



ED.D. PROGRAM NEWSLETTER

FALL 2011

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FALL 2011

- **First Day of Class—**
August 31
- **Veteran's Day—**
November 11
- **Thanksgiving Holiday—**
November 24-25
- **Last Day of Class—**
December 7
- **First Day of Spring—**
January 25

COHORT II GRADUATES

Submitted by Dr. Michelle Mahoney, Cohort II Alumni

Entering the Educational Leadership Doctorate as the second cohort of students, or “Cohort II”, there were high expectations of us. Naturally, comparisons between our Cohort and Cohort I transpired. I remember how, during the first year or so of the program, Cohort II was often told how different we were from the group who had paved the way for us. In fact, the second Cohort in the Ed.D. program was a diverse group of professionals with many outstanding qualities and strengths. Although made up of unique individuals, I believe Cohort II’s strength was derived from the wide variety of experiences, perspectives, and insights we held on leadership, teaching, and the educational system as a whole. Recently, when speaking with a group of master’s students about my decision to pursue my doctoral degree, it reminded me of our first meetings and classes

as Cohort II. As we learned more about our classmates and got to know each other, it became evident that each of us had embarked on this journey to pursue our doctorate for various reasons. Regardless of how varied our reasons for furthering our education, as a cohort we shared the experiences of balancing work, school, family, and friends during the past three years. Even though we experienced these challenges in different ways, it manifested as a shared, common experience that bonded our Cohort. After two years of classes together, we were used to seeing each other at least two times per week. As we entered the last year of our program, we were all excited at the prospect of focusing solely on our dissertations. (Truth be told, we were also excited to gain back some precious



*Ed.D. Program Graduates, May 26, 2011
A list of graduates and dissertation titles is provided on page 8.*

time!!) As this past year progressed however, we missed seeing our cohort-mates on a regular basis. When we came together as a cohort, professors had difficulty quieting us down – there as so much to catch up and share our recent stories and accomplishments! My hope for Cohort II is that we remember the great friends and professional connections we developed during our time in program. As we begin to enjoy the free time we have, I now we will find ways to make an impact on the P-16 education system through advocacy and support for the students with whom we serve and I look forward to hearing about all the great things that Cohort II accomplishes.

FIRST ANNUAL SYMPOSIUM ON EDUCATIONAL LEADERSHIP

Submitted by Dinesa Thomas-Whitman, Cohort III

During the spring of 2011, the Doctorate in Educational Leadership Program held its First Annual Symposium on Educational Leadership—Practice, Policy, and Research. The title of this year's symposium was "Building Bridges, Cultivating Partnerships: Educational Leadership in P-16 Educational Contexts." The purpose of this student designed symposium was to bring together scholars, practitioners, and emerging scholar practitioners to share research and to discuss practices and policies impacting educational leadership in a P-16 context.

The day began with an informative talk by keynote speaker Dr. Daniel Solorzano, Professor of Social Science and Comparative Education in the Graduate School of Education and Information Studies at the University of California Los Angeles. Using critical race theory, Dr. Solorzano led the audience through an examination of the California higher education pipeline for underrepresented students. He then explored the role of institutions and educational leaders in maximizing opportunities and minimizing obstacles for students of color throughout the educational pipeline.

Following the keynote address students were invited to attend research presentations and a poster session on a range of relevant policy issues impacting education. Ed.D. Alumni and current students were among the presenters.



Assistant Director, Dr. Linda Symcox, Symposium Keynote Speaker, Dr. Daniel Solorzano, and Dean of the College of Education, Dr. Marquita Grenot-Scheyer.

The day concluded with a very compelling presentation/demonstration of critical pedagogy in practice. Students from three points in the educational pipeline (Watts Youth Collective, SI-ATech Charter Higher School, and undergraduates students from CSULA's School of Social Work) were invited to share how their participation in critical learning environments has raised their awareness in a variety of critical dimensions.

"It was a really important opportunity for us to hear from scholars; important critical scholars like Daniel Solorzano, our professors and colleagues who are so present in their work, and young scholars who are being taught in and teaching others critical pedagogy. All of the presenters really challenged our thinking and I'm glad I went," said Rashida Crutchfield, Cohort III.

