

# ALYSE C. HACHEY, PH.D.

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## QUALIFICATIONS

Highly motivated educator with exceptional teaching and research skills. Innovative curriculum designer of both in-person and online courses of instruction. Excellent oral and written communication skills, experienced in teaching/advising/program administration in higher-education institutions and comfortable presenting to large groups. Expertise in research design and data analysis. Organized with highly developed time and project management skills. Self-motivated and able to work effectively as part of a team.

## EDUCATION

COLUMBIA UNIVERSITY, New York, New York

*Ph.D., Educational Psychology*, 2005

- Specialization: Cognitive Psychology/Human Development
- Doctoral Dissertation: An Inquiry into the Ontogeny of Mental Models and the Etiology of Phenomenological Inferencing. Published at *Dissertation Abstracts International*, 66/05, 1636.
- Awarded "Dissertation Distinction" from Teacher College-Columbia University -2005

TEACHERS COLLEGE COLUMBIA UNIVERSITY, New York, New York

*M.Ed., Instructional Technology and Media*, 2006

- Thesis: Initial Misconceptions of Novice Online Learners and the Implications for Supportive Instructional Design.

*M.A., Computers and Education*, 2003

- Project: Mars 2030 Webquest/ Webquests as Instructional Tools in the Classroom

UNIVERSITY OF MICHIGAN, Dearborn, Michigan

*M.A., Education*, 1998

EASTERN MICHIGAN UNIVERSITY, Ypsilanti, Michigan

*B.S., Elementary Education*, 1994

- Specialization: Early Childhood Education; Children's Literature and Dramatic Arts
- With MI Elementary Teaching Certification and Early Childhood Education Certificate

## PROFESSIONAL EXPERIENCE

UNIVERSITY OF TEXAS AT EL PASO, El Paso, Texas

*Associate Professor, Teacher Education-BELSS Division (2017- Present)*

- Teach Play in the Early Years (Undergraduate); Literacy Development, birth to 3<sup>rd</sup> grade (Graduate); STEM Development, birth to 3<sup>rd</sup> grade (Graduate)
- Faculty Lead for the Masters program, concentration in Early Childhood Education
- Provide developmental graduate program advisement for all students in the Masters program, concentration in Early Childhood Education
- Develop new course curriculum and advisement materials on an on-going basis
- Serve as Chair for the Ad Hoc Early Childhood Education Committee
- Serve as a member of the Teacher Education- BELSS Division Graduate Studies Committee
- Serve as a member of the College of Education Bylaws Committee

**PROFESSIONAL EXPERIENCE***(Continued)*

BOROUGH OF MANHATTAN COMM. COLLEGE--CUNY, New York, New York 2007-2017

***Professor, Teacher Education (2014-2017)******Deputy Chair, Teacher Education (2008-2015)******Associate Professor, Teacher Education (2007-2014)***

- Teach Introduction to Early Childhood Education; Early Childhood Curriculum Planning for the Arts; Early Childhood Curriculum Planning Science, Math, Social Studies; Early Childhood Supervised Practicum I: Observation and Assessment; Early Childhood Supervised Practicum II; and Teaching the Exceptional Child to undergraduate students in a manner that makes challenging material understandable for all students.
- Provide developmental undergraduate program advisement for all majors [8] in Teacher Education [ECE-Infant/Toddler; ECE-Preschool-2<sup>nd</sup>; EI Ed.-1<sup>st</sup>-6<sup>th</sup>; EI Ed./Bilingual 1<sup>st</sup>-6<sup>th</sup>; 2ndary- Bio, Chem, Phy, Math]
- Develop new course curriculum and advisement materials on an on-going basis
- Supervisor for 20 adjunct instructors and faculty mentor for 4 junior department faculty members -2008 to 2015
- Served as department liaison within CUNY to facilitate student transfer with senior colleges -2008 to 2015
- Served as Project Coordinator for the creation of the new ECE Program mission, handbook and the re-design of the ECE program to align with new state and national standards -2013 to 2015
- Served as Department Scheduling Officer -2008 to 2015
- *Department Committee Service:* Member of the Curriculum Committee -2008 to 2015 (Chair- 2010 to 2015); Member of the Assessment Committee -2009 to present; Member of the E-Portfolio Committee -2008 to 2012;2014 (Chair -2008 to 2009, 2011 to 2012); Member of Secondary Education Program Committee-2008 to 2011; New Faculty Mentor -2008 to 2015; Department Library Liaison -2008 to 2015; 2016- present; eLearning Advisor- 2009 to present; Summer Program Coordinator – 2011-2014; Course Coordinator -2016
- *College Service:* Member of the Teacher Academy Committee-2007 to 2008; Collaborated on a nature-based curriculum project with the BMCC Early Childhood Center -2009; Member of the Early Childhood Center Board of Directors -2008 to 2010; Member of the College-wide Distance Learning Task Force -2009 to 2010; Member of the Faculty Council -2008 to 2014; Member of the Academic Senate -2008 to 2014; Member of the College-wide Technology Committee -2008 to 2009 & 2012 to 2014; Chair of the College-wide Instruction Committee -2009 to 2012; Member of the Internal Network of Faculty Advisors for the eLearning -2009 to present; Member of the Middle States Periodic Review eLearning Committee- Fall 2011; Member of the Faculty Research Committee, 2015-present
- *University Service:* Elected Alternate Senator for the CUNY Faculty Senate -2008 to 2009; Guest Lecturer at the CUNY Graduate Center- Psychology Department Doctoral Studies -2010 to 2014

