

Jesslyn R. Hollar, PhD

Curriculum Vitae

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Academic leader with demonstrated expertise in educator preparation, higher education, community partnerships, and systems-level program development. Strong record of administrative leadership across multiple institutions, including oversight of assessment and quality assurance systems, budget and personnel management, and curricular innovation. Leadership style characterized by collaborative governance, data-informed continuous improvement, and strategic partnership building. Strong experience supervising staff, guiding tenure and promotion processes, leading advisory boards, and managing collaborative initiatives. Skilled at building sustainable structures that are student-centered and that strengthen program quality and institutional effectiveness.

EDUCATION

- Ph.D. University of Washington, Seattle, WA, 2018
 Curriculum & Instruction: Teacher Education
 Cognate: Organizational & Policy Studies
 Cognate: Social & Cultural Foundations
 Dissertation: *The Inequitable Access of Knowledge: The Use of Federally Funded Intermediary Organizations as Knowledge Brokers*
- M.A. English Education
 Edgewood College, Madison, WI, 2010
 Thesis: *The Effect of Podcasts on Student Writing*
- B.A. English and International Affairs
 Lafayette College, Easton, PA, 2006
 Honors Thesis: *Acts of Resistance in Native American Fiction*

LICENSES

New York Initial Educator – English, Grades 7-12
 Wisconsin Initial Educator – Secondary English, Grades 7-12

ADMINISTRATIVE ACCOMPLISHMENTS

Enrollment & Recruitment

- Welcomed more than 60 students from Educators Rising Chapters across Nebraska to UNK for a special campus visit (Feb. 2026)
- Increased year-over-year confirmed admit rate by 52% from 55 to 81, in the recruitment cycle for AY 25-26 and AY 26-27
- Hosted two new teacher education focused campus visits for prospective students, which included content area education programs (2025-2026)
- Revised transfer pathway from Central Community College to UNK's teacher

education programs (2025-2026)

Partnership

- Expanded UNK's Partner School Network from 26 to more than 30 partners in 2025-2026
- Piloted a Foundations of Early Literacy program (Project RISE) to support early childhood educators' professional learning in partnership with reading and literacy faculty and Teaching Strategies (Fall 2025)
- Lead monthly content area collaborations with content area faculty teaching in education programs across campus
- Developed and facilitated a school-community-engaged research project on instructional coaching in mathematics

Curricular Programming

- Developed an initial endorsement program in elementary education at the graduate level (2025-2026) with anticipated first enrollment to begin Fall 2026
- Supported a study abroad elective course offering focused on comparative and international educational systems
- Built a micro credential for the required Human Relations Training, enrolling more than 130 students in the first semester (Aug. 2025)
- Built and supported the faculty design of four LOPER 101 courses
- Piloted a Living-Learning Community with a cohort of 20 Teacher Scholars
- Revamped the Transitional Certification Program to guide candidates for initial endorsement toward graduate degree programs (2024-2025)
- Developed a 4+1 Accelerated Master's Program for Special Education (2025-2026)

Assessment and Accreditation

- Successful CAEP Site Visit, Initial Preparation Program Reaccreditation and Advance Preparation Program Accreditation (2024-2025)
- Coordinated a successful AAQEP accreditation for undergraduate and graduate education programs with no stipulations or areas for improvement (Spring 2023)
- Applied for Marist University to house the New York Council of Colleges for Teacher Education (NYACTE) journal *Excelsior* as editor beginning Spring 2024

PROFESSIONAL EXPERIENCE

University of Nebraska at Kearney

2024-present Department Chair and Associate Professor in Teacher Education

- Manage an estimated annual budget of \$2.5 million
- Supervise twenty-eight full time faculty/directors
- Empower faculty to engage in high impact and practitioner-focused scholarship
- Manage curricular changes for undergraduate/graduate program in teacher education
- Facilitate semester course scheduling and review
- Manage departmental annual review and tenure and promotion processes

- Lead semi-annual meetings of Teacher Education Advisory Board
- Liaise with Nebraska Department of Education, UNL, and UNO faculty and staff
- Collaborate with faculty colleagues on student recruitment initiatives
- Facilitate teacher education meetings with faculty across colleges, units, and programs
- Manage assessment system for programs in teacher education
- Represent the Department of Teacher Education on university-wide initiatives
- Represent the Department of Teacher Education and Teacher Education programs at the Nebraska Association for Colleges of Teacher Education (NACTE) and serve as a voting alternate on the Nebraska Council for Teacher Education (NCTE)

