

California State University, Fresno

First Doctoral Degree Fifth-Year Special Visit Report

The Doctoral Program in Educational Leadership

Submitted:

August 13, 2012

Sharon Brown-Welty, Director

Doctoral Program in Educational Leadership at Fresno State

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Fresno, California 93720



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Doctoral Program in Educational Leadership at Fresno State

WASC Five-Year Special Report

Context of the Program

The Doctoral Program in Educational Leadership (DPELFS) offered admission to the first cohort during the fall 2007. The program was created as a result of legislative action (SB 724), which allowed the California State University System (CSU) to offer the doctorate independent of University of California Partners. Fresno State offered a joint doctoral program with University of California beginning in 1991 and had 15 cohorts admitted to the program with over 200 graduates.

When the independent doctoral program was being planned, it was determined that the program would be more “practitioner” oriented. In line with the desire to be focused on preparing professional practitioners, embedded fieldwork became part of the Core course design. However, the program philosophy and the framework of the program includes theory and research informing practice.

Shortly after the program was designed, the CSU asked Fresno State to represent CSU institutions in the Carnegie Project on the Education Doctorate (CPED) as the lead institution. As a result of the participation in this program, many of the principles and tenets of CPED have been put into practice in the doctoral program. The CPED mission and principles follow:

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

With this understanding, we have identified the following statements that will focus a research and development agendas to test, refine, and validate principles for the professional doctorate in education.

The Professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

In helping DPELFS to meet the goals of preparing professional practitioners, several auxiliary programs were created. The Central Valley Educational Leadership Institute (CVELI) was founded to provide leadership training for all groups of educators in the Central Valley. It was also envisioned that CVELI would provide doctoral students with opportunities to attend conferences with notable presenters as well as to work with CVELI on leadership training projects. The Co-Directors are funded by the doctoral program and doctoral students have had the opportunity to attend annual conferences, webinars, meet noted speakers such as Richard and Becky DuFours and Robert Marzano. The partnership between CVELI and DPELFS has been more extensive and productive than ever imagined.

Another auxiliary, the Center for Research, Evaluation, Assessment, and Dissemination (CREAD) that was already in existence was redesigned to be more interconnected with the doctoral program. CREAD now offers opportunities for students to participate in evaluation projects and other research projects, such as the Lindsay Unified School District project that is assisting and studying the progress of the school district that has moved to a system of promotion by proficiency and not by “time in seat”. DPELFS students are documenting implementation and assisting with the design of new grade-level assessments. CREAD was also created to provide students with assistance in formatting their dissertations and also with statistical analysis of their data for their research.

The Center for Research and Publication (CRP), has just been created as another auxiliary of DPELFS. The mission of CRP is to provide students and faculty with assistance in getting their course work and their dissertations published in refereed journals. A coordinator has just been identified, and when she returns from her Fulbright in the spring she will begin working with the students.

The program operates as a separate program (outside of a regular department) with the Director reporting directly to the Dean of Education and Human Services. The program has a self-sustaining budget model where all revenues, including marginal costs (state support) are allocated to the program and all expenses, including personnel, are charged to that budget. More specifics of the budget appear later in this report.

Since the program began, a new joint program with CSU Bakersfield was approved by WASC in summer 2011. The Commission letter and the final approval of the program is included in **Appendix A**. Catalog copy of the description of the program is in **Appendix B**.

Program Mission and Goals

The following are the currently published mission and goals of the program. After completing the program review this past year, there is a proposal to adjust the program mission and goals to be more in line with CPED principles and the current program practices. Those proposed changes will be presented and adopted for the 2012-2013 academic year.

Mission:

The Doctoral Program in Educational Leadership is designed to train proven educational leaders, educational administrators, teachers and other school personnel with high leadership potential, to examine critically current educational practices and policies from a broad theoretical perspective, to formulate administrative, and instructionally effective approaches that can improve the quality of instruction and the learning environment in schools and in the homes of students.

Goals:

The general program goals are to increase the theoretical and methodological knowledge base of DPELFS students, to enhance their ability to understand and analyze complete educational problems (such as the student achievement gap), and to be capable of developing and implementing solutions for these problems. Therefore, the program will produce graduates and educational leaders who are able to:

1. Understand and use the literature related to educational leadership and reform, the social and cultural context of education, the role of the home languages and culture in the academic development of students, and the research methodologies required to investigate and understand educational effectiveness.

2. Competently play a key role in leading educational reform related to instructional practices and policies, educator professional development and support, curriculum, and community relations, and home, school and college learning environments.
3. Create adequate information bases, evaluate educational programs, analyze complex educational problems, identify solutions, advise teachers and other educators, monitor the impact of solutions adopted, develop collaborative teams of practitioners and applied researchers in schools and colleges, and develop research and inquiry capabilities necessary for the implementation of educational policy and practices that provides equitable education opportunities for all students.
4. Design and execute applied studies related to effective educational institutions, best-practices, leadership and student success.

The proposed changes to the mission and appears below:

The Doctoral Program in Educational Leadership is designed to:

- provide knowledge, skills and experiences to practicing and potential educational leaders, educational administrators, teachers, and other school personnel with leadership potential;
- provide opportunities to examine critically current educational problems of practice, policies and educational issues through the use of appropriate inquiry and research methodologies and embedded fieldwork experiences; and
- provide opportunities to access recent literature and be able to use that research and appropriate theoretical frameworks as a basis to formulate administrative and instructionally effective approaches and best practices to improve the quality of instruction and the learning environment in educational settings and in the communities and homes of students.

Program Background

Capacity and Educational Effectiveness

Faculty:

The program is interdisciplinary and the participating faculty members come from departments outside the Kremen School of Education and Human Development. The policy that defines the roles of the Core, Affiliated and Adjunct faculty appears in **Appendix C**.

There are 21 tenured or tenure-track faculty members who serve as Core faculty, 15 tenured/tenure track or full-time faculty who serve as Affiliated faculty members, 3 administrators who serve as Affiliated faculty, and approximately 11 adjunct faculty who are clinical faculty teaching specialization courses for a total of 40 faculty who participate in the doctoral program. A current list of faculty is in Table 1 in **Attachment 1**. Current Vitae for these faculty members are in **Appendix D**.

Teaching Load:

The normal load for a faculty member in the CSU is 12 teaching units each semester. Faculty members who teach in the doctoral program teach one course and are given 4.5 units for a --3 unit course. In addition, each faculty member who teaches is also given approximately \$2,800 to be used for scholarly professional development and other related expenditures.

Faculty members who chair dissertations are given a total of 1.5 units spread over 3 semesters, for each dissertation they chair. The maximum number of dissertations a faculty member can chair at one time is 4. So, for example, if a faculty member chairs 4 dissertations s/he receives 2.0 units a semester for 3 semesters for a total of 6 units.

Additional professional development funds are awarded for chairing dissertations and for scoring qualifying examination committees. The total amount of professional development funds awarded to faculty members during 2011-2012 for participating in the doctoral program was approximately \$92,000.

When faculty members are released from their departments to teach in the doctoral program, departments are reimbursed at 4.5 units (not the regular 3 units) at the backfill rate. As a result of the generous reimbursement rate, department chairs are normally supportive of releasing faculty members to teach in the doctoral program.

Resources:

Budget

The doctoral program is a self-support program. Revenues generated through tuition and marginal costs are allocated to the program. The budget is generous, and has been able to build a doctoral culture over the past five years. Table 2 in **Attachment 2** outlines the budget revenues and expenses for the past 3 years. The amount of revenue allocated to the doctoral program for each of the last three years is \$1,525,925, \$1,750,476, and \$1,781,035. The full budget for the past three years is included in **Appendix E**.

Physical Resources

The doctoral program has administrative offices, faculty offices and 3 classrooms solely designated to the doctoral program. In addition, the program has a computer lab with recently updated computers that hold software licenses for qualitative and quantitative programs (SPSS, SAS, and NVIVO). There has recently been an allocation of space in the new library for the Graduate Writing Studio (funded by the doctoral program), which also includes the newly established Graduate Study Center.

Student Services

Student Services that are provided to DPELFS students begin at the start of their journey throughout the entire doctoral program. At the beginning of the program, they are provided with a two-day orientation that includes a full-day ropes course and a second day featuring workshops in technology (Blackboard, Google Docs, Google Hangout, EndNote, access to electronic media) and assistance in creating their own cohort norms. The orientation agenda for the newest cohort is in **Attachment 3**.

Students are also given the opportunity to work with the Graduate Writing Studio from the first semester they are enrolled. Those attendance statistics were provided earlier in this document.

Students are assigned a faculty advisor when they enter the program and a peer mentor from the previous cohort. They have access to a computer lab that is only for doctoral students. A Graduate Assistant who is knowledgeable in statistics and SPSS can assist them in data analysis as well as can a faculty member who is released 25% each semester to help with methodologies and statistical analysis. In addition to statistical analysis assistance, the Graduate Assistant reads all dissertations for APA errors and meets with all students before the dissertation goes to the Graduate Division, where the dissertation is again reviewed for issues with content, APA, grammar and alignment with the Dissertation Guidelines. A template has been designed for use in their dissertations that is correctly formatted to match the guidelines.

