

DeLacy Ganley, Ph.D.,

DeLacy Ganley, Ph.D. started her career as an educator by teaching adult English Language classes to farm laborers in Washington while working on her BA in English (writing) from the University of Puget Sound. From there, she went on to Bowling Green State University in Ohio to earn a MA in English (literature). With her MA in hand, she returned to her home state of Hawai'i to teach academic writing at Kapi'olani Community College (KCC).

It was at KCC that DeLacy became centrally concerned with the systemic causes of student underachievement. To better understand K-16 pathways, DeLacy left KCC to become a high school English teacher, and later earned a Ph.D. from Claremont Graduate University (CGU), where she researched social capital theory, teacher quality, and how highly effective teachers impact the educational trajectory of historically marginalized students.

In 2003 DeLacy accepted a faculty leadership position as Co-Director of CGU's Department of Teacher Education. She became the Department's sole Director in 2012 and was promoted to Full Professor in 2016.

DeLacy has implemented a strategic vision that has led CGU to be recognized as one of the top teacher preparation institutions in California. Graduates of her programs have garnered multiple state- and district-level teacher of the year awards. DeLacy has reoriented the Department to focus on preparing teachers who have the skill and passion to cultivate achievement in all students while "fast tracking" the growth of those not yet reaching high academic standards. Her strategic recruitment of teachers of color and teachers for high-need areas (STEM and special education) has made CGU's student body among the most culturally diverse and sought-after by district partners.

While promoting the Department's vision for social justice, DeLacy has created new programs that position CGU at the forefront of timely conversations. In Summer 2016, she designed and received Board approval for the Allies of Dreamers Certificate. The first program of its kind in the nation, it provides K-12 educators, student affairs professionals in higher education, and community leaders with the historical context, theoretical framework, and specific knowledge needed to mentor and advocate for undocumented students.

Recently, DeLacy expanded conversations in the field around teacher quality to include utilizing global events to illuminate academic subjects and helping K-12 students gain intercultural skills. She has done this by cultivating teachers' own global competencies: she has brokered official partnerships with universities abroad to allow for student/faculty exchanges; secured a Fulbright that allowed her to take a group of pre-service and Master teachers to Vietnam; worked with the Museum of Tolerance to provide anti-bias training workshops; and designed programs that allow students to earn teaching credentials while living abroad. These projects have built CGU's reputation for promoting a pluralistic civil society and intercultural exchanges.

DeLacy's current research projects include studying historically underrepresented teachers and how the geo-cultural knowledge and global proclivities of American K-12 students are impacted by having international guest teachers in their classrooms.

A skilled grant writer, DeLacy was recently named the leading grant-active faculty member at CGU in the past five years. Since 2007, she has personally authored grants totaling more than \$7 million and has been instrumental in orchestrating an additional \$8.7 million for the Department. She currently has another \$2.66 million in funding under review, including a grant to provide full fellowships for Native Americans to earn advanced degrees in Education.

DeLacy's hobbies include reading, being outdoors, spending time with her family, civic volunteering, and ceramics.