EDTECHLENS, New York

2013-2014

***Consultant and Curriculum Developer/Reviewer***

- Served as Curriculum Reviewer aligning image-based online curriculum to NYS and National Science Standards; ensuring grade appropriateness for k-5<sup>th</sup> grade science content
- Served as Content Developer on the creation of technology-based science curriculum (grades K-5)

HYPOTHESIS GROUP, New York, New York

2007

***Consultant and Researcher***

- Served as project coordinator on a multi-phased summative research project for a PBS early childhood science television show- Zula Patrol
- Constructed and implemented survey and interview protocols for children, parents, teachers and early childhood science professionals, interpreted findings and created a final research report

**PROFESSIONAL EXPERIENCE***(Continued)*

JOHN JAY COLLEGE OF CRIMINAL JUSTICE--CUNY, New York, New York 2005-2007

***Assistant Professor, Psychology***

- Taught Introductory Psychology; Brain and Behavior; Psychology Seminar; Cognitive Psychology and Independent Study in Psychology to undergraduate students in a manner that made challenging material understandable for all students.
- Developed course curriculum and online companion course sites
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- Provided undergraduate program advisement and served as a CUNY Baccalaureate mentor
- Provided instructional design support in the creation of online undergraduate courses to department faculty
- Contributed to the development of a proposal to integrate online learning within the department
- Created course content and course proposal for a new course in Cognitive Psychology

TEACHERS COLLEGE COLUMBIA UNIVERSITY, New York, New York 2001-Present

***Adjunct Associate Professor, Human Development –Cognitive Studies in Education (2012-present)******Adjunct Assistant Professor, Human Development –Cognitive Studies in Education (2005-2012)******Instructor, Human Development –Cognitive Studies in Education (2001-2005)***

- Teach Cognition and Learning and Psychology of Media to graduate students in a manner that makes challenging material understandable for all students
- Provide graduate program advisement and dissertation mentoring
- Develop course curriculum including online course site
- Designed an online certificate program and a hybrid Master program
- Served as Guest Lecturer for the Cognitive/Developmental Doctoral Seminar – 2005 to 2008

TEACHERS COLLEGE COLUMBIA UNIVERSITY, New York, New York 2010-2014

***Faculty, Klingenstein Center Leadership Academy***

- Teach How People Learn: Implications for Instructional Leadership to graduate students in a manner that makes challenging material understandable for all students
- Provide graduate program advisement and mentoring
- Developed course curriculum including online course site

TEACHERS COLLEGE COLUMBIA UNIVERSITY, New York, New York 2000-2005

***Coordinator, Distance Learning***

- Developed online curriculum and learning environments for graduate level courses in psychology
- Lead meetings with content experts and provided instructional design support in the development of online curriculum and learning environments for graduate courses in health, social studies and statistics
- Managed front-end administrator tasks for the Blackboard platform
- Designed and created online student support tutorials
- Provided general student support (phone and in-person)
- Increased efficiency by developing and implementing student evaluation focus groups
- Coordinated marketing efforts, including the creation of content and managing the development/placement of all print and online materials
- Coordinated the development of the program website and served as the content editor
- Created new course proposals and managed the roster of online courses each semester
- Served as liaison between distance learning, the college registrar and departments/individual faculty