Marist College

2021-2024 Professional Lecturer and Assessment Coordinator

- Co-authored Marist Education Department's Quality Assurance Report for the Association for Advancing Quality in Educator Preparation (AAQEP)
- Coordinated assessment and quality assurance systems for educator prep program
- Taught courses in social foundations of education and assessment in education
- Advised undergraduate education students on their learning journey
- Facilitated research-practice-partnership collaboration with local area school district
- Editor for *Excelsior: Leadership in Teaching and Learning*

Southeast Missouri State University

2021 Associate Dean for Educator Preparation
College of Education, Health, and Human Studies

- Expanded dual enrollment programs in the Southeast Missouri Region
- Supported advanced programs on their CAEP re-accreditation reporting
- Supervised three staff within the Office of Educator Preparation
- Liaised with the MO Department of Elementary and Secondary Education
- Provided oversight of the process for licensing programs' annual assessment reports
- Fielded student and parent concerns

Edgewood College

2020 Interim Associate Dean of Undergraduate Programs
School of Education

- Maintained and updated course offerings in undergraduate course catalog
- Chaired candidate review team meetings with faculty
- Chaired monthly department meetings with faculty
- Served on a Program Prioritization Workgroup during a time of fiscal rightsizing
- Led licensure and development level programs changes at the college level to respond to state licensure and grade band changes

2018-2020 Assistant Professor of Education

2018-2020 Program Director, Graduate Secondary Education Program

2016-2018 Teacher Candidate Assessment Director

Central Washington University

2012-2016 Program Director, Alternative Pathways to Teaching
College of Education and Professional Studies

- Expanded program enrollment from an initial cohort of six to more than fifty
- Developed summer intensive programming for incoming cohort
- Supervised student teachers during their yearlong clinical experience
- Hired adjunct faculty and university supervisors
- Secured clinical experiences in schools throughout Washington State
- Advised students from initial inquiry through program completion

PK-12 Teaching Experience

2011-2012 High School English Teacher, Madison Metropolitan School District

2010-2011 High School English Teacher, Operation Fresh Start

Other Work Experience

2006-2007 Implementation Consultant, Epic Systems Corporation

REFEREED PUBLICATIONS

Hollar, J. R. & Hollar, J. L. (2021). The Other Gaze: The Futures of Family Participation in the Classroom. *Policy Futures in Education*. July 2021.
<https://doi.org/10.1177/14782103211029600>

Hollar J. R. (2020). Brokering Inequity: Knowledge distribution as policy limitation. *Journal of Critical Thought and Praxis* 10(1). <https://doi.org/10.31274/jctp.11469>

Hollar, J. R. (2020). Tools of the Trade: Using toolkits to mobilize policy ideas around teacher quality. *Journal of Thought*.
<http://journalofthought.com/wp-content/uploads/2020/06/05hollar.pdf>

Hollar, J. R. (2017). Speaking about education reform: Constructing failure to legitimate entrepreneurial reforms of teacher preparation. *Journal for Critical Education Policy Studies*. 5(1), 60-84.

Au, W. & Hollar, J. R. (2016). Opting out of the education reform industry. *The Monthly Review*. 67(10).

Zeichner, K. & Hollar, J. R. (2016). Developing professional capital in teaching through initial teacher education: Comparing strategies in Alberta, Canada and the U.S. *Journal of Professional Capital and Community*, 1(2).

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

Hollar, J.R., Feusner, C., Kracl, C., Adkins, M. & Mulhearn, S. C. (2026). *Breaking Silos in Educator Learning: A Public-Private Partnership Model* [Manuscript submitted for publication]. Department of Teacher Education, University of Nebraska at Kearney.

Purington, S. & Hollar, J.R. (2026). *Gaining Confidence: Increasing Elementary Mathematics Teaching Self-Efficacy Through Coaching*. [Revisions requested]. Department of Teacher Education, University of Nebraska at Kearney.

BOOK CHAPTERS

Hollar, J. L. and Hollar, J. R. (2023). The future is multilingual: Chicanafuturism for English language learners. In A. Esmail, et. al (Eds.). *English Language Learners: A Social Change Perspective*. Rowan and Littlefield Education.