Three dissertation seminars are offered to each cohort (they are mandatory attendance) that instructs them on constructing the first three chapters – including identifying a purpose, identifying theoretical

frameworks, writing a literature review for a dissertation, operationalizing variables and identifying the methods to be used related to their particular topic. The agendas for the most recent dissertation seminars are included in **Attachment 4**.

Two full-time student coordinators (research technicians) are available to assist the students with processing paperwork, registering for classes and any other matters that may arise during their time in the program.

This year we have given the opportunity to 9 different students to work as graduate assistants within the program. Graduate assistants work directly under the supervision of the DPELFS Research Technicians or are assigned to faculty according to need and area of interest. Work experiences provided encompass a wide range of topics and skills including, but not limited to: conducting investigative studies relative to grant projects; participating in evaluation design, survey construction, data entry and analysis; on-line searches for information related to educational issues; and report preparation. Their assignments have included working with faculty on research, working with the DPELFS office on gathering data for outcomes assessment, assisting with the CPED (Carnegie Project on the Education Doctorate) convening that was held on the campus this past June, and working on other university research projects (e.g., Centers and Institutes content analysis project).

The Table 3 in **Attachment 5** displays the graduate assistants who have hired and the faculty member or DPELFS staff member with whom they have worked with over the past 3 years.

In addition, DPELFS students have been offered workshops on NVIVO, Endnote, and SPSS by our DPELFS faculty to supplement the instruction they receive during regular classes.

Student Financial Resources

In addition to the Graduate Assistantships discussed above, doctoral students are eligible to receive grants from the 10% financial aid set aside established by the state. The expenditures from that fund for 2011-2012 (\$173,141) are displayed in Table 4 in **Attachment 6**. The amount distributed in 2009-2010 was \$11,216 and in 2010 – 2011 the amount was \$111,517.

Student Research Support

Students are provided with funds to travel to conferences, workshops and seminars in addition to being provided with funding for their research as part of their program of study. This funding is in addition to funding available for students and graduates to present their dissertation research and other research undertaken during the studies in DPELFS. Table 5 in **Attachment 7** shows the amounts distributed to students between 2009 and 2012 for professional development. Table 6, also in Attachment 7, shows the amount of travel funded for DPELFS students' presentations.

Program Assessment and Summative Data:

The doctoral program is currently in the process of the 5-year program review. The self-study has been complete and contains assessment data, analysis of that data, actions taken as a result of that data, and proposed changes to be undertaken during the next 5 years. The entire self-study is included in Exhibit 1 (that is included in a thumb drive mailed to WASC) and the Student and Programs Assessment Plan is included in **Appendix F**. The actions taken during the past 5 years as a result of on-going assessment and proposed changes to mission and goals are outlined below.

Closing the Loop Activities:

The following programmatic changes were made during that past five years that were consistent with data that was collected during that timeframe.

- A. The Qualifying Examination was changed from being a literature review to an examination based on problems of practice. This change has resulted in evidence that doctoral students are able to apply what they have learned in their core courses.
- B. As a result of feedback from students in town hall meetings and exit surveys, attempt has been made to create embedded fieldwork projects that cross several courses.
- C. Through feedback from students at town hall meetings and exit surveys, it was discovered that course sequencing was not providing an optimal opportunity for students to complete fieldwork. As a result, the sequence of courses was changed to meet that need.
- D. Students indicated the timing of courses was in conflict with their work schedules. The faculty decided to redesign meeting times to better meet student needs and also agreed to put additional course content and activities online.
- E. The graduate exit survey was redesigned the second year to include information about their plans to implement changes at their work sites and again last year to better align with the SOAP and the Program Outcomes. It was used for the first time with cohort 3 and there was more informative data as a result of those changes.
- F. Low return rates on several surveys prompted surveys to be redesigned to be delivered online. Some increase in return rates has been evidenced.
- G. Faculty noted that many doctoral students did not have doctoral-level writing skills. As a result, the GRE has been designated as the gatekeeper for writing level, and any student admitted that doesn't score a 4.0 on the writing portion of the GRE must work with the Graduate Writing Studio for the first year and either pass the writing portion of the GRE at or above the 4.0 level or take a writing exam administered by the Graduate Writing Studio. The Writing Studio is administering a diagnostic writing test as a baseline to design a plan of study.
- H. Our student publication rate is not as high as planned. As a result, Dr. Diane Oliver has been appointed the Coordinator of the Center for Publications and Research, and will begin working with students on publishing their works when she returns from her Fulbright in Viet Nam this coming spring.

Recommendations for the Next Five Years:

- A. Realign the mission to include promoting professional practice as follows:

The Doctoral Program in Educational Leadership is designed to:

- provide knowledge, skills and experiences to practicing and potential educational leaders, educational administrators, teachers, and other school personnel with leadership potential;
- provide opportunities to examine critically current educational problems of practice, policies and educational issues through the use of appropriate inquiry and research methodologies and embedded fieldwork experiences; and
- provide opportunities to access recent literature and be able to use that research and appropriate theoretical frameworks as a basis to formulate administrative and instructionally effective approaches and best practices to improve the quality of instruction and the learning environment in educational settings and in the communities and homes of students.

B. Revise SOAP Evaluation Questions as follows:

1. Are students acquiring the knowledge, skills and experiences in the doctoral program to be transformational leaders?
2. Are students able to use inquiry and research methods to critically examine educational problems of practice?
3. Are students able to access recent literature and research studies and correctly interpret the findings?
4. Are students able to clearly communicate through researching and writing about educational issues?
5. Are graduates improving the quilt of instruction and the learning environment in educational settings and in the communities and homes of the students?

C. Revise Program Evaluation Questions as follows:

1. Is the program providing practice-based curriculum that ties theory and research to practice?
2. Are courses and field-based experiences aligned and coupled in a way that they provide solid grounding in professional practices?
3. Has the program provided students with the ability to interpret current research on best practices and the opportunities to implement some of those practices in field-based experiences, demonstrations through case studies, or other activities?
4. Has the program produced transformational leaders who are able to lead educational reform and implement best practices in educational settings?

D. Devise scoring rubrics to be used to evaluate student assignments in line with the revised SOAP and Program Evaluation Questions

E. Develop guidelines for embedded fieldwork assignments so that the assignments align better with the mission and SOAP; develop a rubric also aligned with the mission and SOAP that can be used to assess all embedded fieldwork projects.

F. Re-evaluate the methods of measurement used for each SOAP and Program Outcomes evaluation questions to eliminate measures that are not appropriate and to add others that may be better indicators or successes and opportunities for program enhancement.

G. Hold a DPELFS faculty retreat to revisit course alignments with the changed SOAP and Program Outcomes.

H. Hold focus group interviews with graduates after they have been in the field as graduates approximately 4 – 5 years out.

Graduation Rates:

Table 6 in **Attachment 8** shows a decline in graduation rate for cohort 3, although there are still 7 students, 5 of whom are on target to graduate in fall 2012 still enrolled in the program. This third cohort was an unusual cohort in that there were a number of personal-related issues during the last year of the program and students were not able to focus on their dissertations. In addition, 4 students from that cohort did not take courses the first summer of the program, which placed them at-risk of not graduating on time. Currently, Cohort 4 is in the process of preparing for their preliminary defense. Due to the high number of Cohort 3 members who did not graduate in the three-year time frame, they have been given a more realistic timeline that shows milestones for completing on time. That time line is included in **Attachment 9**.

Review of Student Work:

A comprehensive review of student work is covered in the self-study in Exhibit 1.

Dissertation rubrics, qualifying examination result, and other similar assessment activities with analysis also appear in that document.

Other Evidence of Program Effectiveness

Fieldwork client surveys, employer surveys, student publications and graduate exit survey results are included in the self-study in **Exhibit 1**.

Statement on Report Preparation

This report was written by the program director. Data were collected by two program staff and several graduate assistants. By the time the WASC reviewers arrive on campus, the report will have been shared widely with campus administration, the Graduate Group faculty and the Regional Partnership Advisory Board.

Response to Issues Previously Identified by the Commission

When DPELFS was approved in 2007, there were 4 issues that WASC wanted to monitor and focus on during the Special Visit. Each of those areas is identified below with a discussion of actions taken and ways the program monitored ongoing progress of each of those areas.

Issue #1

Additional faculty should be hired as a matter of priority to build capacity for the program, with special emphasis on the qualifications and scholarship of the core faculty for the community college track.

Faculty searches were initiated for two tenure-track positions in 2007. As a result of two national searches, two individuals were hired to these authorized positions (Dr. Juan Carlos Gonzalez and Dr. Diane Oliver), both with faculty experience and publications in refereed education journals. Both individuals have been excellent hires, serving on committees, attending meetings, teaching courses and serving as mentors to doctoral students. Their vitae are included in the Appendix D with the other faculty who teach in DPELFS.

Two tenure-track faculty searches are currently in process to replace a faculty member who resigned to take a Dean's position at another institution, and another faculty member who has recently retired. Those position announcements are included in **Appendix G**.

Issue #2

The University should further develop its assessment plan, to define research questions, set forth expectations for data collection and analyses, and ensure that data is used to improve student learning.

Since WASC visited, the Student Outcomes Assessment Plan (SOAP) has been redesigned to include evaluation questions and direct measures of the qualifying examination and the dissertation. The revised SOAP has been implemented and is included as a main component of the 5-year program review process.