Planning for the upcoming symposium will begin this fall. If you are interested in serving on the planning committee

or presenting your research please contact the program office at edinfo@csulb.edu.

The symposium would not have been possible without the support and efforts of alumni, students, and graduate assistants.

The Ed.D. Program would like to thank the members of the student and alumni planning committee:

Rene Castro, Cohort III
 Jake Gordon, Cohort III
 Dr. Michelle Mahoney, Cohort II
 LeAnna Majors, Cohort III
 Dr. Jesse Rodriguez, Cohort I
 Dr. Candace Smith, Cohort I
 Dinesa Thomas-Whitman, Cohort III
 Tasha Willis, Cohort III



Ed.D. Program Coordinator, Heidi Gilligan, would like to thank the graduate assistants who were instrumental in the coordination of the event (pictured above):

Maya Cardenas
 Peggy Card-Govela
 Jeanette Maduena
 Clara Ross
 Sonja Simmons
 Chandi Wood
 Ryan Wurzell

ED.D. PROGRAM WELCOMES COHORT V



The Ed.D. Program is excited to welcome Cohort V students to

CSULB. Twenty-nine new students began classes in June 2011; 15 Pre K–12 specialization students and 14 Community College/Higher Education specialization students.

The new cohort is similar to the current and previous cohorts in that stu-

dents represent a wide variety of backgrounds and local employers. For example, among the Pre K–12 students is an assistant principal, high school counselors, an early childhood education professional, teachers, and an ESL teacher. The new Pre K–12 students come to us from a variety of educational environments including Hawthorne USD, Lynwood USD, UCLA's Children's Hospital, Manhattan Beach USD and Green Dot. Among the 14 new Community

College/Higher Education Cohort V students are directors, Deans, a community college Trustee and faculty. Students are employed at local community colleges and universities such as LA Harbor, Cypress and Long Beach Community Colleges and CSU Long Beach.

Thank you to the Ed.D. Program Admissions Committee Chair, John Murray and all the committee members for your assistance with selecting another great cohort of students. Welcome Cohort V!

COHORT I BENCH DEDICATION

On April 20, 2011 Ed.D. alumni, students, and faculty were joined by the College of Education Dean Marquita Grenot-Scheyer and Dr. Joan S. Biswell, Director for Teacher Education and Public School Programs for the Chancellor's Office during a ceremony to dedicate a bench donated by Cohort I.

Union was asked to share remarks during the dedication. "This bench is a donation from Cohort 1 in honor of the support and assistance the Ed.D. program and faculty provided to us throughout the years," Edwards said.



Cohort I Alumni at the April 20, 2011 Bench Dedication Event. From left to right, Jesse Rodríguez, Allison Deegan, Janet Young, Michele Starkey, Liza Becker, Barbara Dunsheath, Dave Edwards, Farah Khaleghi, and Marshall Thomas.



As the very first student to complete a dissertation at CSULB, Dr. Dave Edwards who also serves

the university as the Associated Students Incorporated Associate Executive Director and Director of the University Student

"Many of the cohort members spent a great deal of time working together, chatting over coffee, and taking breaks between class while always looking for a comfortable place to sit and share ideas about educational leadership. We hope this bench is the first of many that will provide this opportunity for collaboration and interaction among our future educational leaders," Edwards

concluded.

The bench is located on the second floor of the AS building near the program office suite AS209. Please enjoy it at your leisure!

ALUMNI AND STUDENT ACCOMPLISHMENTS

Dr. Liza Becker (Cohort I Alum) received



a Promising Practice award for implementing an exemplary assessment system designed

with the adult learner in mind: Using ESL Student Portfolios for Assessment and Level Progress. She also co-presented at several community college districts on implementing Noncredit Progress Indicators ("grades") in non-credit programs for accountability and reporting benchmarks. Lastly, Lisa participated on a panel at the 2011 CASAS National Summer Institute where she discussed portions of her dissertation related to the topic of transitioning adult learners to postsecondary education.

Dr. Tammy Blass (Cohort II Alum) re-



ceived the Los Angeles County 2010 Superstars Award for Workforce Excellence as a member of the Department of Health

Services (DHS) Nursing Competency Assessment Committee. The committee developed and implemented a competency validation program for 8000+ DHS nurses and was honored by the Los Angeles County Board of Supervisors.