**PROFESSIONAL EXPERIENCE***(Continued)*

TEACHERS COLLEGE COLUMBIA UNIVERSITY, New York, New York 1999-2000

***Technology Fellow, Research Assistant, Teaching Assistant***

- Developed workshops and ran training sessions to train faculty in the use of technology in the classroom
- Reported progress of the faculty training and prepared written reports
- Provided technical support for the data collection process for the Big Math for Little Kids project.
- Participated in data collection on a Spenser Grant research project
- Provided academic support for graduate psychology courses, including grading, lecturing and class administrative duties

BLUE'S CLUES TELEVISION SHOW, NICK JR. PRODUCTIONS, New York, New York 1998-1999

***Research Intern***

- Participated in data collection with young children and preformed data analysis
- Prepared written reports, including data findings and script change recommendations and created/updated research organizational documents
- Attended script planning and evaluation meetings
- Answered viewer mail

T.O.F.M. HEAD START, Detroit, Michigan 1994-1998

***Center Administrator/Lead Preschool Teacher***

- Taught preschoolers at a developmentally appropriate level
- Created and implemented High/Scope-based curriculum
- Conducted Parent-Teacher conferences and preformed Home Visits
- Maintained detailed student and family records.
- Coordinated the purchase of computers/software for 5 Head Start Centers.
- Designed classroom layouts, including purchasing of educational materials
- Provided overall coordination of food, educational and family services for students and families
- Organized and ran Center special events.
- Prepared written reports for local and federal agencies
- Solicited for student enrollment and local business support
- Supervised up to 8 staff, including teachers, assistant teachers, social workers and cooks
- Ran staff meetings and participated/presented at multi-center conferences
- Acted as liaison with cooperating location management

EMU CHILDREN'S INSTITUTE, Ypsilanti, Michigan 1992-1994

***Toddler/Preschool Teacher's Aid***

- Provided teaching support in toddler/preschool classrooms
- Supervised outside and special summer activities
- Maintained attendance and supply records

PUBLICATIONS

- Wladis, C., **Hachey, A. C.**, & Conway, K.M. (2017). Online STEM and mathematics course-taking: Retention and Access. In T. Fukawa-Connelly, N. Engelke Infante, M. Wawro & S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education* (San Diego, CA) [peer-reviewed]
- Wladis, C., **Hachey, A. C.** and Conway, K.M. (2016) Student characteristics and online retention: Preliminary investigation of factors relevant to mathematics course outcomes, In T. Fukawa-Connelly, N. Engelke Infante, M. Wawro, S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in Undergraduate Mathematics Education*. Pittsburg, PA, 1442-1453. [peer-reviewed]
- Wladis, C.W., Conway, K.M. & **Hachey, A.C.** (2016). Assessing readiness for online education – Research models for identifying students at risk. *Online Learning Journal*, 20(3). [peer-reviewed]
- Wladis, C.W., **Hachey, A.C.** & Conway, K.M. (2015). Which STEM majors enroll in online courses and why should we care? The impact of ethnicity, gender, and non-traditional student characteristics. *Computers & Education*, 87, 285-308. [peer-reviewed]
- Wladis, C. W., Conway, K. M. & **Hachey, A. C.** (2015). The online STEM classroom – Who succeeds? An exploration of the impact of ethnicity, gender and non-traditional student characteristics in the community college context. *Community College Review*, 43(2), 142-164. [peer-reviewed]
- Wladis, C.W., **Hachey, A.C.** & Conway, K.M. (2015). The representation of minority, female, and non-traditional STEM majors in the online environment at community colleges: A nationally representative study. *Community College Review*, 43(1), 89-114. [peer-reviewed]
- Wladis, C.W., Conway, K.M. & **Hachey, A.C.** (2015). Using course-level factors as predictors of online course outcomes: A multilevel analysis at an urban community college. *Studies in Higher Education*. [peer-reviewed]
- Krenn, J.L. & **Hachey, A. C.** (2015). Cooking with attitude: How to help promote positive life-long skills in the kitchen. *Texas Child Care Quarterly*, 38(4). [http://www.childcarequarterly.com/pdf/spring15\\_cooking.pdf](http://www.childcarequarterly.com/pdf/spring15_cooking.pdf) [peer-reviewed]
- Hachey, A.C.** (2015). Introduction to the special issue on early childhood mathematics education. *Early Education and Development*, 26(3), 1-4. [peer-reviewed]
- Conway, K.M., **Hachey, A.C.** & Wladis, C.W. (2014). A New Disapora: Latino(a)s in the Online Environment. In Y. Medina and A. D. Macaya (Eds.), pp. 123-141. *Latinos on the East Coast: A critical reader*. NY, NY: Peter Lang.
- Wladis, C.W., Conway, K.M. & **Hachey, A.C.** (2014). The role of enrollment choice in online education: Course selection rationale and course difficulty as factors affecting retention. *Journal of Asynchronous Learning Networks*, 18(3). [peer-reviewed]
- Wladis, C.W., **Hachey, A.C.** & Conway, K.M. (2014). An investigation of course-level factors as predictors of online STEM course outcomes. *Computers & Education*, 77, 145-150. [peer-reviewed]
- Hachey, A.C.**, Wladis, C. W., & Conway, K. M. (2014) Prior online course experience and G.P.A. as predictors of subsequent online STEM course outcomes. *The Internet and Higher Education*, 25, 11-17. [peer-reviewed]