The assessments built into the SOAP have been fully implemented, data collected and analyzed, and "closing the loop" activities outlined and recommendations for changes included. The next step in the

process is for an external reviewer to visit the campus, which should take place in the fall, 2012 semester.

As noted earlier, DPELFS has been engaged in the Carnegie Project on the Education Doctorate and has been involved in revising student and program outcomes to be more in line with being a professional practice doctorate. In addition to the external reviewers that will visit the campus this fall, CPED had two external reviewers on campus reviewing the doctoral program related to the principles and practices of CPED. The external reviewers issued a report that was very complimentary of the program. Their report is included in **Appendix H**.

Issue #3

Rubrics for student qualifying examinations and dissertations need to be developed and refined.

Rubrics for both the qualifying examination and the dissertations have been designed and full implemented. The qualifying examination has been changed since the initial review of the program and is not a “problems of practice” examination. Problems of practice are created by each core course faculty member, complete with a rubric. Several examples of qualifying examination questions and rubrics are included in **Attachment 10**, and further discussion of the results of the use of the qualifying examination and rubrics is discussed in the program review self-assessment document.

A rubric for the dissertation is used not only by the dissertation committee, but also by outside reviewers of the dissertations. The rubric being used for the dissertation is included in Attachment Student Outcomes Assessment Plan (Appendix F) as the last section in Appendix E. Each year, several dissertations are randomly selected for review by members of the university’s Graduate Committee of the Academic Senate. The results of the review for each of the first three cohorts and the outside reviewers are included in Tables 7, 8, and 9 also included in **Attachment 10**.

The results of the review of the rubrics indicate the quality of the dissertations has improved for each cohort. In addition, the scores from the external reviewers, in most cases, were higher than the reviews of the committees. The difference, however, may be attributed to the fewer number of reviews done by the outside reviewers (smaller N). The dissertations reviewed by the outside reviewers were randomly selected and represent dissertations that were representative of the dissertations completed by that cohort. The continued use of outside reviewers will assist in assessing the quality of DPELF’s dissertations. The quality of the dissertations has improved for each cohort. In addition, the scores from the external reviewers, in most cases, were higher than the reviews of the committees. The difference may be attributed to the fewer number of reviews done by the outside reviewers (smaller N). The dissertations reviewed by the outside reviewers were randomly selected and represent dissertations that were representative of the dissertations completed by that cohort.

Issue 4

The program review process for the Ed.D. should include assessment findings and student learning results as a central focus of the process.

The self-study for DPELFS, as mentioned above, is in process. The self-study, which focuses on student learning outcomes and program outcomes are central to the self-study. The entire self-study with the evaluation questions that are addressed throughout the study, are included in its entirety in Exhibit 1.

Other Changes or Issues

The program administration is currently working on a doctoral program model that is a hybrid model (online and some face-to-face) as a joint degree program with Channel Islands. The partnership that DPELFS has had with Bakersfield has been very productive to date, and the administration at Channel Islands asked our program to consider a similar partnership with their faculty – but offered mostly in an online delivery mode. Discussions and planning commenced in the spring of 2012 and are continuing.

Concluding Statement

The DPELFS program has taken to heart the recommendations of the WASC review teams recommendations, and as a result, the program has continued to develop and meet the expectations of the students and faculty as shown by the data collected in the self-study. The program administration and staff will continue to study the impact the program is making on students, graduates, and educational communities in the region. Other program data are included in **Appendix J**.

cc: WASC Offices - 1 paper copy, 3 electronic copies
Name Team Member 1 – 1 paper copy, 1 electronic copy
Name Team Member 2 – 1 paper copy, 1 electronic copy

Appendix A: WASC Approval of Bakersfield Doctoral Program in Educational Leadership

Dear ALO:

This email serves as official notice that the following proposal has been granted f

CALIFORNIA STATE UNIVERSITY, FRESNO
DOCTORATE IN EDUCATION
(OFF-CAMPUS PROGRAM)

DATE OF COMMISSION APPROVAL: JANUARY 25, 2011

Please print and retain this email for your records. You may also record your date

Attached is the Program Implementation Form. Please fill it out and return to the ' Campus Distance Education Report area of the WASC website for purposes of fi

If you have any questions, please contact your WASC Staff Liaison:

Barbara Wright
bwright@wascsenior.org

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Substantive Change Action Report

Proposal Information:

Proposal Review Date	Wednesday, December 8, 2010		
Institution	California State University, Fresno		
Type of Substantive Change	Off-Campus Program		
Program Name/Location	Doctorate of Education CSU Bakersfield 9001 Stockdale Highway Bakersfield, CA		
ALO	Ellen Junn		
WASC Staff Liaison	Brenda Barham Hill	Committee Reviewers	Paula Levin, Chris Golde, Andrew Allen

Committee Action and Date (See Page 2):

Additional Information¹ (See Page 3):

<input checked="" type="checkbox"/> Interim Approval on <u>12/13/10</u> <input type="checkbox"/> Refer to Commission (No visit) on _____ <input type="checkbox"/> Fast Track Authorization on _____; Fast Track Expiration Date: _____	<input checked="" type="checkbox"/> Notification of Implementation <input type="checkbox"/> Federal Site Visit Required <input type="checkbox"/> International Visit Required <input type="checkbox"/> Fast Track <input type="checkbox"/> Non Compliance ¹ Items checked or listed above must be fulfilled in order to finalize Substantive Change Approval
---	--

Commission Approval and Date (For Institutional Tracking)^{2,3}:

<input type="checkbox"/> Approved on _____ Implementation of an approved change must occur within two years of Commission approval. If the change will be implemented more than two years after the approval date, contact your WASC Staff Liaison to determine if the change requires re-approval.
<input type="checkbox"/> Not Approved on _____

² Commission approval of a new degree program signifies that the program is covered by the WASC accreditation of the institution as a whole. Approval by WASC should not be represented, in marketing materials or any other forms of communication, as program-specific accreditation, such as that bestowed by specialized, professional, or programmatic accrediting organizations.

³ Record the date that the Commission took action on this Substantive Change proposal for your records.

Findings of the Committee:

Commendations	<p>1) CSU Fresno is commended for good planning that provides a new model for doctoral program expansion through the intentional transition of the Ed.D. from the Fresno to Bakersfield CSU campuses. This demonstrates creative collaboration between the two campuses while CSUB works to build its capacity to assume responsibility for the doctoral program.</p> <p>2) The offering of the Ed.D. in the southern San Joaquin Valley is responsive to an unmet need in the region.</p> <p>3) Processes for program assessment, especially bringing faculty together to implement timely course adjustments, are commendable.</p>
Recommendations	<p>1) CSU Fresno is encouraged to develop a formal plan for addressing teach-out that identifies criteria for determining program viability and continuation under each phase, from full operation by CSU Fr through transition to CSU Bakersfield.</p>

Retain this document and attachments for your permanent records

Page 1 of 4



	<p>2) Ensure that the program assessment plan includes criteria to guide decisions regarding whether and when to transition to the next phase of joint offering with CSUB.</p> <p>3) Continue with plans outlined for ramping up staff support, opportunities for faculty to learn how to be doctoral faculty and the development of a doctoral culture at CSUB.</p> <p>4) Consider timing of the program start to ensure have robust cohort 1 of sufficient size and quality to ensure student and program success; also consider faculty load implications in the move to a summer instead of spring start.</p>
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WASC Liaison Signature:

Brenda Barham Hill (w)

Date: December 14, 2010

Appendix B: Catalog Description of the Program

URL:


<http://www.fresnostate.edu/catoffice/current/edleader.html>

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Doctoral Program in Educational Leadership

**Kremen School of Education and Human Development
Doctoral Program in Educational Leadership (Ed.D.)
at Fresno State
SHARON BROWN-WELTY, Director,
California State University, Fresno**

**Education Building, Room 310
559.278.0427**

<http://www.fresnostate.edu/dpelfs/>

Doctoral Program in Educational Leadership (Ed.D)

Organizational Studies
Supervision, Curriculum, and Instruction
Assessment and Evaluation
Sociocultural Contexts

The Doctoral Program

The purpose of the Doctoral Program in Educational Leadership is to enhance the talents and skills of individuals who plan to devote their lives to the implementation of educational practices informed by research. Offered by California State University, Fresno, the Ed.D. program provides students with a broad view of educational problems and a strong background in social science theory. In addition, the program prepares students to conduct and interpret inquiries on which sound educational policy and practice can be anchored.

Students in the program benefit from the teaching and research expertise of established scholars and practitioners. The faculty hail from a number of academic disciplines: educational administration, education, anthropology, sociology, business, psychology, linguistics, and economics as well as from surrounding school districts.

All courses are taught in Fresno and are held during the late afternoons, evenings, and/or the weekends to accommodate full-time working professionals.

