

UCCS LEAD PHD E-Newsletter



Ph.D. Educational Leadership,
Research, and Policy

UNIVERSITY OF COLORADO COLORADO SPRINGS

Summer 2020

Greetings, LRF PhD Community! I am happy to share College and Department updates, news on student and alumni professional and scholarly endeavors, and important dates.

If you have news you'd like featured in the newsletter, please email me at abingham@uccs.edu. As always, please feel free to contact me any time with your questions or concerns.

–Dr. Andrea Bingham



IMPORTANT NOTE ABOUT THE DISSERTATION CREDIT REQUIREMENT



During coursework students will complete 10 credits of LEAD 8990: Doctoral Dissertation. 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. It is the responsibility of the student to create a dissertation credit completion plan that meets the requirements of the Graduate School (a maximum of 10 dissertation credits during the fall and spring semester and seven in the summer). After successfully passing Portfolio II of the PhD program, a student must form a dissertation committee within one year; if the student has not done so, he or she may not enroll in any further dissertation credits until a committee is secured. Students should work with their dissertation committee chairs to develop a dissertation credit plan.

COE STANDING TOGETHER AGAINST RACISM

Statement from the LRF PhD Program

Black America deals each day with racism and police brutality, in addition to the educational, economic, criminal justice, and healthcare inequities with which people of color must contend.

Chancellor Reddy wrote: “Our hearts are broken by the loss of George Floyd and others in recent days, including the deaths of Breonna Taylor, Ahmaud Arbery and Sean Reed. These horrifying incidents have brought into sharp focus that our work to advance diversity, equity and inclusion has never been more critical. And it underscores the importance of our work as a university: to shape the world in which we live for the better.”

We join him, and others at UCCS, in denouncing the actions that took the lives of George Floyd, Breonna Taylor, Ahmaud Arbery, and Sean Reed, along with countless others. We also denounce the systems that enable these actions and perpetuate racist practices. As educational leaders and researchers, it is not enough for us to condemn these acts of violence against Black people. It is not enough to not be racist. We must be anti-racist. We must draw on our education to counter systemic and institutionalized racism and the harmful effects of these systems on individuals and communities.

It is on us to recognize, examine, and combat how racism and inequity grow in the systems in which we operate. Here are some suggestions for where to start:

Colorado Equity Toolkit

Research on Structural Racism and Police Violence

Research-Based Resources for Talking and Teaching about Structural Racism

Classroom Resources for Discussing Racism

An Unpaid Debt: The Case for Racial Equity in Higher Education

Congratulations PhD Spring 2020 Graduates!



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Congratulations!

Dr. Curtis Garcia

“Investigating Relationships Between Measures of Teacher Quality and School Context in Colorado: A Multilevel Moderated Mediation Analysis”

Chair: Dr. Mitchell

Dr. Michael McNamee

“Alumni Identity: A Structural Equation Approach to Beliefs and Behaviors”

Chair: Dr. Mendez

SUCCESSFUL PROPOSALS FROM SPRING 2020

Congratulations!

Lilika Belet

“Targeting Historically Underserved Populations for Concurrent Enrollment In Colorado”

Catherine Grandorff

“Speaking of Women: An Intersectionality-Based Policy Analysis on Discursive Representations of Women in Four Southern Colorado Institutions of Higher Education”

Phillip Haisley

“Student Engagement and Academic Success: A Regression Analysis of Institutional Level NSSE and CCSSE Data on Rates of First-Year Retention and Graduation”

Holly Sandler

“Exploring First Year Educators’ Dispositions and Perceptions of Performance as Culturally Responsive Educators: A Portraiture Case Study”

Faculty Spotlight: Dr. Nick Tapia-Fuselier

Dr. Nick Tapia-Fuselier serves as an Assistant Professor of Student Affairs in Higher Education in the Department of Leadership, Research, and Foundations. He earned his Ph.D. in Higher Education and a Graduate Certificate in Community College Leadership from the University of North Texas, his M.Ed. in Student Affairs in Higher Education from Texas State University, and his Bachelor's degree in Interdisciplinary Studies from the University of New Orleans. Prior to his current role as a faculty member, Nick worked as a student affairs professional in a variety of functional areas including first year experience, college access and student success programs, leadership development, service learning, and community engagement.