**PUBLICATIONS***(Continued)*

- Hachey, A.C.**, Wladis, C.W. & Conway, K.M. (2014). Do prior online course outcomes provide more information than G.P.A. alone in predicting subsequent online course grades and retention? An observational study at an urban community college. *Computers & Education*, 72, March, 59-67. [peer-reviewed]
- Hachey, A.C.** & Medina, Y. (2014). Critically examining gender roles: Deconstructing the myth of “Boys will be boys, Girls will be girls”. In K. Kushner and J. Dowdy (Eds.). *From the Margins toward the Mainstream: Activities to Enhance Social Justice Awareness in the Social Studies Classroom*. Lanham, MD: Rowman Littlefield Publishers.
- Medina, Y. & **Hachey, A.C.** (2014). When I grow up, I’ll work in the factory just like my Daddy: Examining teaching practices that perpetuate the social class status quo. In K. Kushner and J. Dowdy (Eds.). *From the Margins toward the Mainstream: Activities to Enhance Social Justice Awareness in the Social Studies Classroom*. Lanham, MD: Rowman Littlefield Publishers.
- Wladis, C.W., **Hachey, A.C.**, & Conway, K.M. (2013). Are online students in STEM (Science, Technology, Engineering and Mathematics) courses at greater risk of non-success? *American Journal of Educational Studies*, 6(1), 65-84. [peer-reviewed]
- Hachey, A.C.**, Wladis, C.W. & Conway, K.M. (2013). Balancing retention and access in online courses: Restricting enrollment... Is it worth the cost? *Journal of College Student Retention: Research, Theory & Practice*, 15(1), 9-36. [peer-reviewed]
- Hachey, A.C.** (2013). Teachers’ beliefs count: A study of teacher beliefs and practices in early childhood mathematics education (ECME). *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 16(3), August, 77-85. [peer-reviewed]
- Hachey, A.C.** (2013). Research to Practice: In early childhood mathematics education (ECME), teachers’ beliefs count. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 16(3), August, 1-7. [peer-reviewed]
- Hachey, A.C.** (2013). The early childhood education mathematics revolution. *Early Education and Development*, May- June, 419-430. [peer-reviewed]
- Hachey, A.C.** (2013). ECME: The critical issue is change. *Early Education and Development*, May –June, 443-445. [peer-reviewed]
- Hachey, A.C.** & Butler, D.L. (2013). Science education through gardening and nature-based play. In Shillady, A. (ed.) *Spotlight on Young Children: Exploring Science*
- Hachey, A.C.**, Conway, K.M. & Wladis, C.W. (2013). Community colleges and underappreciated assets: Using institutional data to promote success in online learning. *Online Journal of Distance Learning Administration*, 16(1), Spring. [peer-reviewed]
- Hachey, A.C.** & Butler, D.L. (2012). Creatures in your gardening curriculum. *Teaching Young Children/Preschool*, 5(5), June/July, 8-11. [invited feature]
- Hachey, A.C.** (2012). Study Guide for Creatures your gardening curriculum. *NEXT for TYC: NAEYC Professional Development Resource (online)*, 5(5), June/July, 3-4.
- Hachey, A.C.** (2012). Care from a cognitive perspective. *Knowledge Quest: Journal of the Association of School Librarians*, 40(4), May/June, 39-44. [invited feature]
- Hachey, A.C.** and Butler, D.L. (2012). Creatures in the classroom: Including small animals in your gardening curriculum. *Young Children*, March, 38-43. [peer-reviewed]

