminar. Oklahoma State University, Stillwater, OK.

Sayman, D. (2009, October 26). “*Methodological consideration in qualitative research*” SCFD 6123 – Qualitative Research I. Oklahoma State University, OK.

PROFESSIONAL SERVICE TO PROFESSION:

Invited Presentation

Kansas Legislative Educational Planning Committee (LEPC) concerning preparation of future educators and dyslexia training. Topeka, Kansas, (November 13, 2012)

Invited Service

Chief Information Officer (CIO) Advisory Committee – Member - Wichita State University (January 2012 – Present)

Invited Reviewer – Conference proposals:

AERA -SIG-Critical Educators for Social Justice for the 2013 Annual Meeting of the American Educational Research Association

AERA - SIG-Hispanic Research Issues for the 2013 Annual Meeting of the American Educational Research Association

AERA - Committee on Scholars and Advocates for Gender Equity in Education for the 2013 Annual Meeting of the American Educational Research Association

Council for Exceptional Children’s (CEC) - Program Advisory Committee (PAC) Conference – 2013

Council for Exceptional Children – Teacher Education Division (2012)– Conference 2012

For the 20th Annual Interdisciplinary Conference of the American Men's Studies Association in Minneapolis, MN (April, 2012).

Invited Reviewer for Journals

Gender & Society (2011 – Present)

Journal of Philosophy & History of Education (2011- Present)

Nursing Forum – (2011 – Present)

American Men’s Studies Conference Publication- (2011)

Conference Moderator:

American Men’s Studies Association – (2011)

Society of Philosophy and History of Education - (2008- Present)

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association (AERA)

American Association of Teaching & Curriculum (AATC)

Council for Exceptional Children – Teacher Education Division (CEC/TED)

Society of Philosophy and History of Education (SOPHE)

SERVICE TO DEPARTMENT

Created a new tenure track faculty writing group (2010-present)

Wrote the handbook for the Master's Degree in Special Education (2012)

Program Coordinator – Special Education: Adaptive - Wichita State University, (2010-present)

C & I Strategic Task Force – (2011-2012) – The goal of this task force is to identify a vision, mission, and guiding principles within a 5- year plan.

SERVICE TO COLLEGE

Program Chair for Core 1 Program – (2011) -Core 1 is the initial teacher education program for the College of Education.

Advanced Programs Committee – 2012 – present

College of Education Scholarship Committee – 2011 - present

SERVICE TO UNIVERSITY

Mindstorm Robotics Competition Judge 3/12/2011, 3/10/2012

Invited to serve on the IT Strategic Plan Task Force (2011-Present) – University Task force to investigate needed technology across the campus to serve in an advisory capacity for online learning programs.

Tilford Group Commission's - Faculty Institute for Diversity Education (2011- Present) – As a recipient of the Tilford Diversity Grant, I am a member of this inaugural commission to increase awareness of diversity needs throughout the university.

WSU's CIO Advisory Group (CAG) - 2013