His work as a professional was recognized by ACPA-College Student Educators International as he was honored as an Annuity Coeptis Emerging Professional awardee in 2017. Using qualitative methods of inquiry, and particularly interested in the community college context, Nick's primary research area investigates the ways in which colleges and universities build capacity to serve, support, and advocate for undocumented students. He also engages in other areas of research including critical perspectives on leadership education and critically examining individual positionality to the practice of student affairs. Nick has received research grants from the Center for the Study of Community Colleges and NASPA Region III. His work is published in a number of peer-reviewed journals including the *Community College Journal of Research and Practice*, the *Journal of Critical Scholarship on Higher Education and Student Affairs*, and the *Journal of Leadership Studies*. In 2019, Nick was elected to serve a three-year term on the Governing Board for ACPA-College Student Educators International as the Assembly Coordinator for Communities of Practice.

Emerging Researchers National Conference in STEM



Congratulations to second year PhD student Kathryn Starkey, who took first place in graduate oral presentations in the Social, Behavioral, and Economic Sciences division! Her presentation, titled "AGEP Engineering Alliance: A Model to Advance Historically Underrepresented Minority Postdoctoral Scholars and Early Career Faculty in Engineering" was co-authored with LRF department chair Dr. Sylvia Mendez, COE Dean Dr. Valerie Martin Conley, and LRF alumna Dr. Sarah Cooksey. The study was funded by the National Science Foundation (NSF). The conference was held in Washington D.C.

Congratulations!

2020-2021 Graduate Research Fellowship
Recipient

Elizabeth Peterson

**Please remember to look out for UCCS fellowship deadlines
from the Graduate School in January 2021!**

Incoming Student Spotlight

Patience Agana is a first-year doctoral student in Educational Leadership, Research, and Policy. She is inspired to use leadership and policy tools to enable under-servicing communities to break economic and social barriers to overcome adversity. She is a leader with experience in education and business that demonstrates a driven tenacity to her academic and professional goals.

As a native of Ghana, her passion is to reciprocate the education she received growing up in an under-served community. This passion led her to pursue higher education in the United States of America.



Patience Agana

Patience is working to become an educational consultant to help develop and implement realistic, achievable and equitable educational policies that enhance learning outcomes for all students. She holds a bachelor's degree in mathematics and statistics from the University of Cape Coast, Ghana and an MBA in Global Social Sustainable Enterprise (aka Impact MBA) from Colorado State University, Fort Collins. In addition, she obtained a professional teacher license and is currently teaching Mathematics at Colorado Springs School District 11. To ensure equitable access to opportunity and resources for learning, she volunteers with Black Educators Network (BEN) and mentors' young adults on college preparedness.

As part of her MBA program, she developed a market system that sought to change the traditional way markets work, so that the under privileged in developing countries can be included in the benefit of economic development. Married with two kids, her concern for their health and others, drove her to start a fresh organic ginger beverage company.

After her undergraduate studies, she had the opportunity to work with a non-profit organization as a Field Officer. She worked on USAID Education Quality for ALL (EQUALL) project and on public health programs such as HIV-AIDS prevention.

She is very optimistic about the opportunities here at UCCS that will enable her to develop the research skills needed and to learn from a diverse community of scholars to effect positive change in various educational settings.

Student Spotlight

Mohamed Nouri

Mohamed Nouri is a first-year doctoral student in the Leadership, Research and Foundations Department. He is a native of Algeria and is currently an instructor at the United States Air Force Academy teaching Arabic and French languages. Some of his primary responsibilities in addition to teaching are course and assessment design, and course director of the intermediate Arabic course.



He is also the State Department Critical Language Scholarship advisor for the Air Force Academy. He serves as the head of the Summer language immersion program selection committee; He coordinates and supervises Arabic summer language immersion programs to North Africa and the Middle East for USAFA Cadets. Mohamed is a certified American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) tester and an active member of ACTFL organization where he had the chance to attend its annual conventions and present at its conferences.

He enrolled in the LEAD program after completing an M.B.A from the University of the District of Columbia. His multiple research interests include evaluating the impact of reading, writing, speaking, and listening on second language proficiency, mental models and second language acquisition, and assessment and evaluation of language programs.

In his spare time, he enjoys reading, hiking and playing soccer with his three kids and wife Anissa who is a senior at the Master of TESOL program at UCCS.