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**PUBLICATIONS***(Continued)*

- Wladis, C.W, **Hachey, A.C.** & Conway, K.M. (2012). An analysis of the effect of the online environment on STEM student success. In S. Brown, S. Larsen, K. Marrongelle, and M. Oehrtman (Eds.), *Proceedings of the 15th Annual Conference on Research in Undergraduate Mathematics Education*, (Vol. 2). Portland, Oregon, 291-300. [peer-reviewed]
- Hachey, A.C.**, Wladis, C.W. & Conway, K.M. (2012) Is the second time the charm? Investigating trends in online re-enrollment, retention and success. *Journal of Online Educators*, 9(1), January, 1-25. [peer-reviewed]
- Conway, K.M., Wladis, C.W. & **Hachey, A.C.** (2011). Minority student access in the online environment. *HETs (Hispanic Educational Technologies Services) Online Journal*, 2(1), October.  
<http://www.hets.org/journal/articles/68-minority-student-access-in-the-online-environment>. [peer-reviewed]
- Conway, K.M., **Hachey, A.C.** & Wladis, C.W. (2011). Growth of online education in a community college. *ACADEMIC EXCHANGE QUARTERLY*, 15(3), Fall 2011. [peer-reviewed]
- Plaisir, Y-E, **Hachey, A.C.** & Theilheimer, R. (2011). Their portfolios, our role: Examining a community college teacher education digital portfolio program from the students' perspective. *Journal of Early Childhood Teacher Education*, 32, May, 159-175. [peer-reviewed]
- Hachey, A.C.** & Butler, D.L. (2010). Seeds in the window, soil in the sensory table: Science education through gardening and nature-based play with Study Guide. In Koralek, D. (ed.) *Spotlight on Teaching Preschoolers 2: Supporting Children, Families and Yourself*, 43-49.
- Hachey, A.C.** & Butler, D.L. (2009). Seeds in the window, soil in the sensory table: Science education through gardening and nature-based play. *Young Children*, 64(6), 42-48. [peer-reviewed]
- Hachey, A.C.** (2009). I hate math: What we want young children NOT to learn. *Texas Child Care Quarterly*, Fall 2009, 2-7. [peer-reviewed]
- Hachey, A.C.** (2005) An inquiry into the ontogeny of Mental Models and the etiology of phenomenological inferencing. *Dissertation Abstracts International*, 66/05, 1636.

**CURRENTLY IN-PROCESS**

- Four articles under review by peer-reviewed journals
- A teacher resource book manuscript under publication review

**PRESENTATIONS**

- Hachey, A.C.** (2017). Meaningful Math in ECE. Workshop to be presented at the New Mexico Association for the Education of Young Children Annual Conference, March, 2018, Albuquerque, New Mexico.
- Hachey, A.C.** (2017). Everyday Mathematics. Workshop to be presented at 7<sup>th</sup> Annual Early Childhood STEM Conference, February, 2018, Anaheim, California.
- Wladis, C., Conway, K.M. & **Hachey, A.C.** (2017). Online attrition: Academic non-success or a fact of life? Paper presented at the Online Learning Consortium Conference, November, 2017, Lake Buena Vista, Florida.