Hollar, J. R. (2021). The corona season: On collapse, curious intimacies, and creation. In K. J. Fasching-Varner, S. T. Bickmore, D. G. Hays, P. G. Schrader, D. L. Carlson, & D. Anagnostopoulos (Eds.). *The Corona Chronicles: Necessary Narratives in Uncertain Times*. Dio Press.

Campbell, C., Zeichner, K., Lieberman, A., Osmond-Johnson, P., Hollar, J., Pisani, S., Sohn, J. (2017). *Empowered educators in Canada: How high-performing systems shape teaching quality around the world*. San Francisco, CA: Jossey-Bass.

Hollar, J. L. & Hollar, J. R. (2017). The school-to-prison pipeline and classroom management: A self-study of two teacher education programs and classroom management course work. In K. J. Fasching-Varner, L.L. Martin, R.W. Mitchell, K.P. Bennett-Haron, & A. Danashzadeh (Eds.). *Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline* (pp. 159-170). Lanham, MD: Lexington Books.

CONFERENCE PROCEEDINGS

Purington, S.B. & Hollar, J.R. (2025, October). Improving Teacher Mathematics Self-Efficacy Through a Coaching Program. Poster prepared for PME-NA 2025 Conference Program. Penn State University, PA.

Feusner, C., Kracl., C., & Hollar, J.R. (2025, October). From Silos to Synergy: A University-State-Partner Model for Transforming Educator Learning. Paper presented at the TECSCU Conference, Las Vegas, NV.

Hollar, J. R., Chambre, S. & Grande, P. (2023, February). Connecting with Alumni: Creating Communities of Continuous Improvement. Paper presented at the annual AAQEP Quality Assurance Symposium, Indianapolis, IN.

- Hollar, J.R. (2022, October). Equity in the Early Years: A Self-study of DEI Work in Early Childhood Settings. Paper presented at the annual New York Association of Colleges for Teacher Education, Saratoga Springs, NY.
- Hollar, J.R. & Hollar, J. L. (2022, October). Teacher Unions as Content in Teacher Education Programs. Paper presented at the New York Association of Colleges for Teacher Education. Saratoga Springs, NY.
- Hollar, J.R. (2022, November). Workshop: Teaching Teachers' Unions: Community Construction of a Professional Learning Opportunity for Educators on the Historic and Contemporary Role of Teachers' Unions. Workshop presented at the annual meeting of the History of Education Society (virtual).
- Hollar, J.R. (2022, November). Radical Morality? A historical analysis of social and emotional learning (SEL) as de-colonized character education. Paper presented at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.
- Hollar, J.R. (2020, April). Governing ideas for equitable education: Mechanisms to broker knowledge and experiences of 'support'. Paper accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.
- Hollar J. R. (2020, April). Brokering inequity: Knowledge distribution as policy limitation. Paper accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.
- Hollar, J. R. (2019, November). Teaching to disrupt: Supporting and building solidarity for 'troublemaker' teachers. Paper presented at the annual meeting of the American Educational Studies Association, Baltimore, MD.
- Hollar, J. R. (2019, November). Teaching to disrupt: Supporting and building solidarity for 'troublemaker' teachers in leadership and teaching. Paper presented at the Critical Questions in Education Symposium, Chicago, IL.
- Hollar, J. R. (2018, November). The perspectives of cooperating teachers on the edTPA: Navigating competing tensions in student teaching. Paper presented at the American Educational Studies Association, Greenville, SC.
- Hollar, J. R. (2017, April). Knowledge distribution as policy limitation? Governance over state teacher equity plans. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Hollar, J. R. (2016, November). The school-to-prison pipeline and classroom management: A self-study of two teacher education programs and classroom management course work. Paper presented at the annual meeting of the American Educational Studies

Association, Seattle, WA.

Hollar, J. R. & Zeichner, K. (2016). Do fast track (early entry) teacher education programs offer a solution to problems of teacher shortages and teacher quality? Paper presented at the annual meeting of the Comparative and International Education Society, Vancouver, British Columbia.

Hollar J. R. (2016, April). Presenter at the annual Division K Graduate Student Preconference Seminar during the annual meeting of the American Educational Research Association, Washington, D. C.