Graduate Group Faculty

California State University, Fresno

Core

David Andrews
Jacques Benninga
Carol Fry Bohlin
Roy Bohlin
Sharon Brown-Welty
Glenn DeVogd
Elaine Garan
Juan Carlos González

Debra M. Harris
Linda Hauser
Jason Immekus
Pamela Lane-Garon
Kenneth R. Magdaleno
James E. Marshall II
James Mullooly
Diane Liver
Julie Olson-Buchanan
David E. Tanner
Susan Tracz
Ronald Unruh
Donald Wise

Affiliated

Laura Alamillo
Barbara Bartholomew
Paul Beare
Kathryn Biacindo
Virginia Boris
Walter Buster
William Covino
Jeffrey Cummins
Bruce Friedman
Frank Gornick
Curt Guaglianone
Steven Hart
Barbara Hioco
Jacquelyn Kegley
Carl Kloock
Kien Pham
Randy Schultz
John Stark
Mahmoud Suleiman
Penelope Swenson
Colleen Torgerson
Jianjun Wang

Adjunct

Terry Bradley
Jeri Echeverria
Randy Edwards

Donald Goodyear
Corey Greenlaw
Barbara Hioco
Judith Kuipers
Randy Rowe
Gregory Taylor
Paul Terry

Admission Requirements

Applicants must meet the general admission requirements for California State University, Fresno. These include a master's degree from an accredited institution, a grade point average of at least 3.0 in upper-division undergraduate and master's degree coursework, and evidence of receipt of scores from the Graduate Record Examination (GRE) General Test. Applicants must also demonstrate high potential for educational leadership and scholarly achievement through professional experience, academic accomplishment, and professional recommendations. Applicants who plan to pursue a Professional Administrative Services Credential must complete the required 24 Preliminary Administrative Services Credential units prior to admittance.

The deadline for application to the program is in March. Finalists are interviewed by the Doctoral Program Admissions Committee.

Program Requirements

Students in the program move through three phases of study, comprising 60 units. Phase one comprises nine core courses, phase two comprises specialization courses, and phase three comprises the dissertation. All students move through phase one as a cohort. Students may choose to specialize in pre-K-12 or post-secondary education leadership with a focus on organizational studies; supervision, curriculum, and instruction; assessment and evaluation; and sociocultural contexts.

Phase 1 Core (27 units)

EDL 501, 502, 503, 504, 506, 507, 508, 509, 511

Phase 2 Specialization (21 units)

EDL 510, 580T, 590

Phase 3 Dissertation (12 units)

EDL 599

Total (60 units)

Doctoral Graduate Courses

Educational Leadership (EDL)

EDL 501. Organizational Theory in Complex Organizations (3 units)

Prerequisite: admission to the program. Seminar. Combines alternative views of organizational theory with applications to the structure of the school; to critical roles played by teachers, principals and other school personnel; and to examine the relationships among structural elements of schools. (Formerly EDL 201)

EDL 502. Educational Reform (3 units)

Prerequisite: admission to the program. Seminar. Examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies. (Formerly EDL 202)

EDL 503. Educational Policy Environments (3 units)

Prerequisite: admission to the program. Seminar. Determinants of policy in educational organizations and leadership. Analysis of structures used for legal, fiscal and political decisions and conflict management. Role of the educational leader in relation to intergovernmental activities aimed at educational reform. (Formerly EDL 203)

EDL 504. Advanced Applied Quantitative Methods (3 units)

Prerequisites: admission to the program or permission of instructor. Seminar. Examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the work of the education leader. (Formerly EDL 204)

EDL 506. Conceptual Curriculum Perspectives for Educational Leadership (3 units)

Prerequisites: admission to the program and EDL 201, 202. Seminar. Students will develop the philosophical and analytical skills to examine curriculum theory and practice, including the conceptualization of purposes of the organization of subject matters, and of the instructional methods. (Formerly EDL 206)

EDL 507. Applied Qualitative Research Methods (3 units)

Prerequisite: admission to the program. Seminar. Examines the purpose and nature of qualitative research including current applications in educational settings. Emphasis is directed

toward critical analysis of current qualitative studies and will include field-based application.
(Formerly EDL 207)

EDL 508. Theories of Cross-Cultural Education (3 units)

Prerequisite: admission to the program. Seminar. Designed to explain and discuss the most relevant theoretical approaches dealing with cross-cultural, multicultural education. As diverse and conflicting perspectives are examined, students will experience the complexity of views and perceptions dealing as leaders with multicultural populations coexisting in a pluralistic society.
(Formerly EDL 208)

EDL 509. Advanced Applied Educational Research and Measurement (3 units)

Prerequisite: admission to the program. Review of approaches to designing and conducting educational research, including ethical issues. Emphasis on reading and evaluating research literature and designing research projects. Includes psychometric theory, validity and reliability of tests, professional testing standards, and hands-on experience with test evaluation. (Formerly EDL 209)

EDL 510. Field-based Research Practicum in Organizational Settings (1-3; max total 3 units)

Prerequisites: admission to the program, EDL 201-208 and 211, and permission of the director. Engages students in studies relevant to field settings. Includes collecting and analyzing both qualitative and quantitative data related to improving educational practice and/or solving school problems. Expected to relate to prospective dissertation topic and proposal possibilities.
(Formerly EDL 210)

EDL 511. Educational Evaluation, Assessment, and Planning (3 units)

Prerequisite: admission to the program. Examines assessment practices, planning strategies, and evaluation processes in K-12 and higher education settings. Addresses current issues and trends in the field of education related to school accountability. (Formerly EDL 211)

EDL 520. School Leadership for Reading Instruction (3 units)

Students analyze forces driving reading/language arts mandates and their impact on the implementation of reading curricula. Using philosophical and corporate underpinnings of the "Reading Wars," students discover the praxis between theory, research, and practice. (Formerly EDL 280T, EDL 220)

EDL 521. Human Resource Leadership in Schools (3 units)

Application of human resource management theory, empirical findings, and best practices to school leadership. Examines HR theories and practices, including recruitment, staffing, motivation, performance, management, and development, emphasizing the strategic role of HR in enhancing organizational effectiveness. (Formerly EDL 280T, EDL 221)

EDL 523. School Resource Management and Fiscal Planning (3 units)

Develops advanced skills to effectively manage internal and external resources within the school setting. Provides an overview for leveraging external resources, obtaining grants, developing external partners, and examining issues and studies related to financing public education. (Formerly EDL 280T, EDL 223)

EDL 524. School Law (3 units)

Examination of federal law, California Educational Code, California Code of Regulation, and program implementation. Covers freedom of expression, separation of church and state, personnel law, liability, governance requirements, and special education. (Formerly EDL 280T, EDL 224)

EDL 540. Resources and Fiscal Planning in Higher Education (3 units)

Covers how resource allocation is determined in a higher education system structure. Examines approaches to budget development using knowledge of traditional and nontraditional financial resources available to colleges, which are a major strategic aspect of higher educational financial planning. (Formerly EDL 280T, EDL 240)

EDL 580T. Topics in Educational Leadership (1-3; max total 15)

Prerequisites: admission to the program, EDL 201-208 and 211, and permission of the director. Topics and issues in educational leadership in the areas of organizational studies, curriculum, instruction and supervision, assessment and evaluation, and sociocultural studies. Analysis of research findings and an emphasis on the relationship of theory to practice. (Formerly EDL 280T)

EDL 590. Individual Study (1-18; max total 18)

Prerequisites: admission to the program, EDL 201-208 and 211, and permission of the director. Research for individual doctoral graduate students. CR/NC grading. Approved for RP grading. (Formerly EDL 290)

EDL 599. Dissertation (0-12; max total 12 units)

Prerequisites: advancement to candidacy for the Doctorate in Education and a minimum GPA of 3.0. Submission of approved dissertation. [Criteria for Dissertation](#). CR/NC grading. Approved for RP grading. (Formerly EDL 299)

EDL 599C. Dissertation Continuation (0)*

For continuous enrollment while completing the dissertation. Approved for RP grading. (Formerly EDL 299C)

* For 299C courses, see [Graduate Studies](#).

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➤ [University Home](#)

Appendix C: Graduate Group Faculty Policy

A full copy of the Graduate Group Bylaws can be found at:

<http://www.fresnostate.edu/kremen/dpelfs/documents/BylawsDPELFS2-21-08.pdf>

Graduate Group Membership Criteria/Guidelines

Both the CSU and California State University Fresno have adopted policies that outline the qualifications that must be met by Doctoral Graduate Group members both for joining a doctoral Graduate Group and for periodic review to retain membership. The following are the synthesis of both of those policies. These criteria are to be used to evaluate candidates for appointment to the DPELFS Graduate Group and for periodic review of continuing members of the DPELFS Graduate Group. As there are two categories of Graduate Group members (Core and Affiliated), criteria for both are presented separately.

Appointment to the Graduate Group

Core Faculty Graduate Group Qualifications

1. Possess a doctoral degree in the appropriate discipline, and
2. Be tenured or have a tenure-track appointment, and
3. Exhibit a strong professional record of published scholarship in refereed journals pertinent to educational leadership or the theoretical or methodological underpinnings of study related to the field, and
4. Have demonstrated ability in directing others in research activities, and
5. Have specific expertise (theoretical, methodological, or related to issues of educational policy or practice) in the areas of study addressed by the doctoral program in educational leadership, and
6. Have at least one year experience in teaching at the graduate level, and
7. Have acceptable graduate-level student and peer evaluations.

Affiliated Faculty Graduate Group Qualifications

1. Possess a doctoral degree in the appropriate discipline, and
2. Have specific expertise (theoretical, methodological, or related to issues of educational policy or practice) in the areas of study addressed by the doctoral program in educational leadership.