Rene Castro (Cohort III Student) pre-



sented a workshop on campus dispute resolution and mediation during the 38th Annual

National Conference of the National Center for the Study of Collective Bargaining in Higher Education. (CUNY Graduate Center, NY)

Jake Gordon (Cohort III) was one of two



principals selected for the 2010-2011 school year for the Principal of the Year Award for SIATech Charter Schools. Addition-

ally, Jake presented at two academic conferences. The first for RAPSA (Reaching at Promise Students Association) <http://rapsa.org> "Power, Community, and Identity: How to Create a Culturally Relevant Social Studies Curriculum that Engages Your Students." The second for National Dropout Prevention Center/Network "Reengaging High School Dropouts through Reentry Programs: an Overview of Common Characteristics and a Site That Uses Critical Pedagogy and Participatory Action Research."

Jamie Hoffman (Cohort IV) was awarded



the 2011 UCLA Staff Assembly: Chancellor's Excellence in Service Awards for Diversity. Jaime was recognized

for her extraordinary efforts to promote diversity at UCLA.

Dr. Lisa Lee (Cohort II Alum) was recent-



ly elected as the Mathematics Department Chair for Coastline Community College.

Michele Starkey (Cohort I) was promot-



ed to Associate Professor, received tenure, and became the Co-Chair of the Physical Sciences & Mathematics Department at

Mount St. Mary's College.

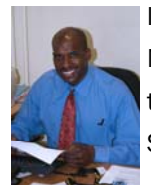
Nam Ung (Cohort IV) presented at the annual meeting of the National Association of Student Personnel Administrators, Philadelphia, PA entitled "Exploring individualism and collectivism in Asian American students." He also presented at the National Association of Student Personnel Administrators, Western Regional Conference in Student Affairs, entitled "What to do now? A workshop on different approaches to the job search and graduate school processes."

Ryan Whetstone (Cohort IV) was recent-



ly appointed Principal of Maxine Waters Employment Preparation Center in the Los Angeles Unified School District.

Robert Whitman (Cohort IV) was recent-



ly appointed Principal of Manual Arts High School in the Los Angeles Unified School District.

STUDENT TRAVEL FUNDS



The Ed.D. Program offers funding for students to enhance their educational experience by traveling to professional conferences and events. The funds may be used for conference registration fees, transportation, and lodging. The funds are intended to

support growth in a student's academic discipline, expose students to current trends in their field of study, or provide the opportunity for students to present their current research projects. Travel must take place in the Fall 2011 term or Spring/Summer 2012. Students must submit an application prior to traveling. Applications will be accepted on a rolling basis, the deadline to apply is at least 45 days in advance of your first date of travel.

All funding is based on a reimbursement process. Students that receive

awards must submit original receipts to the Ed.D. Program Coordinator. Funding will be awarded based on conference participation and professional development opportunity. Funds will continue to be available until they are exhausted. Students may receive a maximum award of \$1000 in any academic year. Questions may be directed to Heidi Gilligan at gilligan@csulb.edu or 562-985-4998. The application is posted on all Cohort BeachBoard Organization Pages under Documents—Administrative Forms, Policy, and Procedures—Student Travel Application.

2011–2012 CONFERENCES

Student travel funds are not limited to the conferences listed below, this list is provided to give students a guide as to where they may begin a search for professional conferences.

2011

Nov 16–19	Charlotte, NC	Association for the Study of Higher Education (ASHE) www.ashe.ws
Nov 17–19	San Jose, CA	Community College League of California (CCLC) www.ccleague.org
Nov 3–6	Spokane, WA	National Assoc. for Campus Activities (NACA) West Regional Conference www.naca.org
Nov 17–19	San Jose, CA	Assoc. of Calif. Comm. Coll. Administrators (ACCCA) www.accca.com