**PRESENTATIONS***(Continued)*

- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2017). No time for college? An investigation of Time Poverty and Parenthood. Paper presented at the Association for the Study of Higher Education 42<sup>st</sup> Annual Conference, November, 2017, Huston, Texas.
- Hachey, A.C.** (2017). ECE Math- It's Everywhere! Workshop presented at the Paso del Norte Chapter of the Texas Association for the Education of Young Children Annual Conference, October, 2017, El Paso, Texas.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2017). Do online course have lower completion rates? Evidence from Germany and the United States. Paper presented at 26<sup>th</sup> EDEN Annual Conference, June, 2017, Jonkoping, Sweden.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2017). Differences in online versus face-to-face outcomes: Controlling for affective and "life" factors. Paper presented at The European Conference on Education, June, 2017, Brighton, United Kingdom.
- Conway, K.M., Wladis, C., & **Hachey, A.C.** (2017). Investigations of postsecondary online learning: What the data reveal. Paper presented at the Distance Learning Administration Conference, June, 2017, Jekyll Island, GA.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2017). Online versus face-to-face course outcomes: Controlling for relevant student characteristics and specific course taken. American Education Research Association Annual Conference, April, 2017, San Antonio, TX.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2017). Comparing online and face-to-face courses: Is there a difference in outcomes for community college students? Paper presented at the 59<sup>th</sup> Annual Conference of the Council on the Study of Community Colleges, April, 2017, Fort Worth, TX.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2017). Online STEM and mathematics course taking: Retention and access. Poster presented at the 20<sup>th</sup> Annual Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, February, 2017, San Diego, CA.
- Conway, K.M., Wladis, C., & **Hachey, A.C.** (2017). Retention and access in online mathematics and science courses. Paper presented at the 10<sup>th</sup> Annual Conference on European Research in Mathematics Education (CERME), February, 2017, Dublin, Ireland.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2016). A preliminary study of students in online mathematics courses: Which student characteristics predict student retention and successful course completion, Paper presented at the American Mathematics Association of Two-Year Colleges 42<sup>nd</sup> Annual Conference, November, 2016, Denver, Colorado.
- Wladis, C., Conway, K.M. & **Hachey, A.C.** (2016). Time Poverty and parents: Who has time for college? Paper presented at the Association for the Study of Higher Education 41<sup>st</sup> Annual Conference, November, 2016, Columbus, Ohio.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2016). Educational research and evidence-based decision-making at community colleges: The Case of CUNY, Paper presented at the 13<sup>th</sup> International Congress on Mathematics Education, July, 2016, Hamburg, Germany.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2016). Who succeeds online? Using student characteristics to predict online versus face-to-face attrition, Paper presented at the NSF Envisioning the Future of Undergraduate STEM Education: Research and Practice Symposium, April, 2016, Washington, D.C.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2016). Time Poverty and the college outcomes of student parents at community colleges, Paper presented at the Council for the Study of Community Colleges Annual Conference, April, 2016, Dallas/Plano, TX.



**PRESENTATIONS***(Continued)*

- Conway, K.M., **Hachey, A.C.**, & Wladis, C. (2016). Assessing readiness for online education: Research models for identifying students at risk. Paper presented at the Online Learning Consortium Conference, April 2016, New Orleans, LA.
- Conway, K.M., **Hachey, A.C.** & Wladis, C. (2016). What the Data Reveal: Results of Studies of Online Education. Invited Presentation at Queens College Symposia- Expanding Online at QC, The City University of New York, February, 2016, New York, N.Y.
- Wladis, C., **Hachey, A.C.** & Conway, K.M. (2016). Student characteristics and online retention: Preliminary investigation of factors relevant to mathematics course outcomes, Paper presented at the Mathematical Association of America (MAA) Research in Undergraduate Mathematics Education (RUME) Conference, February, 2016, Pittsburgh, PA.
- Hachey, A.C.**, Conway, K.M. & Wladis, C.M. (2014). What the data reveal. Invited Presentation at the City University of New York, University Faculty Senate Fall Conference on Online Education, November 2014, New York, NY.
- Hachey, A.C.** (2014). Math is everywhere: Re-envisioning mathematics education in ECE. Invited presentation at the Infusing STEM in Your Classroom Conference for Pre-K, Kindergarten and Child Care Teachers, Directors and Supervisors, Hosted by Community Services for Children, July 2014, Allentown, PA.
- Conway, K.M., Wladis, C.W. & **Hachey, A.C.** (2014). The role of enrollment choice in online education: Course selection rationale and course difficulty as factors. Paper presented at the Council for the Study of Community Colleges 56th Annual Meeting, April 2014, Washington, D.C.
- Hachey, A.C.**, Conway, K.M. and Wladis, C.W. (2014). Examining outcomes in community college online STEM courses. Poster presented at the CUNY C3IRG Pedagogical Research Design Workshop, January 2014, New York, NY.
- Conway, K.M., **Hachey, A.C.** and Wladis, C. (2013). Investigating a New Diaspora: Latinos/as in the online environment. Paper presented as part of the panel on Latino/as and Education: New findings on East Coast diaspora at the Borough of Manhattan Community College Cross-Cultural Approaches to Latin@ Studies Conference, November 2013, New York, NY.
- Wladis, C., Conway, K. & **Hachey, A.C.** (2013). Differences in online enrollment and course outcomes by ethnicity, gender, and non-traditional characteristics among community college STEM majors. Invited Paper presented at the AERA Education Research Conference, October 2013, Washington, D.C.
- Hachey A.C.** (2013). Teachers' beliefs and ECE mathematics. Invited presentation at the 5<sup>th</sup> Annual CUNY Early Childhood Educators Research Symposium, The New York Early Childhood Professional Development Instituted, October 2013, New York, NY.
- Wladis, C.M., Conway, K.M. & **Hachey, A.C.** (2013). Differences in online enrollment by ethnicity, gender, and non-traditional characteristics among community college STEM majors. Paper presented at the Annual Meeting of the American Educational Research Association, May 2013, San Francisco, CA.
- Hachey A.C.** & Ray, K. (2013). Supporting infant-toddler social/emotional development. Paper presented at the New York City Association for the Education of Young Children Conference, April 2013, New York, NY.
- Hachey A.C.** (2013). The story of the Little Engine that could: Questioning your epistemic beliefs. Invited presentation at the 6-12<sup>th</sup> Grade Convocation, Rabun Gap Nacoochee School, April 2013, Rabon Gap, GA.