Periodic Review of Graduate Group Members

Faculty who are members of the Graduate Group (both Core and Affiliated) undergo review for continued membership in the Graduate Group every four (4) years with the appropriate recommendations sent to the Dean of Education and the Dean of Graduate Studies. Faculty Graduate Group members must submit evidence that they meet the criteria for renewal in the Graduate Group. Specific criteria for renewal of membership in the Graduate Group are as follows:

1. (Core) Exhibit a strong, continuous professional record of published research through monographs, refereed journal articles, chapters in edited volumes, grants, and presentations at national and international meetings of relevant professional associations. A minimum of one (1) article should be published in a referred journal every two years. In addition, other scholarship including the scholarship of application, integration, and discovery should be evident in the documentation provided by the Graduate Group member.
2. (Core and Affiliated) Have received acceptable student evaluations for courses taught in the doctoral program, and
3. (Core and Affiliated) Developed and/or offered courses for doctoral students and/or;
4. (Core and Affiliated) Chaired and served on dissertation and examination committees and/or;
5. (Core and Affiliated) Served on program committees.

Spring 2007

Appendix D: Graduate Group Faculty Vitae

Laura Alamillo
Literacy and Early Education
Kremen School of Education and Human Development
Credential, Masters, Doctoral
lalamillo@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Education Study Abroad	Universidad Autonoma Nacional de Mexico	Political Science
Bachelor of Arts	UC Berkeley	Political Science
Ph.D.	UC Berkeley	Education in Language, Literacy and Culture

Professional Experience:

Dates	Position/Institution
2004-current	Assistant Professor, California State University, Fresno
2009-2011	BCLAD/Multiple Subject Program teacher candidate (Supervisor), California State University, Fresno
2007	Family Literacy consultant, Madera County Library
2006	Prime Time Family Reading Scholar, Madera County Library
2004	Adjunct Lecturer, California State University at Fresno

University/School Service

Dates	Committee	Activity/Accomplishments
	Library Senate subcommittee	
2009	Special Education Faculty Search Committee	
2011	EL/Special Education Faculty Search Committee	
2007-2008	Cesar Chavez Education Conference Multiple Subject Program Committee	Chair (2007) Co-chair (2008) Chair and former interim Co-coordinator

Professional Association Memberships

Dates	Association/Organization	Role
	National Council of Teachers of English	member
	American Education Research Association	member
	California Association for Bilingual Education	member
	Fresno Chapter of CAFE	member
	National Association for Bilingual	member

Publications (Selected)

- In review, Alamillo, L. (2011) Chicano Children's Literature: Using Bilingual Children's Books to Promote Equity in the Classroom. Multicultural Education Magazine.
- Alamillo, L., Arenas, R., & Padilla, F. (2011). A Focus on Faculty: A Teacher Education Program Improving the Preparation of Teachers of English Learner Students. Journal of Latinos and Education, 10(3).
- Alamillo, L. (2007). Selecting Chicano Children's Literature in a Bilingual Classroom: Investigating Issues of Cultural Authenticity and Avoiding Stereotypes. The Journal of the Association of Mexican American Educators.

Papers and Presentations (Selected)

- 2011 Building Empathy in Teacher Candidates California Association for Bilingual Education, Long Beach CA
- 2009 Roundtable, American Educational Research Association, San Diego, CA
- 2009 Bilingual Children's Literature as Tools for Culturally and Linguistically Responsive Teaching California Association for Bilingual Education, Long Beach CA
- 2008 Chicano Children's Literature as Tools for Affirmation and Validation in a Bilingual Classroom California Association for Bilingual Education, San Jose CA
- 2008 American Educational Research Association, San Diego. Paper accepted, Immigrant voices in children's literature
- 2007 Cultivating New Voices Among Scholars of Color – Panel Presentation National Council for Teachers of English, New York NY
- 2007 Bilingual and Latino/a Children: Literature and Genre at the Heart of Learning English (Peer reviewed) American Educational Research Association, Chicago IL
- 2006 Cultivating New Voices Panel Presentation (Peer reviewed) National Council of Teachers of English, Nashville TN
- 2006 National Association for Multicultural Education, Tucson, AZ Proposal Accepted, November (Peer reviewed)
- 2006 Using Chicano/a Children's Literature to Promote Social Justice in the Classroom Teachers for Social Justice Conference, San Francisco CA
- 2006 Celebrating the Legacy of César E. Chávez Through Children's Literature Chávez Education Conference, Fresno CA
- 2006 Latino/Chicano Children's Literature in the Classroom National Association of Bilingual Education, Phoenix AZ

Grants and Research

Dates	Activity/Agency
2011	Dandoy Research Grant Recipient
2007-08, 2010	Research and Development Grant, Kremen School of Education, CSU Fresno
2006	Provost Research and Development Grant, CSU Fresno
2006	Research and Development Grant, Kremen School of Education, CSU Fresno

Collaborative Works/Projects (with public schools, community agencies, etc.)

- 2009-2011 BCLAD/Multiple Subject Program teacher candidate (Supervisor) Supervising student teachers receiving their bilingual certification in their final student teaching at a dual-immersion elementary school.
- 2001 Franklin Elementary School, Oakland USD (Consultant) Provide support for bilingual teachers in developing their English transition model for their English Language Learners.
- 1998-2004 Migrant Education, Hayward USD, Santa Clara COE (Bilingual Teacher) Instructed English language learners in areas of English, math and primary language. Developed a summer unit on helping students improve English writing skills.
- 1999 Alameda COE, Curriculum & Instruction (Doctoral Student Intern) Corresponded with California Association for Bilingual Education keynote speakers and organized speakers series of conference. Worked closely with Bilingual Coordinator in bilingual issues.
- 1996-2004 Burbank Elementary, Hayward USD (Bilingual Teacher) Taught primarily in bilingual and Dual Immersion classrooms and in Migrant Education program.
- 1996-1997 Migrant Education, Hayward USD (Bilingual Teacher/Advisor) Taught students in the area of English language development. Coached and motivated students in schooling matters related to their migrant status. Represented students in school meetings and counseling sessions. Translated for students in counselor and teacher meetings.
- 1996-1997 Burbank Elementary, Hayward USD (Teacher Resource Assistant) Assisted with bilingual teacher support.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

- 2011 Fresno County Transitional Kindergarten Training
- 2010 Master Teacher Conference, Kremen School of Education
- Alamillo, L., Arenas, R., & Padilla, F. (2011). A Focus on Faculty: A Teacher Education Program Improving the Preparation of Teachers of English Learner Students. *Journal of Latinos and Education*, 10(3).
- Alamillo, L., Garcia, E., Palmer, D., & Viramontes, C. (2005). California's English Only Policies. In A. Valenzuela (Ed.), *California's English Only Policies: An Analysis of Initial Effects, in Leaving Children Behind: How Texas-style Accountability Fails Latino Youth*, Suny Press: NY.
- Alamillo, L., & Pazmino, B. (2005). Review of the book *Stories Matter: The Complexity of Cultural Authenticity in Children's Literature*, by D. L. Fox & K. G. Short (Eds.). *Journal of Early Childhood Literacy*.
- Alamillo, L., & Viramontes, C. (2001). Voices from the Classroom: Teacher Perspectives on the Implementation of Proposition 227. *Bilingual Research Journal*, 24(1-3), (155-167).

Honors (Optional)

- 2011 Association of Mexican American Educators Educator of Year Award, Higher Education
- 2004-2006 National Council of Teachers of English (NCTE) Cultivating New Voices within Scholars of Color Fellow
- 2002 Flanders Fellowship, University California at Berkeley
- 1999-2001 Cote Robles Fellow, University of California at Berkeley
- 1999 University of California at Berkeley Club Award, UC Berkeley

David Michael Andrews

Curriculum Vitae

Academic History

Ed.D.	University of Maine	1978	Science Education* & Environmental Science
M.Ed.	University of Maine	1974	Science Education
B.A.	Southern Connecticut State University	1970	Biology

*Included completion of all graduate coursework toward the M.S. degree in
Natural Resources Program

Professional Experience including funded programs

Present:

- California State University, Fresno Professor of Biology and Science Education;
- Member Education Leadership Doctoral Faculty;
- Director, B.A. Natural Sciences Degree Program;
- Single Subject Science Subject Matter Credential Coordinator;
- Executive Director, Science and Mathematics Education Center, College of Science & Mathematics;
- Director CSU Technology Center for Science Education Excellence (TechCSEE);
- Principal Investigator, Western Regional Noyce Conference programs;
- Principal Investigator NSF Noyce Teaching Fellows Project;
- Principal Investigator & Project Director, Robert Noyce II Scholars Program (NSF funded),
- Principal Investigator-Kings Canyon Unified Science Demonstration Center;
- Principal Investigator-Kings Canyon Unified California Mathematics and Science Partnership Project;
- Co-Principal Investigator and Director of the National Science Digital Library project (NSF funded);
- Co-Director Central Valley Science Project, Teacher Retention Initiative (CSP-TRI). National Advisory Committee for the *STEP* project at CSU, San Jose (NSF funded).
- Lead evaluator for the University of Arizona Robert Noyce Scholars II program;
- Project Director, University High School's Science Dissemination project (funded by the Ca. Dept. of Education); Director WalMart Foundation Science and Mathematics Education Early Field Experience Program at SMEC.