2012

Feb 25–29	Charlotte, NC	National Association for Campus Activities (NACA) www.naca.org
Mar 8–12	Tampa, FL	National Association of Secondary School Principals (NASSP) www.nassp.org
Mar 10–14	Phoenix, AZ	National Assoc. of Student Personnel Administrators (NASPA) www.naspa.org
Mar 24–26	Pennsylvania, PA	Assoc. for Supervision and Curriculum Development (ASCD) www.ascd.org
Mar 24–28	Baltimore, MD	American College Personnel Association (ACPA) www.myacpa.org
Mar 22–24	Seattle, WA	National Association of Elementary School Principals (NAESP) www.naesp.org
Apr 13–17	Vancouver, Canada	American Educational Research Association (AERA) www.aera.net
April 21–24	Orlando, FL	American Association of Community Colleges (AACC) www.aacc.nche.edu

AN INTERVIEW WITH DR. ANNA ORTIZ

Submitted by Dinesa Thomas-Whitman, Cohort III

Dr. Anna Ortiz (Dr. O) has over 20 years of experience in student development as a practitioner and professor. She has served the CSULB community as a primary faculty member in the Student Development in Higher Education M.S. program, a coordinator of the counseling program, a co-director in our joint doctoral program, director of Ed.D. Program, and on various committees and consultations across the college and campus.

During the spring of 2011, Dr. O was granted a six month sabbatical to complete a plan of study, research, travel, and service to the academic community. She recently sat down with Cohort III student Dinesa Thomas-Whitman to discuss her sabbatical and how it has influenced her work in higher education.

DTW: Dr. O can you share why you decide to take a sabbatical?

Dr. O: You are eligible for a sabbatical every seven years and I had come to CSULB in year six of being a professor. So, I came right before I was eligible at Michigan State. I never had one at seven years and this was 14 years so it was my first one and I couldn't wait to go on sabbatical.

DTW: What activities did you plan for your sabbatical?

Dr. O: You have to submit a plan a year to year and a half of what you are going to do before the actual sabbatical is granted. I had a few different goals. I wanted to work on theoretical article that requires a lot of background library research, like reading foundational anthropologist, foundational sociologist. I wanted to spend concentrated time doing that and I wanted to learn more about European higher education. I've been going that on and off for the past few years, particularly in England. I also wanted to see if I could develop some research partnerships with colleagues in London. I have an interest in London higher education because I think London demographics are very similar to Southern California demographics. I think they deal with similar issues regarding immigrants and ethnic identity. I see parallels between the work I've done at CSULB, happening over there. I want to find ways to use what I've learned here in other places, London in particular. Lastly, I just wanted to go live in a foreign country for awhile (she laughs). That's the quintessential sabbatical stereotype, that the professor goes to live in a foreign country and does something completely different.



Dr. Anna Ortiz at the Reichstag- the German Parliament building in Berlin

DTW: So were you able to follow your plan?

Dr. O: I ended up doing a lot of it. I love the British Library, it's England's version of the Library of Congress. I really wanted to do the research for that article there because it's like an academic factory. It's a big red brick building, it kind of looks like a factory, it has smoke stacks near it. You go in the basement is where the locker room in. You have to put all your belongings in there. You can't wear coats, you can't carry a purse, everything you take with you to the reading room has to be in a plastic bag they give you. You can only use pencils, you can't take pens in. So everybody goes to the locker room, puts all their stuff in, then they run up to the reading rooms which are organized by



The British Library

discipline. Then they read and work. The library attendant gets the books for you and they bring them to your table or you pick them up at the counter. Then you just work, work, work and at lunch everyone goes to the cafeteria. Then they go back and work and about a quarter to five they announce that you have fifteen minutes until we close. Then everyone runs back down to the locker room (she laughs).

I thought that doctoral students, when they are working on chapter two, should go to one of those libraries because when you can't take anything out you actually do your work (we both laugh).

I was able to make good connections in other parts of Europe where I can see going back to do some work. I took a study abroad tour with the University of Northern Arizona. The focus of the tour was to learn about student

affairs administration in northern European countries. And then to learn about how those universities are internationalizing. I participated in the class with the readings, etc. then I traveled with them for three weeks and visited universities in Denmark, Sweden, Germany, Luxemburg, France, and the Netherlands. In some of those we met with government agencies who work with higher education. That was great. I learned about the Bologna Process. How the European education community, which is bigger than the European Union, is trying to standardize higher education across the countries so that a student's degree means he same no matter where. I learned a lot about the reform in higher education.

