

# UCCS LEAD PHD E-Newsletter



**UCCS**

Ph.D. Educational Leadership,  
Research, and Policy

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Winter 2016

Hello, LRF PhD Community! As we move into the spring, we are excited to share College and Department updates, successful proposal hearings and dissertation defenses, as well as news on alumni professional and scholarly endeavors. For those eyeing a spring 2016 graduation, please note the **last day for a spring dissertation defense is April 15<sup>th</sup> and spring commencement will be held on May 13<sup>th</sup> at the Broadmoor World Arena**. The Department faculty always looks forward to commencement, and spring 2016 commencement is shaping up to be our largest graduating group, thus far. As always, please feel free to contact me any time with your questions or concerns. –Dr. Sylvia Mendez



## FACULTY SPOTLIGHT: DR. DICK CARPENTER



Dr. Carpenter is in his 14<sup>th</sup> year as a faculty member at UCCS, after a few years of working in the vice chancellor's office. When Dr. Ramirez, professor emerita Dr. Nadyne Guzman, and he designed the PhD program 10 years ago(!) they had in mind a rigorous program in which students would grow as organizational leaders and contribute original, unique scholarship to the study of leadership and policy. Although he would never claim to enjoy grading papers (does anyone?), student research in the form of synthesis papers and dissertations has produced one of his favorite parts of the program—learning about topics he knew little or nothing about, such as the effects of monetary incentives in training programs, philanthropy in education, inverted curricula, or even elicit relationships between correctional officers and inmates. As a firm

believer in the importance of modeling in teaching, Dr. Carpenter has maintained an active research agenda, much of which has involved students as part of doctoral labs. Current lab projects include a study of a university scholarship program, the effects of school choice on private school capacity, and a study of how leaders use humor. He has also been known to employ doctoral students as part of contract or grant-funded research, such as one past project used as part of an expert report in a federal lawsuit or a current project evaluating the efficacy of physical activity programs in schools. When not engaged in teaching or research, Dr. Carpenter can be found on musical stages around town, where he maintains his “other life” as a trained musician, or behind the yoke of an airplane, practicing his 20-year hobby of flying.

## PHD RECENT GRADUATE SPOTLIGHT

Amanda Allee, Director of Student and Judicial Affairs



Amanda Allee is the Director of Student and Judicial Affairs in the Dean of Students office at UCCS and is currently teaching the Program Development and Evaluation course in the Student Affairs in Higher Education (SAHE) program. In her professional role, she assists with student conduct, student crisis response, and prevention programs related to student conduct concerns. Amanda has previously taught the Social Foundations and Vision, Values, and Administration in Student Affairs courses in the SAHE program, as well as the Head of the Class GPS seminar course. She earned her B.A. in Psychology from Metropolitan State University of Denver, her M.A. in SAHE from UCCS, and has just graduated with her PhD in Educational Leadership, Research, and Policy this past December.

### Student Travel Award Links

LRF PhD Student Travel & Dissertation Research Funding Request:

[http://www.uccs.edu/Documents/coe/leadership/LRF%20PhD%20Student%20Travel\\_Dissertation%20Research%20Funding%20Request.pdf](http://www.uccs.edu/Documents/coe/leadership/LRF%20PhD%20Student%20Travel_Dissertation%20Research%20Funding%20Request.pdf)

UCCS Graduate School Travel Award Instructions:

[http://www.uccs.edu/Documents/graduateschool/forms/2015-16UCCS%20Travel%20Award%20Instructions\(1\).pdf](http://www.uccs.edu/Documents/graduateschool/forms/2015-16UCCS%20Travel%20Award%20Instructions(1).pdf)

## SUCCESSFUL PROPOSALS FROM FALL 2015

### **Kristyn Davis**

"An Evaluation of State-Level Post-Secondary Planning Initiatives"

Chair: Dr. Harmon

### **John Donovan**

"'My Exercise in Life to Produce a Report that Nobody Reads': Perceptions of Clery Act Use, Compliance, and Effectiveness"

Chair: Dr. Carpenter

### **Nancy Lemmond**

"Response to Intervention: The Link between Specific Learning Disability and Special Education Services"

Chair: Dr. Ramirez

### **Leona Lopez**

"The Veteran Perception: Exploring the Role of Veterans Benefits on the Transition from Service Members to Civilian"

Chair: Dr. Mendez

### **Greg Tate**

"Effects of Character Development on Fourth-Class Cadets at the United States Air Force Academy"

Chair: Dr. Mendez

# Congratulations, PhD Summer and Fall Graduates!



Dr. Amanda Allee, Director of Student and Judicial Affairs, UCCS Office of the Dean of Students  
"Resilience: Mid-Level Student Affairs Professionals' Lived Experiences"  
Chair: Dr. Mendez

Dr. Jennifer Jirous, State Programs and Pathways Manager, Colorado Department of Education  
"The Influence of Academic Aptitude, Social Constructs, and Self-Theories on Post-Secondary Degree  
Choice of Colorado Students"  
Chair: Dr. Harmon