2012	External Evaluator Reedley College STEM II project (funded by the U.S. Dept of Education)
2011	External Evaluator Reedley College Mathematics and Science Education Improvement (MSEIP) project (funded by the U.S. Dept. of Education)
2009	Appointed to the Board of Governors, University High School

2001-2005 Statewide Coordinator, CSU-NASA Education Collaborative
 2000-Present Faculty Advisor, Central Valley Science Project (CVSP)
 1990-Present Panel Reviewer, National Science Foundation, Division of Undergraduate Education
 2001-2004 External Evaluator, Sierra Unified School District 21st Century Community Learning Centers Project (funded by the US Department of Education)
 2002-2006 Principal Investigator and Project Director, Science and Mathematics Education Center Teacher Education Project (SMECTEP) funded by NSF
 1999-2001 Principal Investigator & Project Director “Linking Science to Mathematics”, funded by GTE
 1998-2000 Co-PI Networked Scanning Probe Microscope (NSF)
 1996-2000 Member National Board, Woodrow Wilson Foundation

Selected Publications

Andrews, D, M. Oliver & J. Vesenska,(2004, March). Implications of modeling method training on physics teacher development in California’s Central Valley. *Journal of Physics Teacher Education*, 1 (4).

Andrews, D.M. (1998, Winter). Fresno Unified School District’s urban systemic initiative. *The California Science Classroom Journal*.

Brunkhorst, HK., & Andrews, D.M. (1995, Spring). Science, Technology, and Society: A Crossroads for Science Teacher Preparation and Development, (accepted for publication) SUNY Monograph *Science/Technology/Society. Research Implications for Science Education*, SUNY Press, R.E. Yager, Editor.

Andrews, D. M., Huber R., & Kez, R. (1994, Fall). Hands-On, inquiry-based science and state and national testing: implications for the classroom. *Journal of NCSTA*, 3 (1).

Book and Manuscript Reviews

Andrews, D. Learning by Doing, ARITHMETIC TEACHER, Vol. 60, September, 1988.

Manuscript reviewer for the Journal of School Science & Mathematics, 1987-1998.

Delta Publications FOSS Curriculum Reviewer 2006, 2007.

Publications in Progress

Use of Digital Learning Resources in Science and Mathematics in High-Need Middle School and High School Environments: Case Study of Noyce Scholars’ Use of MERLOT and NSDL Resources. *Journal of Online Teaching and Learning (JOLT)*

Ambos, E., D. Andrews, G. Hanley, L. Henriques.

Grants Awarded

Science Demonstration Center, funded by the Ca Dept of Education **\$679,154**
Awarded January 2012. Principal Investigator is David M. Andrews

Kings Canyon CaMSP funded by the Ca Dept of Education **\$73,000**. Renewal funding June, 2012

Science Research Supplement from NSF Noyce Scholarship II, **\$79,000**. June, 2012. Principal Investigator is David M. Andrews

The Western Noyce Regional Conference, funded by the National Science Foundation **\$648,482**. Award #DUE-0957862. October 1, 2009. Principal Investigator is David M. Andrews.

The Fresno State Teaching Fellows (FRETEF) **\$1,500,000** awarded June 1, 2009. Award number DUE-0934967. National Science Foundation funded. Principal Investigator is David M. Andrews.

Kings Canyon CaMSP project. Subcontract from Kings Canyon Unified School District, **\$86,000** renewal in September 2010. Funded January 1, 2009. Principal Investigator is David M. Andrews.

WalMart Foundation Award (**\$50,000**) made to the Science and Mathematics Education Center early field and community service programs. David M Andrews is lead on this award.

“Thinking Locally, Linking Globally”, funded by the National Science Foundation’s National Science Digital Library program, **\$480,000** (3 year project) October, 2007 with a supplement of \$80,000 awarded in December, 2008. Project Director and Co-Principal Investigator is David M. Andrews.

Robert C. Noyce Scholarship Program II **\$500,000** awarded in September 2007 with plus two supplemental awards (39,500.00 and 13,500.00). Principal Investigator is David M. Andrews

Tulare Mathematics and Science Partnership Program, subcontract for **\$11,000**. January 2005. Principal Investigator is David M. Andrews

CSU Technology Center for Science Education Excellence. **\$120,000.00** funded by the CSU Chancellors Office, Division of Academic Technology. David M. Andrews is Principal Investigator.

Robert C, Noyce Scholarship Program, National Science Foundation: **\$500,000** July 2002. Principal Investigator, David M. Andrews

Science and Mathematics Education Center Teacher Education Project (SMECTEP), National Science Foundation: **\$385,000** August 2002. Principal Investigator, David M. Andrews

Preservice Teacher Program (PST) National Science Foundation/US Dept of Energy **\$150,000** 2002-2006, Principal Investigator, David M. Andrews

Presentations

“Fresno State Noyce Scholars Programs: Ten Years and Still Going”. Annual Noyce P.I. Conference, Washington, DC. May 23-25, 2012.

Robert Noyce Scholarship Programs” Promising Strategies for Promoting Science and Mathematics Teacher Quality in Recruitment, Preparation, Mentoring/Induction and Professional Development. Annual Science and Mathematics Teacher Imperative Conference, Alexandria, VA June 6-8, 2012.

“Tips for successful STEM grant writing”. Western Regional Noyce Conference, Costa Mesa, CA 2011.

The Western Regional Noyce Conference. Annual PI Meeting, Noyce Scholars Program. National Science Foundation, Washington, DC. July 2010.

The Robert Noyce Scholars Online Teaching and Learning Community. Association for Science Teacher Educators, Sacramento, January, 2010.

Using Exciting Online Resource Tools in STEM Teaching. California Science Educators Conference. Palm Springs, CA October, 2009.

Obtaining Grants in Science and Mathematics Education. Chancellor’s Office Webinar Presentation. February 2009.

Tips for successful STEM grant writing. Chancellor’s Office Program at Long Beach. March 2008

The New Science Education Community Portal to the MERLOT Digital Library. NSF Noyce PI Annual Conference. June, 2008

Issues on Retention of Science and Mathematics Teachers in Preservice Teacher Programs for Science and Mathematics. Annual Division of Undergraduate Noyce Scholars Meeting. National Science Foundation. Arlington, VA. June 2006

Multimedia Educational Resource for Learning and Online Teaching (MERLOT). National Science Teachers Association Annual Convention, Anaheim, CA, April 2006.

The CSU-NASA Education Collaborative: NASA Division of Education Meeting. Lancaster, CA. April, 2003.

The CSU-NASA Education Collaborative and the US Dept of Energy Research Internship Program. Association for the Education of Teachers of Science (AETS) Annual Meeting. St. Louis, MO, January, 2003.

Science and Mathematics Education and the Importance of Early Field Experiences. National Science Teachers Association Regional Meeting. Portland, Oregon. November 16, 2002.

Science and Mathematics Teacher Preparation Successes. California Science Teachers Association Annual Meeting. San Francisco. October 2002.

K-16 University Partnerships. The National Superintendent's Coalition. San Jose. March, 2002.

Institutionalization of Reforms in Science Education: Pathways to Change Conference., Arlington, Virginia. April, 2002

The FCEPT Teaching Assistant Program. The National Science Foundation Collaborative for Excellence in the Preparation of Teachers Annual Meeting. Arlington, Virginia. March, 2002.

Fresno Collaborative for Excellence in the Preparation of Teachers (FCEPT). National Science Teachers Association Annual Convention, San Diego, CA. March, 2002

Science Education Leadership in California. Association for the Education of Teachers of Science (AETS) Annual Meeting, Charlotte, NC. January, 2002.

The Fresno Collaborative for Excellence in the Preparation of Teachers (FCEPT) California Science Teachers Association, Annual Conference, Palm Springs, CA. October, 2001.

California State University, Fresno Science and Mathematics Education Center. CSU, Fresno Academic Council Meeting. April 2001.

The FCEPT Teaching Assistant Program. Annual Meeting of of the NSF Collaborative for Excellence in Teacher Preparation Conference. Washington, DC. April 2001.

"FCEPT" and Reforming Science Teaching at the University. The National Science Teachers Association Regional Convention, Phoenix, AZ. December, 2000.

California State University's FCEPT Project. Association for the Education of Teachers of Science (AETS) Annual Convention, Costa Mesa, CA January, 2001.

Fresno Collaborative for Excellence in the Preparation of Teachers (FCEPT) National Science Teachers Association Regional Convention, Orlando, FL, December, 2000.

CSU, Fresno's New Science and Mathematics Education Center. Central Valley Regional Cluster Pre-Internship Program. August, 2000.

Subject Matter Competency Programs for Pre-Interns in Science and Mathematics. Clovis Unified School District Principals Meeting. December, 2000.

Rethinking Science and Mathematics Teaching in Higher Education. California State University, Fresno Science and Mathematics Education Center Statewide Mini-conference on Rethinking Teaching Science and Mathematics in Higher Education. November. 2000

The Fresno Collaborative for Excellence in the Preparation of Teachers (FCEPT). The National Science Leadership Conference Annual Meeting. Orlando, FL. April, 2000.

Awards and Recognition

California Science Teachers Association Margaret Nicholson Award. 2008. This award is the CSTA's highest award and *"honors an individual who has made a significant contribution to science education in the state and who, through years of leadership and service, has truly made a positive impact on the quality of science teaching."*

Richter Award 2010. California State University's Kremen School of Education & Human Development. May, 2010.