ALUMNI PROFILE

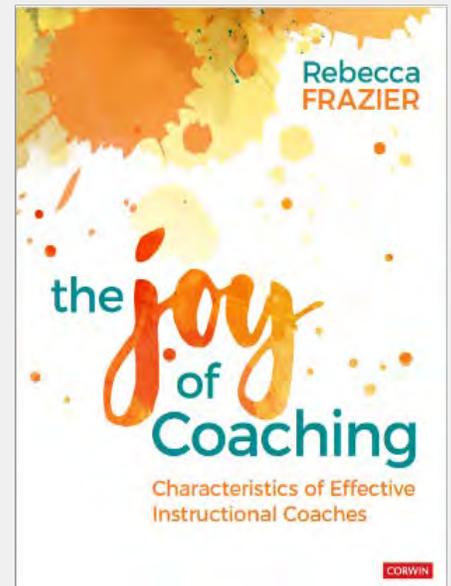
Rebecca Frazier



Thank you for this honor. UCCS is my second home! This wonderful school has directly influenced my professional life for over 30 years. I first received a BS in Education, then an MA and PhD in Leadership along with taking many classes for teacher and principal license recertification and National Board Certification throughout the years. What I have learned from the outstanding staff and my colleagues at UCCS has guided my work in the field of education and provided me with important knowledge, skills, and opportunities. I have been fortunate to have worked as a classroom teacher, a K-12 instructional coach, a trainer of instructional coaches, a district facilitator for coaching program development, a district and national presenter of instructional and leadership offerings for adult learners, and a K-8 principal. These experiences have broadened my understanding and development as an educational leader.

My book, *The Joy of Coaching: Characteristics of Effective Instructional Coaching* will be published this August by Corwin Press. This book is a direct result of findings discovered during my doctoral work. This is one of the print copies Corwin is using to promote the book:

"This groundbreaking book, based on an innovative study, identifies the most important characteristics of great coaches and helps you hone them in yourself. Features include a framework and structure for development, comprehensive analysis of each characteristic, examples and stories, activities, exercises, and action points, and resources for encouragement and renewal."



My core professional passion is to ensure teachers have both the technical and emotional support they need to thrive in the challenging environments they currently face. I believe when this happens, students will excel academically and, just as importantly, enjoy learning! Over the past 5 years, I have been presenting nationally on the topic of instructional coaching and will continue this work along with consulting with coaches and teachers in school districts across the nation. I hope to make a positive difference as an advocate for teachers, helping more of the public to respect and value the person in the role of teacher and understand the importance of the teaching profession as a whole.

Faculty/Student Publications and Presentations

Publications

- Carpenter, D. M., & Eaton, M. (2020). Examining student perspectives on social emotional health and school safety in charter and traditional public schools. Colorado Springs, CO: Center for the Study of Government and the Individual.
- Carpenter, D. M., & Eaton, M. (2020). Concerning discipline: Examining differences in disciplinary practices between charter and traditional public schools. Colorado Springs, CO: Center for the Study of Government and the Individual.
- Mendez, S. L., Tygret, J., Conley, V. M., Haynes, C., & Gerhardt, R. A. (2020). Exploring the mentoring needs of early- and mid-career URM engineering faculty. *The Qualitative Report*, 25(4), 1186-1203.
- Mendez, S. L., Tygret, J., Johanson, K., Conley, V. M., Gosha, K., Gerhardt, R. A., & Haynes, C. (2019). Navigating a career in academia: Insights from emeriti engineering faculty. *Journal of STEM Education Research*, 0(0), 1-15.
- Mendez, S. L., Arnold, C., Ervajec, P., & Lopez, L. (2019). Is emotional intelligence a predictor of persistence for students on academic probation? *Journal of Student Affairs*, 28, 107-120.
- Mendez, S. L., Tygret, J., Keith, R., Conley, V. M., Haynes, C., & Gerhardt, R. A. (2019). Emeriti faculty as mentors: The benefits and rewards of mentoring the next generation. *Mentoring & Tutoring: Partnership in Learning*, 27(4), 439-457.
- Metcalfe, A., Morris, P., & Delewski, R. (2020). Exploring the Connection between Gender Roles and Posttrauma Growth. *Journal of Trauma Stress Disorders & Treatment*, 9(3). DOI: 10.37532/jtsdt.2020.9(2).203
- Witkowsky, P., Garnar, M., Starkey, K., Clayton, G., & Andersen, A., Approaches to advising incoming college students with dual enrollment credit. *Journal of College Orientation and Transition*, 27(1). <https://doi.org/10.24926/jcotr.v27i1.2285>