Dr. Michele Johnson, Chief of Cadet Development, United States Air Force Academy Center for  
Character and Leadership Development  
"An Analysis of Proactive Personality in U.S. Air Force Academy Cadets: A Mixed Methods Study"  
Chair: Dr. Mendez

Dr. Margaret McNulty, Quantitative Methods Course Manager, Western Governor's University  
"Campus Sustainability Efforts: A Study of the Long-Term Impact of College and University Sustainability  
Programs on Graduates"  
Chair: Dr. Winters

Dr. Paul Medina, Jr., Education Research Analyst, Colorado Spring School District 11  
"Exploring the Effects of Closing Schools on Student Outcomes"  
Chair: Dr. Carpenter

Dr. Jenifer Robertson, Senior Program Manager, Hewlett-Packard Enterprise  
"The Relationships between Project Management Professional Certification and Project Health"  
Chair: Dr. Ramirez

# STUDENT SPOTLIGHTS

## Rebecca Keith

Rebecca Keith is a second year doctoral student in the Leadership, Research, and Foundations Department, after completing her first year synthesis with distinction. Currently, she is a secondary science and mathematics teacher at St. Mary's High School and is an instructor for the UCCS Gateway Program Seminar under the guidance of Tim Callahan. Rebecca enrolled in the program after receiving a M.S. in Physiology at CU Boulder and a M.A. in Curriculum and Instruction at UCCS. Professional goals of Rebecca include conducting research and developing policy regarding early education initiatives at either the Colorado Department of Education or a private think tank. She hopes to someday blend her physiology background of examining early neurological development with varying pedagogical practices to best prepare students for formal education. Rebecca works as a graduate research assistant for Dean Valerie Martin Conley and Dr. Sylvia Mendez's National Science Foundation grant examining a new mentoring and advocacy-networking paradigm between underrepresented minority and emeriti faculty in the engineering field and for Dr. Dick Carpenter's Friedman Foundation grant researching school choice. In her spare time she likes to write. Rebecca's second book in her children's science fantasy physiological series, *Genny Poetic and the Mysterious Change*, will be released in August of 2016.



## Anne E. Tebbe Kidd



Anne was born of American parents but was raised in Pakistan. She pursued training as a social worker when her English Literature degree did not lead to satisfying employment. She spent her career as a licensed clinical social worker, raised three children, then entered the Educational Leadership, Research, and Policy program as a doctoral student in 2015. Anne wanted a direction for her "third age" where she could connect her past and present life doing something that would contribute to a better world. Reconnecting with the country of Pakistan seems like a good direction to follow because of her familiarity with the culture, her father's reputation as a champion for higher education in the country, and her brother lives there in an academic environment currently. It was clear a PhD would open doors of opportunity and influence that might not be available to Anne otherwise.

Anne's research direction over the next few years will focus on higher education in Pakistan, particularly on quality assurance through student and institutional assessment. Quality assurance is a fairly new requirement of the Higher Education Commission in Pakistan and Forman Christian College (FCC) assessment data has been collected since 2005 but it has yet to be analyzed. She hopes to use this institution as a springboard for connecting to other universities and the Higher Education Commission. Her upcoming project will be a case study of FCC examining the question of its effectiveness as a liberal arts institution in Pakistan using data from interviews and statistics collected at the college. Anne's long term goal is to pursue research on social work education and practice in Pakistan, particularly the need for an Islamic model of social work. While still in school, she wants to seek publication for her paper on the development of social work education and practice in Pakistan. If Anne and her husband have extended time in Pakistan sometime in the next years, she would like to support the start of a social work program at FCC and encourage Pakistanis in the development of indigenous teaching materials. If obstacles prevent such time in Pakistan, she wants to pursue research in social work competence with Muslims and mentor students in higher education in Pakistan via Skype and other communication technology.

# APPLICATION EDITION!

**Early admission priority deadline January 15; Final deadline March 15**

**Want to apply or know someone who does? Please share this information with colleagues and friends!**

- Schedule a meeting with a faculty member for your admissions interview!
- Applications for admission to the PhD in Educational Leadership, Research, and Policy program must begin with completion of the online Graduate application found at: [www.uccs.edu/~apply/](http://www.uccs.edu/~apply/)
- Pay the \$60.00 application fee (International student application fee is \$100.00)
- Upload your career goals statement
- Upload your curriculum vitae or professional résumé
- Complete and upload the Tuition Classification Form
- List the name, title/organization, and email of three references in the spaces provided in the online application (they will be emailed the Ph.D. recommendation forms/instructions). One reference should be a former instructor, one should be a current supervisor, and one should be a professional colleague. These individuals should be in a position to give feedback regarding your ability to be successful in a doctoral program. (Please do not request recommendations from current faculty from UCCS-College of Education Leadership)
- In addition, submit scores of the Graduate Record Exam (GRE) taken within the past five years. Scores from the Verbal, Quantitative, and Analytical sub-tests are required. There are no cutoff scores for the GRE sub-tests or composite score. GRE scores will contribute to an index score, which will be considered in admissions decisions. Please have official scores for the GRE sent directly to UCCS. The UCCS school code for the GRE is 4874, the GRE department code is 3999
- Contact the Student Resource Office ([education@uccs.edu](mailto:education@uccs.edu)) for more information!