Feature Cover Story Article

National Science Foundation's "Discovery"; Noyce Scholars Learn Classroom Survival Skills. December, 2008. http://www.nsf.gov/discoveries/disc_summ.jsp?cntn_id=112606&org=NSF

Jacques S. Benninga
Curriculum and Instruction
Kremen School of Education & Human Development
Curriculum
jackb@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	George Peabody College for Teachers (Vanderbilt Univ), Nashville, TN	Curriculum and Instruction; Minor in Developmental Psychology
M.A.	George Peabody College for Teachers (Vanderbilt Univ), Nashville, TN	Early Childhood Education
B.A.	University of North Carolina, Greensboro	Early Childhood Education

Professional Experience:

Dates	Position/Institution
1983 - present	Professor and Associate Professor, Kremen School of Education and Human Development, California State University, Fresno, CA
1977-83	Assistant Professor of Early Childhood Education, University of Kentucky, Lexington, KY
1976-1977	Assistant Professor and Instructor, Western Kentucky University, Bowling Green, KY 1973 to June 1974
1973 - 1974	Teacher, Metropolitan Nashville Public Schools
1972-1973	Teacher (Primary Unit), Child Psychiatry School, Department of Child Psychiatry, Vanderbilt University

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
CI 171 ECE--Ed Psychology	3.2999999999999998	CI 171 ECE--Ed Psychology	3.2999999999999998
LEE 235-- Concept Development in ECE	3	LEE 171-- Trends and Issues in ECE	3
Department Chair	6	Department Chair	6

Community Service

Dates	Organization	Activity/Accomplishments
2004-present	KVPR (National Public Radio, Valley public Radio)	Author/Coordinator, "The Moral Is...", a multi-part radio program on socio-moral/ethical issues and behavior.
2003-present	Character Education Partnership	Editorial Review Board/Co-Editor,

	(Washington, DC)	Journal of Research in Character Education
1997-2008	AACTE	Member, AACTE Committee on Teaching as a Moral Community (TEAMC)
1995-2006	California Department of Education and Various Districts	Consultant, Character Education Partnership Grants (PCEP),
2001-present	Jewish Federation of Central California	Board Member

University/School Service

Dates	Committee	Activity/Accomplishments
1997-present	Bonner Center for Character Education and Citizenship	Director
2009-present	University Ethics Committee	Member
2004-2007	University Honor Code Committee	Developed and wrote university honor code
2006-2009	CSUF Athletic Advisory Committee	Addressed and wrote Title IX Report
2005-2010	KSOEHD Personnel Committee	Member and Chair (2009-2010)

Professional Association Memberships

Dates	Association/Organization	Role
1990-present	AERA (American Educational Research Association)	Member
1995-present	AME (Association for Moral Education)	Member
2003	CEP (Character Education Partnership)	Member, Editorial Board, Co-Editor
2000-present	NAEYC (Nat. Association for the Education of Young Children)	Member
1978-present	PDK (Phi Delta Kappa)	Member

Publications (Selected)

- Benninga, J.S., Sparks, R.K., & Tracz, S.M. (2011). Enhancing teacher moral judgment in difficult political times: Swimming upstream. *International Journal of Educational Research*. 50(3), 177-183.
- Benninga, J.S. & Quinn, B. (2011). Enhancing American identity and citizenship in schools. *Applied Developmental Science*, 15(2), 104-110.
- Benninga, J.S. & Tracz, S. M. (2010). Continuity and discontinuity in character education. In Lovat, T., R. Toomey, & N. Clement (Eds.) *International Research Handbook on Values Education and Student Wellbeing*. Dordrecht, The Netherlands: Springer Verlag.
- Benninga, J.S. (2008). Cultural Transmission. In Power, F. Clark, Ronald J. Nuzzi, Darcia Narvaez, Daniel K. Lapsley & Thomas C. Hunt (Eds.), *Moral Education: A Handbook*. Westport, CT: Praeger, pp. 115-117.

- Benninga, J.S. (2008). James S. Leming. In Power, F. Clark, Ronald J. Nuzzi, Darcia Narvaez, Daniel K. Lapsley & Thomas C. Hunt (Eds.) *Moral Education: A Handbook*. Westport, CT: Praeger, pp. 252-254.
- Benninga, J.S. (2008). Edward A Wynne. In Power, F. Clark, Ronald J. Nuzzi, Darcia Narvaez, Daniel K. Lapsley & Thomas C. Hunt (Eds.) *Moral Education: A Handbook*. Westport, CT: Praeger, pp. 474-476.
- Benninga, J.S., Berkowitz, M.W., Kuehn, P., & Smith, K (2006). Character and academics: What good schools do. *Phi Delta Kappan*, 87, 6, 448-452.

Reprinted in:

Joseph L. DeVitis & Tianlong Yu, (Eds.) (2011), *Character & Moral Education: A Reader* (Peter Lang,); Parkay, E.J., Anctil, E.J., and Hass, G. (2010), *Curriculum Leadership: Readings for Developing Quality Educational Programs*. Upper Saddle River, NJ: Prentice Hall; Evers and Evers (Eds.), *Annual Editions: Education 2009-10*, Dushkin/McGraw Hill; Kathleen M Cauley and Gina Pannozzo (Eds), *Annual Editions: Educational Psychology 2009-2010*, Dushkin/McGraw Hill; Sickie, F.E. (Ed.), *Annual Editions: Adolescent Psychology, 2009-2010*; Fred Schultz (Ed.) *Annual Editions: Education 2007-08*, Dushkin-McGraw Hill; *Current* (a reprint journal of the Helen Dwight Reid Foundation).

Papers and Presentations (Selected)

- "Enhancing American Identity and Citizenship in Schools". Ethics, Religion and Civil Discourse Conference. Fresno, CA, October 2011.
- "Education for American Citizenship". American Identity Renewed: A Conference of the Stanford Center on Adolescence. New York City, June 6, 2010.
- "Resolving Ethical Issues: Personal Crisis at School". Cesar Chavez 3rd Annual Conference, Fresno, CA, March 2008 (with Glenn DeVoogd and Richard Sparks).
- "Finding Common Ground in Conceptualizing, Nurturing and Assessing Dispositions". Preconference session, AACTE, New Orleans, February 2008 (with Mary Diez, Erskine Dottin, Hugh Sockett, Sharon Feiman-Nemser, Peter Murrell).
- "Character Counts! and Professional Ethics: Resolving Ethical Issues at School". National Character Counts! Conference. Anaheim, CA, August 2007.
- "Dispositions: Research, Assessment and Defensibility." Preconference session, AACTE, New York, February 2007 (with Erskine Dottin, Hugh Sockett, Mary Ellen Finch, Deborah Butler, Mary Dietz, ., Eugene Eubanks).
- "Panel Session (Invited): New Research in Character Education". Character Education Partnership (CEP) Annual Meeting, Washington, DC, October, 2006 (with Marvin Berkowitz, Victor Battistich, David Osher).
- "Character Education in Teacher Education", an invited address. Deans' Summit on Character Education (sponsored by USDE), Regent University, Virginia Beach, VA, October 7-8, 2005.
- "Character Education and Academic Achievement: A Correlational Study". Conference on Civic Education Research, Reno, NV, September 2004 (with Marvin Berkowitz).
- "Dispositions and Conceptual Frameworks: Moral and Ethical Implications in Teacher Education". Preconference session at AACTE, Chicago, February 2004 (with Erskine Dottin, Hugh Sockett, Mary Ellen Finch, Deborah Butler, Mary Dietz, Barbara Burch, Eugene Eubanks).
- "The Relation Between Character Education and Academic Achievement" (Invited). Paper presented at Connections in Character Education, Azusa Pacific University, Los Angeles, June 2003.
- "Character Education and Professional Ethics: How One School of Education Addresses its Mission for the Ethical Education of Preservice Teachers and the Character Education of the Children They Will Serve". Paper presented at Character Education Partnership (CEP) Annual Meeting, Atlanta, October 2002.
- "From Character Education to Professional Ethics: One University's Trek". Paper presented at AACTE as part of a symposium on 'Preparing Ethical Educators for Classrooms and Schools', New York, February 2002.

"Service Learning and Character Education" (Invited). Preconference session at AACTE, New York, February 2002 (part of panel coordinated by Dr. Robert Howard, Univ. of Washington) "Teacher Education as a Moral Concern". Preconference session at AACTE, Dallas, February 2001 (with Mary Ellen Finch and Deborah Butler).
 "The University and the Schools Work to Support Character Education". International Conference on Character Education, San Diego, June 2000.

Grants and Research

Dates	Activity/Agency	Amounts
2006-2009	U.S.D.E. Funded to Tulare County Office of Education in partnership with the Bonner Center for Character Education and Character Counts!	\$\$1.9 million
2004-2008	U.S.D.E. Funded to Fresno Unified School District in partnership with the Bonner Center for Character Education and WestEd	0
2004-2006	John Templeton Foundation	24577
2000-2003	John Templeton Foundation	24000
0	California Department of Education	30000

Collaborative Works/Projects (with public schools, community agencies, etc.)

Twenty-eight years (1984-present) of participating in the Kremen School's Conference on Character Education and Citizenship (12 years as co-director), a full-day free conference for Fresno State and Fresno Pacific teacher education candidates intended to reinforce to them their responsibility for being teachers of character.