**PRESENTATIONS***(Continued)*

- Hachey A.C.** (2013). Social cognitive processes: Care in education. Invited presentation at the Annual Faculty Workshop, Rabun Gap Nacoochee School, April 2013, Rabon Gap, GA.
- Conway, K.M., Wladis, C.M., & **Hachey, A.C.** (2012). Minority enrollments and success rates in online mathematics and STEM courses. Paper presented at the Annual Meeting of the Metropolitan New York Section of the Mathematical Association of America, May 2012, New York, NY.
- Conway, K.M., Wladis, C.M., & **Hachey, A.C.** (2012). Black and Hispanic males in the online STEM environment. Paper presented at the Sixth Annual Black, Brown and College Bound Conference, February/March, 2012, Tampa, FL.
- Wladis, C.W., **Hachey, A.C.** & Conway, K.M. (2012). Are online students in STEM courses at greater risk of non-Success? Paper presented at the Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education Annual Conference, February, 2012, Portland, OR.
- Hachey, A.C.** (2012). Movement education in the early childhood classroom. Paper presented at the New York City Association for the Education of Young Children Conference, February 2012, New York, NY.
- Wladis, C., Conway, K. & **Hachey, A.C.** (2011). STEM Courses in the online environment: Which courses are at greatest risk of higher attrition? Paper presented at the New York State Mathematics Association of Two-Year Colleges Regional Fall Conference, Region 4, November, 2011, Suffolk, NY.
- Hachey, A.C.** (2011). I LIKE TO MOVE IT: Exploring physical development and movement education in the early years. Paper presented at the New York State Association for the Education of Young Children Annual Conference, April 2011, Rye, NY.
- Hachey, A.C.** (2010). ECE Social Studies: Learning about the social world and my place in it. Paper presented at the New York City Association for the Education of Young Children Conference, October 2010, New York, NY.
- Hachey, A.C.,** Conway, K. & Wladis, C. (2010). Who should be allowed to take online courses?: The Pros and Cons of restricting online enrollment. Paper presented at the American Association of University Professors Annual Conference on the State of Higher Education, June, 2010, Washington, DC.
- Hachey, A.C.** (2010). Math = meaning making in everyday life. Paper presented at the New York State Association for the Education of Young Children Annual Conference, May, 2010, Verona, NY.
- Hachey, A.C.** (2009). Math is everywhere: Re-thinking mathematics in the ECE classroom. Paper presented at the New York City Association for the Education of Young Children Conference, October 2009, New York, NY.
- Ray, K. & **Hachey A.C.** (2009). Connecting with infants and toddlers at their developmental level. Paper presented at the Essex/Hudson Association for the Education of Young Children Conference, October 2009, Caldwell, NJ.
- Ray, K. & **Hachey A.C.** (2009). Linking developmental theory to practice. Paper presented at the 3<sup>rd</sup> Annual City-wide Infant Toddler Conference, July 2009, New York, NY.
- Hachey, A.C.** (2009). Exploring the Social Sciences in ECE. Paper presented at the New York State Association for the Education of Young Children Annual Conference, May, 2009, Brooklyn, NY.