## IMPORTANT NOTE ABOUT DISSERTATION CREDIT REQUIREMENT:

During coursework students will complete 15 dissertation credits (three credits a semester from spring 1 through summer 2). After coursework, students must be continuously enrolled with a minimum of one credit hour of dissertation credit per semester (excluding summer) during completion of the dissertation. A total of 30 hours of dissertation credits are required for program completion; students must be enrolled in at least one dissertation credit the semester of their defense. Students have seven years from the beginning of coursework to complete the program.



# ALUMNI PROFILES



## **Colonel Tom Swaim, U.S. Air Force Academy, Department of Military and Strategic Studies' Chair for Airpower Innovation and Integration**

Dissertation Title: *Cognitive Apprenticeship in Military Teacher Induction: Facilitating the Transition from War Fighter to Educator at the United States Air Force Academy*; Summer 2013 graduate

Since completing my doctoral work, I've found myself continuously engaged in teaching, research, and policy development across a wide spectrum of military education venues. At the faculty-department level, I've thoroughly enjoyed being back in the classroom, developing and teaching three undergraduate aeronautics and airpower courses. I've also been working closely with our Center for Educational Excellence as a New Faculty Mentor, and continue to serve as an Academy Admissions Chair. My research has been diverse—from studying counter-air defense against low-slow unmanned aerial vehicles (think: weaponized quad-copter ambushing the Super bowl half-time show)-- to national-level efforts as the Academy's agent to the Air Force's Strategic Master Plan Human Capital Annex Force Development initiative (essentially, determining how the Air Force will train and educate its 300,000+ members over the next 20 years). My current efforts are focused on standing up our new Center for Airpower Studies, a multi-lab modeling, simulation, and gaming learning complex focused on developing highly-skilled future air warrior-leaders.

I find that not a workday goes by that I have not repeatedly employed knowledge and skills that I gained through the UCCS LRF program, especially in the areas of organizational leadership and policy research and development. Although I love my job and feel I work with some of the greatest students and educators in the nation, I do very much miss the close camaraderie and perspective-diversity of my PhD cohort. I tell my peers here, as well as potential doctoral students, that my time at UCCS was a life-changing experience; one of the most influential and enjoyable windows in my professional career. I'd do it again in a heartbeat!



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## Shelmon Brown, K-12 English Language Arts & Literacy Facilitator, Colorado Springs School District II



Dissertation Title: *Kasserian/Ingera (And how are the Children)? An Exploration of the Relationship Between African American Middle School Males, Reading, and Discipline*; Spring 2010 graduate

Since completing my PhD I spent several more years teaching English at the United States Air Force Academy Preparatory School as a Command Instructor. Two years ago I decided to expand my level of influence by returning to the public school system, this time in a leadership position. I am now responsible for all areas of literacy across Colorado Springs' largest school district. In addition to supporting all

district initiatives, I get to provide professional development opportunities for teachers, administrators, support professionals, and parents. I am also fortunate to be able to work with staff to select the best resources to support students in becoming college and career ready and, specifically, literacy support to hopefully narrow the achievement gap and provide opportunities for all learners.

Earning my PhD was what I thought would be my most challenging endeavor. What I've realized, however, is that it was really the stepping stone to a lifetime of inquisitiveness. Especially in a public school environment with large scale assessment, accountability, and evaluation at the forefront of most conversations surrounding education, it's a huge benefit to be able to read data, understand the purpose and value of assessment, and to truly be able to make informed decisions. Especially in a leadership position, it is essential that I know how to utilize data to make more informed decisions because those decisions impact 28,000 students.

## David Khaliqi, Executive Director Pre-Collegiate Support and Success Center



Dissertation Title: *What does the Nation's Report Card say about Early Physics Models? Using NAEP HSTS 2009 to Examine Inverted Curriculum*; Spring 2014 graduate

Since completing my PhD I have moved into the executive director role overseeing all pre-college outreach for UCCS. I have also been invited to serve on two expert panels through the Colorado Education Initiative and have become a board member for the Colorado Technology Student Association. I have co-authored two papers related to STEM education, one of which has been published in the *School Science & Math Association* journal and one is in press in the *Journal of Chemical Education*. I have also recently had my Synth 2 project paper accepted for

publication in the *School Science and Math Association* journal examining the alignment of the 8th grade Common Core Algebra standards with the international TIMSS framework. I was recently awarded the distinguished paper award at the Northern Rocky Mountain Educational Research Association conference and will be presenting my dissertation research at the upcoming national AERA conference in April.

The benefits that I have observed after earning my PhD in the program: A much deeper understanding of how to design and implement research-based approaches to programs in pre-college outreach and academic support; Opportunities to discuss various aspects of STEM education and curriculum on panels and at conferences; Understanding and being able to implement rigorous research methodologies to complex problems (basically channel my inner Dr. Carpenter); Write and communicate clearly and concisely on complex topics.