Zeichner, K. & Hollar, J. R. (2015, April). There are no fast tracks to teaching in Alberta. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hollar, J. R. (2013). Using communities of practice for mentor teachers. Paper presented at the annual conference for the Northwest Association for Teacher Educators, Pullman, WA.

Hollar, J.R. (2013). Online teacher education – can it really work? Paper presented at the annual conference for Canada’s Collaboration of Online Higher Education and Research, Vancouver, British Columbia.

Roebuck, J. (2010). Using Multimodal Literacy Practices to Engage Children and Adolescents. Conference and professional development presentation at a local conference for educators. Edgewood College. Madison, WI.

INVITED LECTURES/TALKS

Hollar, J.R. (2025, October). Keynote Presentation at Teaching and Learning International Symposium. TaLis. Universiti Teknologi MARA (UITM).

Hollar, J.R., Gaskill, M. C., Holbein Swanson, J. L. (2025, February). Professional Development Opportunity for College of Business Faculty, Kearney, NE.

Hollar, J. R. (2023, June). Applications and use of the text *Braiding Sweetgrass* in an undergraduate preservice teacher education course. Professional Development for First Year Seminar Instructors and Faculty for the Annual Common Read. Marist College, Poughkeepsie, NY.

Hollar, J.R. & Toda, C. (2022, June). Equity in the Early Years: Key Recommendations and Suggestions after a self-study of one preschools collaborative’s DEI work. Virtual Presentation of findings to the Falcon Heights Cooperative in Falcon Heights, MN.

Hollar, J. R. (2020, April). School’s out, learning’s in: Engaging kids in learning amidst COVID 19 school closures. Presentation prepared for the Downtown Madison Rotary

Club, Madison, WI.

Hollar, J. R. (2020, March). Screen time in elementary-aged students: Benefits and drawbacks. Presentation prepared at the request of the Nepali Parents Group. Midvale Elementary School, Madison WI, (Canceled due to COVID 19).

Hollar, J. R. (2018, November). Examining the contested knowledge base of teacher quality: The role of intermediary organizations in knowledge brokering. Presented at the Edgewood College Faculty Colloquium, Madison, WI.

Hollar, J.R. (2018, March). Election Engagement. Served as a panelist for a student event at Edgewood College, Madison, WI.

COURSE INSTRUCTION

TE 100 Teaching in a Democratic Society

TE 320 Field Experience in K-12/Secondary

TE 473 Field Experience in Middle Level Classrooms

TE 803 Philosophy of Education

TE 800 Education Research

Previous Institutions

EDUC 101 Foundations of Education

MATA 605 Classroom Assessment

EPSY 640 Social Foundations of Education

MSED 640 Social Foundations of Education

ED 200 Education in a Pluralistic Society

ED 330 Teaching and Learning

ED 402 Reflection in Practice

ED 660 The Reflective Practitioner

ED 601 Foundations of Instruction

ED 602 (redesigned) Curriculum Planning

ED 652 (redesigned) Secondary Content Literacy

ED 271 (redesigned) Philosophy of Education

ED 350 Classroom Management

PROFESSIONAL SERVICE AND AFFILIATIONS

Member, Government Relations Committee, Nebraska Association for Colleges of Teacher Education (NACTE) (2025)

Professional Workgroup, Nebraska Department of Education (2025)

Reviewer, AAQEP (2021-present)
 Reviewer, *Journal of Professional Community & Capital* (2016-present)
 Reviewer, *Education Policy Analysis Archives* (2016-present)
 Reviewer, *Teacher Education Quarterly* (2016-present)
 Elected School Board Member, Hyde Park Central School District (2023-2024)
 Proposal Reviewer, American Educational Research Association (2015-2020)
 Editorial Advisory Board Member, *Northwest Journal of Teacher Education* (2014-2016)
 President-Elect, Wisconsin Association of Colleges for Teacher Education (2018-2020)
 Invited Member, Madison Metropolitan School District Focus Group (2019)
 Invited Member, Regional Collaborative Pilot, WI Department of Public Instruction (2018)
 Attendee, Semi-Annual Meeting of the Education Deans for Justice and Equity (2018)
 Alternative Route Workgroup, WA Professional Educator Standards Board (2015)
 Member, American Educational Research Association (AERA) (2015-present)
 Member, History of Education Society (2022-2024)
 Member, American Educational Studies Association (2015-2024) Phi Beta Kappa