DTW: Based on your experiences during sabbatical, are there any new insights that you plan to incorporate into your roles at CSULB?

Dr. O: I think this experience will add to what I teach in the classroom to help give students a little more of a Trans-Atlantic comparative perspective. I can see a lot of what I learned about race and ethnicity coming into my content classes. I look forward to sharing what I learned in a seminar with the master's and doctorate students about the Bologna Process. I've started to work on an article that I will title "The Racism Vacation". So I look forward to having some discussions that might inform some of the

things faculty are working on so that we are better able to talk about race and ethnicity in the classroom. I think that might be helpful.

DTW: Is there any other new work that is generated from your sabbatical?

Dr. O: I will probably apply for a Fulbright to work in Germany to help their student affairs organization, which is a national government agency, work with recruiting and retaining immigrant students. That's a significant problem in Germany. Northern European country populations are low because they have few children. So they really rely on people coming into the country to perform work across the spectrum from highly skilled educated work to manual labor.

DTW: My final question is, did you miss the doctoral students?

Dr. O: Yes (she laughs). I really missed graduation. It was weird not to be here for graduation. I feel like I missed Cohort II during their happiest time. Of course, I missed Cohort III but I was reunited with them immediately upon my return since I co-taught their EDLD 735 methods course.

DTW: I hope we didn't make you want to return to your sabbatical.

Dr. O: No, I loved teaching that class.

Please stop by Dr. O's office in AS 215 office to welcome her back to CSULB!

CLASS OF 2011**Desire O. Adomou**

Teachers' Perceptions of the Effects of Standards-Based Reform on Curriculum, Instructional Practices, and the Quality of Student Learning: Keeping the Debate Alive!

Tangelia M. Alfred

Extended Opportunities Programs and Services (EOPS) as a Means of Improving Retention Rates of Low-Income, First Generation, African American Female Students

Madelyn Rodriguez Arballo

Factorial Structure of Engagement and its Relationship to Persistence: A Study of Adult Secondary Education Students

Tammy C. Blass

Exploring the Role of the Nursing School Dean through Lived Experiences

Cheryl L. Bodger

Novice Principals' Perceptions of Beginning Principal Support and Induction

Kerry A. Boyd

Principals' Perceptions of Teacher Leadership"

Ankush Steve Budhreja

School Business Leadership – Identifying Important Technical and Leadership Practices in K-12 Education"

Diane J. Colvin

The Role of the Dean in the Public Comprehensive Community College

Susan M. Diaz

Finding Our Way Through the House of Mirrors: Higher Education, Administrative Leadership and Social Justice

Adriana Flores-Church

Transition, Socialization, and Adaptation of Private Sector Managers into Community College Cultures

Thomas George Franklin

Accountability, Diversity, and Their Impact on Our Public Schools

Lisa S. Lee

Success in Online Math Courses at Community College Level

Christopher Matthew Lenz

The Role of a University in the Development and Support of Its Leaders

Maria del Pilar Lerma

Wired and Engaged?: Student Engagement in Online Learning at the Community College Level

**Michelle L. Mahoney**

Student-Athletes' Perceptions of Their Academic and Athletic Roles: Intersections Amongst Their Athletic Role, Academic Motivation, Choice of Major, and Career Decision Making

Constance McKivett Magee

Narratives of New Principals: Facing Challenges and Finding Support

Gina Marie Ogilvie

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Richard T. Pagel

Funding the Plan: Integration of Strategic Planning and Resource Allocations

Martha M. Parham

Perceptions Held by High School Counselors of Community Colleges

Joseph Edward Rasmussen

Implementing a Comprehensive Environmental Sustainability Initiative on a University Campus

Vincent P. Rodriguez

Relationships Between Student Characteristics and Student Persistence in Online Classes at a Community College

Angelita Figueroa Salas

Supporting Student Scholars: College Success of First-Generation and Low-Income College Students

Alma Salazar

Small School, Big Gains: A Case Study of Urban High School Reform

Erin M. Simon

The Relationship Between Family Involvement and Family Structure on Children's Academic Achievement