Presentations

- Bingham, A.J., Adams, M., Stewart, R. (2020). Making sense of competency-based education. Paper presented at the annual meeting of the Hawaii International Conference on Education.
- Cooksey, S., Arndt, A., Lovato, D., & Mendez, S. L. (2019). Understanding principals' perspectives of community engagement in Colorado. Paper presented at the 2020 Annual Meeting of the Northern Rocky Mountain Education Research Association, Denver, CO.
- Mendez, S. L., Conley, V. M., Cooksey, S., & Starkey, K. (2020). To be, or not to be, a professor: Views of engineering postdoctoral researchers. Paper presented at the 2020 American Society for Engineering Education Annual Conference & Exposition, Virtual.
- Mendez, S. L., Ellis Frischmann, N., & Calhoun, L. (2020). Assessing student learning: Faculty perceived behavioral control. Poster presented at the 2020 General Education, Pedagogy, and Assessment Conference of the Association of American Colleges and Universities, Jacksonville, FL.
- Mendez, S. L., Holmes, S., Pino, M., & Brown, T. L. (2020). Student mentoring: Aligning campus efforts to self-identified student needs. Paper presented at the 2020 Annual Convention of the American College Personnel Association, Nashville, TN.
- Mendez, S. L., Ellis Frischmann, N., & Calhoun, L. (2020). Experience matters: Faculty perceptions of their self-efficacy and controllability in assessing student learning. Paper presented at the 2020 Annual Meeting of the Association of American Colleges and Universities, Washington, DC.
- Morris, P., Carpenter, D., & Rodriguez, F., Mental Health Stigma Among First-Year Student Veterans. 2020 American College Personnel Association, Nashville, TN.
- Morris, P., Carpenter, D. M., Rodriguez, F., & Monar, A. (2019, October). Evaluating wellness instruction for student veterans at a medium sized institution in the west. Paper presented at the Northern Rocky Mountain Educational Research Association Conference, Denver, CO.

Application Information!

**Early admission priority deadline January 15, 2021;
Final deadline March 15, 2021**

Please share this information with colleagues and friends!

- Applications for admission to the PhD in Educational Leadership, Research, and Policy program must begin with completion of the online Graduate application found at: Apply Now!
- Pay the \$60.00 application fee (International student application fee is \$100.00)
- Upload your career goal statement
- Upload your curriculum vitae or professional résumé
- 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 form with 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 (recommendations from current LRF faculty are not accepted)
- 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. If we have not received your GRE scores by the application deadline, your application will not be complete and we will not be able to consider you for admission.
- Contact the Student Resource Office (education@uccs.edu) for more information!

Important Dates and Deadlines

To be eligible for graduation, students must have fulfilled the appropriate requirements as established by their program and the Graduate School. The student must have a completed approved Application for Admission to Candidacy for an Advanced Degree and Online Diploma Card turned in as indicated below. Students must have completed all coursework and successfully defended their Dissertation.

(updated: July 2020)	Fall Grads 2020 Commencement Dec 2020	Spring Grads 2021 Commencement May 2021	Summer Grads 2021 Commencement Dec 2021
Student submit Completed Application for Admission to Candidacy forms to Department/Program	Due to Program by September 18th (unless your program specifies an EARLIER deadline)	Due to Program by February 5th (unless your program specifies an EARLIER deadline)	Due to Program by June 18th (unless your program specifies an EARLIER deadline)
Programs Submit Application for Admission to Candidacy, along with any necessary additional forms to Graduate School: <i>(Transfer of Credit, Unclassified Credit, Unofficial Transcript)</i>	Due to the Graduate School by September 25th	Due to the Graduate School by February 12th	Due to the Graduate School by June 25th
Student submit online Diploma Card	Through Student Portal by September 18th	Through Student Portal by February 5th	Through Student Portal by June 18th
Last day for Final Thesis/Dissertation Defense*	No later than November 20th (Friday)	No later than April 16th (Friday)	No later than July 9th (Friday)
Thesis/Dissertation to the Graduate School* Electronic copy accepted; submit hard copy, binding fee, approval of format form, Signature and Agreement form to Graduate School	December 17th by 5:00 pm. all items must be submitted and approved by that time to be eligible for graduation	May 13th by 5:00 pm. all items must be submitted and approved by that time to be eligible for graduation	August 6th by 5:00 pm. all items must be submitted and approved by that time to be eligible for graduation
Program approved Candidacy Forms due to the Graduate School Dean for Final Audit to include all necessary forms: <i>(Transfer of Credit, Unclassified Credit, Unofficial Transcript)</i>	By January 8th	By May 21st	By Aug. 13th
Program Department Confirmed Lists due to the Dean of the Graduate School	By January 8th	By May 21st	By Aug. 13th

These deadlines will insure graduation during the semester desired. If a defense is held past this deadline, but prior to the start of the next semester, registration for the next semester is not required, but the degree will be awarded the following semester. **NOTE: Departments/ Programs may have other deadlines, which must be met by students.** Students should ascertain and satisfy such requirements as specified by the department/program advisor. Copies of the UCCS Thesis/Dissertation Manual are available on the Graduate School website. Students preparing a Thesis/Dissertation/Capstone should consult their advisor and the manual early on in the preparation process. **Students using human subjects/animals and/or biohazards in research must obtain approval from the appropriate institutional committee before beginning such research.** <http://www.uccs.edu/~osp> . Visit the Commencement website: <http://www.uccs.edu/~commencement>