COMMITTEE AND UNIVERSITY SERVICE

University of Nebraska at Kearney

Member, General Education Council (2026-present)
 Invited Member, Omaha World Herald Scholarship Selection Committee (2026)
 Invited Member, Strategic Planning Committee - Mission, Vision & Values (2025)
 Invited Member, Strategic Planning Committee - Pillar 1 Teaching & Learning (2025)
 Invited Member, UNK - NU Advance Advisory Committee (2025-present)
 Chair, Teacher Education Advisory Board (2025-present)
 Member, Graduate Program Chair Committee (TE) (2024-present)
 Member, Undergrad. Research & Creative Activity (URCA) Advisory Council (2025-present)
 Faculty Academic Advisor (2024-present)
 Member, TE & COE Scholarship Committee (2024-present)
 Member, Coordinating Council (2024-present)
 Member, Principals Advisory Council of Network of Partner Schools (2024-present)
 Member, Teacher Education Advisory Board (2024-2025)
 Member, Kearney Public Schools Collaborative (2024-present)

Previous Universities

Secretary, Faculty Affairs Committee (2023-2025)
 Member, Professional Programs Committee (2023)
 Professional Development, First-Year-Seminar (2023)
 Member, Education Department Faculty Search Committee (2021-2023)
 Member, Learning Management System Committee (2022)
 Presented at Student Recruitment Events for Education Department (2022-2023)

Member, Assessment Subcommittees, Education Department (2021-2023)
 Academic Advisor (2021-2023)
 Voting Member, Undergraduate Curriculum Committee (2020)
 Advisory Board Member, Center for Multicultural Education (2019)
 Member, Commission on Program Prioritization (2019)
 Member, Tenure Track School of Education Search Committee (2019)
 Member, Graduate Review Team (2018, 2019, 2020)
 Member, Tenure and Tenure Track Committee (2018-2020)
 Member, Field Experiences and Clinical Practices Committee (2016-2020)
 Member, Candidate Review Team (2016-2020)
 Member, Undergraduate Steering Committee (2016-2020)
 Assessment Committee (2016-2020)
 Advisory Board Member, Teacher Education (2015-2016)

AWARDS, HONORS, AND GRANTS

2025	Not Funded. Vu, P. H. (Principal), Hollar, J. R. (Co-Principal), Steele, J. E. (Co-Principal), Reid, M. J. (Co-Principal), "Powering Nebraska's Rural Workforce through Teaching and Innovation," Sponsored by Federal Directed Spending Project, Federal, \$2,450,000.
2024	Funded. Adkins, M. M. (Principal), Feusner, C. M. (Co-Principal), Hansen, M. R. (Co-Principal), Thompson, P. J. (Co-Principal), Kracl, C. L. (Co-Principal), Lilienthal, L. K. (Co-Principal), Hollar, J. (Co-Principal), "Reading Instruction Strategies for Educators (RISE)," Sponsored by Nebraska Department of Education, State, \$870,998.00. (November 2024 - December 2026).
2023	Travel Grant Marist College
2017-2019	Travel Grants Edgewood College
2018	The Gordon C. Lee Dissertation Award, College of Education, University of Washington, Seattle WA

RESEARCH CONSULTATION AND ADDITIONAL TEACHING EXPERIENCE

2025-present	Undergraduate Research Fellow Faculty Mentor Undergraduate Student: Isabelle Cerveny Project Title: <i>Unequal Access to Play: An Analysis of Recess Policy Inconsistencies in Nebraska</i>
2023-2024	Consultant/Professional Development Provider OU BOCES, Goshen, NY

2020-2024	Founding Consultant Edology Consulting
2022-2024	Consultant/Professional Development Provider Smith School Early Learning Center, Poughkeepsie, NY
2022-2023	Substitute Teacher Hyde Park Central School District, Hyde Park, NY
2022	Program Evaluation St. Anthony Park Preschool Cooperative, Minneapolis, MN
2020	Consultant/Program Review Edgewood College, Madison, WI
2012-2016	Field Supervisor, Alternative Pathways to Teaching Program Central Washington University, Ellensburg, WA
2010-2012	Summer School English Instructor Madison Metropolitan School District, Madison, WI
2010-2012	Instructor, Academic Writing Madison Area Technical College, Madison, WI