**PRESENTATIONS***(Continued)*

- Craigo, L., Medina, J. & **Hachey, A.C.** (2008) Expanding the opportunity: Promoting transfer from community colleges to four year colleges and universities. Paper presented at the Southeast Philosophy of Education Conference, February, 2008, Baton Rouge, LA.
- Hachey, A.C.** (2005) Initial misconceptions of novice online learners and the implications for supportive instructional design. Paper presented at the 4<sup>th</sup> Annual CUNY Information Technology Conference, New York, New York.
- Tsuei, L.Y., **Hachey, A.C.** & Black, J.B. (2003). Fostering mechanistic thinking through entities-relationship diagrams. Paper presented at the American Educational Research Association annual conference, April, 2003 Chicago, Illinois.
- Zahner, D.C., **Hachey, A.C.**, & Black, J.B. (2002) Cognitive flexibility theory and the evaluation of re-purposable online learning objects. Poster presented at the American Educational Research Association annual conference, April, 2002 New Orleans, LA.
- Hachey, A.C.**, Tsuei, L.Y. & Black, J.B. (2001) Fostering Mental Model thinking during design. Paper presented at the Association for the Advancement of Computers in Education's annual Ed Media conference, June, 2001 Tampere, Finland.

**GRANTS**

- **Educational Consultant/Planning Committee Member, Kellogg Foundation Grant:** *Comprehensive Educator Empowerment Program*, 2016-2019, (\$408,090)
- **Co-PI, National Science Foundation (NSF) EHR Core Grant:** *Can Student Characteristics be Used to Effectively Identify Students At-Risk in the Online STEM Environment?*, 2015-2018. (\$719,108)
- **Co-PI, BMCC/CUNY Internal Grant Award:** *Assessing factors that impact course and college completion rates at CUNY and BMCC to inform eLearning policy*, 2015-2018. (\$278,981)
- **Co-Author/Project Coordinator, Teacher Education Department Awarded "Race to the Top/U.S. Dept. of Ed." Grant,** *Re-conceptualizing BMCC Teacher Education to address EdTPA*, 2013 to 2015. (\$50,000)
- **PI, PSC CUNY Research Award:** *An investigation of Re-enrollment and the Sometimes Successful Online Student*, 2013-2014. (\$4,990)
- **Co-PI, American Educational Research Association (AERA) Research Award, funded by the NSF:** *Online STEM Students At-Risk: Building a Model of Online STEM Student Retention at the Community College*, 2012-2014. (\$25,000)
- **Co-PI, Community College Collaborative Incentive Research Grant (C3IRG) Award:** *An Investigation of Prior Experience and Course Type as Factors Affecting Online STEM Student Retention and Success*, 2012-2013. (\$15,000)
- **PI, PSC CUNY Research Award:** *Investigating Trends in Online Attrition to Optimize Student Success*, 2011-2012. (\$4,512)
- **PI, BMCC/CUNY eLearning Grant:** *Investigating Trends in Online Re-enrollment, Retention and Success*, summer 2011. (\$4,000)
- **Co-PI, LaGuardia Making Connections ePortfolio Grant:** *Examining a community college teacher education digital portfolio program from the students' perspective*, 2009-2010. (\$5,000)

**RECENT PROFESSIONAL SERVICE ACTIVITIES**

- Invited Review Editor for Early Education and Development Journal -2013 to 2015
- Guest Editor for a special issue on Early Childhood Mathematics Education for Early Education and Development Journal -2013 to 2015
- Serve as a peer reviewer for the *American Educational Research Journal*, Section on Teaching Learning and Human Development – a publication of the American Educational Research Association (AERA) - 2010 to present
- Serve as a peer reviewer for Review of Educational Research- 2013 to present.
- Serve as a peer reviewer for Journal for Numerical Cognition- 2016 to present.
- Regularly presented professional development workshops for centers and schools in the greater New York City and Tri-State area -2009 to 2017
- Served as a test item writer on the Examination for the Professional Practice in Psychology for the Association of State and Provincial Psychology Boards (ASPPB) -2008 to 2014
- Regularly served as a Peer Reviewer for NHSA Dialogue: A Research-to-Practice Journal for the Early Childhood Field- the publication of the National Head Start Association – 2012 to 2015
- Served as a Content Reviewer for a new edition of the text “Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education” by Kostelnik, Soderman and Whiren- 2012
- Served as a Content Reviewer for a new edition of the text “Cognitive Psychology” by Kosslyn & Smith -2011
- Conducted a book review of the 6<sup>th</sup> addition of Cognitive Psychology and Its Implications by Anderson -2009

**PROFESSIONAL MEMBERSHIPS**

- Member of the New York City Association for the Education of Young Children (NYSAEYC) -2008 to Present
- Member of the National Association for the Education of Young Children (NAEYC)- 2008 to Present
- Member of the American Association of University Professors (AAUP)- 2011 to 2017