Twenty-five years (1988-present) of directing the Virtues and Character Education Awards, an awards program to local schools in Central California's four counties for exemplary character education programs (sponsored by the Bonner Center for Character Education).

Four years (2005-2008) conducting monthly professional ethics sessions (with Dick Sparks) with teachers in eight elementary schools.

Many collaborative projects with local districts over the years.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Most of my publications have been collaborative, with colleagues. Colleagues, since 1997, include Dr. Susan Tracz, Dr. Richard Sparks, Dr. Phyllis Kuehn, Dr. Marvin Berkowitz, Dr. Edward Wynne, Dr. John Minkler,

Professional Development

Honors (Optional)

Recipient (2005), Jan and Bud Richter Award for Excellence in Education. Kremen School of Education, CSU Fresno.

Recipient (2000), Golden Ruler Award for "exemplary leadership efforts in promoting character education". Presented to the Bonner Center for Character Education at the International Conference on Character Education, San Diego, Ca

Dr. Carol Fry Bohlin

*Professor, Kremen School of Education and Human Development
California State University, Fresno*

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Office: Department of Curriculum and Instruction Fir Ave. Kremen School of Education and Human Development CA 93711 California State University, Fresno 5005 N. Maple Ave. M/S ED 2 MATH Fresno, CA 93740-8025 MATH	Home Address: 2055 West Fresno, Home Phone: 559-432- Home Fax: 559-GET- E-mail:
Phone: 559-278-0237 Web: http://education.csufresno.edu/facstaf/bohlin_c.htm	

(559)

Academic Degrees

- Ph.D.** 1987 –The Ohio State University (K-12 Mathematics Education; Cognitive Neuroscience)
- M.H.D.L.** 1982 – University of North Carolina at Charlotte (Secondary Mathematics Education; Counseling)
- B.A.** 1979 – University of North Carolina-Chapel Hill (Science and Mathematics Education)

(560) *Professional Employment (Selected)*

California State University, Fresno – 1990-Present – Professor, Mathematics Education
Teach graduate courses; advise master's and doctoral students; have taught a wide variety of mathematics education courses at the credential and graduate levels; direct the Mathematics and Science Teacher Initiative (MSTI); serve as Special Assistant to the Provost for STEM Initiatives

Indiana University, Bloomington – 1988-1990 – Visiting Assistant Professor
Taught undergraduate and graduate mathematics education courses

The Ohio State University, Columbus – 1987-1988 – Visiting Assistant Professor (after earning Ph.D.) Taught undergraduate and graduate courses in K-12 mathematics education
1983-87 – Graduate Teaching Associate: Taught undergrad courses in Math Dept. and College of Education

Ohio University, Chillicothe – 1987 – Part-time Instructor
Taught undergraduate courses in K-8 mathematics education

Quail Hollow Junior High School, Charlotte, NC – 1980-1983 – Mathematics Teacher
Taught Geometry, Algebra I, Pre-Algebra, General Mathematics (Gr. 7-9), and French I

(561) *Current Professional Roles (selected)*

2012-Present	Special Assistant to the Provost for STEM Initiatives
2006-Present	Director, CSU-Fresno Mathematics and Science Teacher Initiative (MSTI)
2000-Present	Founder and Editor of <i>COMET (California Online Mathematics Education Times)</i>
2006-1/2012	Coordinator, M.A. in Education (Curriculum and Instruction Option) Program, CSU-Fresno. Also coordinated fully online M.A. in Teaching (MAT) Program: 2006-2008
2004-Present	Co-Founder & Founding President; Web Site Designer/Coordinator – California Association of Mathematics Teacher Educators (CAMTE); CAMTE Board of Directors
1990-Present	Principal Investigator (and Director, 1990-1999), San Joaquin Valley Mathematics Project
2011-Present	Member, University Graduate Committee (former chair of Graduate Curric. Subcommittee)
1993-Present	Department Personnel Committee (Chair, 2001-05) • KSOEHD Research Comm. (2010-12)
1999-Present	President's Commission on Teacher Education, California State University, Fresno

(562) *Grants*

Since 1990, I have served as (Co) Director and/or (Co) PI for over 60 grants totaling over \$13,000,000. The most recent grants are listed below:

2012-2013	Co-Principal Investigator, <i>The San Joaquin Valley Mathematics Project</i> – A grant to nurture and sustain teacher leadership development in K-12 mathematics in Central California through an intensive 2-week summer institute and follow-ups. Funded by NCLB 9 (\$37,800 for COMET and \$34,000 for SJVMP for 2012-2013 and by the state (\$24,021 for 2012-13). \$95,821
2012, May	Augmentation grant for the San Joaquin Valley Mathematics Project for the Summer Leadership Institute 2012. \$43,000
2012, May	Director/PI, Mathematics and Science Teacher Initiative (CSU-Fresno) – Augmentation grant for SU 2011 activities. Funded by the CSU Chancellor's Office. \$7,300

- 2011-2012 **Director/PI, Mathematics and Science Teacher Initiative (CSU-Fresno)**—Grant to support AY 2011-2012 activities. Funded by the CSU Chancellor's Office.
\$126,000 (also budgeted and administer **\$75,000** in TRP funds).
- 2011-2012 **Co-Principal Investigator, *The San Joaquin Valley Mathematics Project*** – Funded by NCLB 8 (**\$38,556** for **COMET** and **\$43,329** for SJVMP for 2011-2012 (NCLB 8: \$34,833 for SJVMP and \$30,996 for COMET; NCLB 8A is \$8496 for SJVMP and \$7560 for COMET) and by the State (**\$24,021** for 2011-12). **\$105,906**
- 2011 **Director/PI, Mathematics and Science Teacher Initiative (CSU-Fresno)**—Augmentation grant for summer 2011 activities. Funded by the CSU Chancellor's Office. **\$25,000**
- 2010-2011 **Director/PI, *Mathematics and Science Teacher Initiative* (CSU-Fresno)**—A grant to support efforts to increase the number of students earning a teaching credential in mathematics and science. Funded by the CSU Chancellor's Office. **\$116,000**
- 2010-2011 **Principal Investigator, *The San Joaquin Valley Mathematics Project*** – Funded by NCLB 7 (\$35,000 for **COMET** and \$50,000 for SJVMP for 2010-2011) and by the state (\$40,000 for 2010-2011). **\$125,000**
- 2010 **Director/PI, *Mathematics and Science Teacher Initiative* (CSU-Fresno)**—Augmentation grant for summer 2010 activities. Funded by the CSU Chancellor's Office. **\$16,000**
- 2009-2010 **Principal Investigator, *The San Joaquin Valley Mathematics Project*** – Funded by a state monies grant (\$34,000) and a federal monies grant: NCLB 6 (\$35,000 for **COMET** and \$55,800 for SJVMP '09-'10) **\$124,800**

(563) *Publications*

Produced over 400 issues of the *California Online Mathematics Education Times* (COMET) thus far. Recent issues archived in the following locations:

- 2012 *COMET: California Online Mathematics Education Times*—Volume XIII: 9 issues.
 Available
 at <http://comet.cmpso.org/2012-archive>
- 2011 *COMET: California Online Mathematics Education Times*—Volume XII: 18 issues.
 Available
 at <http://comet.cmpso.org/2011-archive>
- 2010 *COMET: California Online Mathematics Education Times*—Volume XI: 28 issues.
 Available

at <http://comet.cmpso.org/2010-archive>

Faughn, A., & Bohlin, C.F. (In review). *Empowering mathematics teachers through a graduate mathematics program and increased leadership opportunities.*

From 2003 to 2004, served as writer/editor of the "Assessment Issues" column in the *National Council of Teachers of Mathematics (NCTM) News Bulletin*, publishing monthly articles that included the following:

- "An NCLB Challenge: Adequate Yearly Progress For All Students"
- "New CEP Report on State High School Exit Exams"
- "An Assessment Option for States and Districts: The New Standards Project"
- "Online Resources For Educators"
- "High School Exit Exams Across The Nation"
- "NCTM: A Decade of Focused Support of Assessment"

Published articles in *Perceptual and Motor Skills*, *Psychological Reports*, *the International Journal of Educational Research*, *the ComMuniCator*, *Mathematics Teaching in the Middle School*, *Tech Trends*, *Performance and Instruction*, and a number of volumes of conference proceedings. Currently in review (blind refereed) is the following monograph chapter:

(564) *Presentations*

Over the past 25 years, I have given over 80 national/international presentations, over 70 state or regional presentations, and over 100 local presentations, primarily on topics related to K-12 mathematics education, teacher networks, or mathematics teacher preparation and professional development.

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|-------------|------|---|
| 2012 | Feb. | Cady, J., Barlow, A., Bohlin, C.F., Cooper, S., Hanebrink, T., Smith, S., & Townsend, B. 2012, February 9). "Connecting and Empowering AMTE Affiliates. Association of Mathematics Teacher Educators Annual Conference, Fort Worth, TX. |
| 2011 | Dec. | Bohlin, C.F., & Hsu, E. (2011, December 3). <i>Building powerful Foundational-Level Mathematics programs</i> . California Mathematics Council's Northern Section Conference, Pacific Grove, CA. |
| | Jan. | Bohlin, C.F. (Preconference Session Organizer), Becker, J.R., Benkin, B., Berglund, J., Ellis, M., Fischman, D., Pugalee, D., & Razo, F. (2011, January 27). <i>Pathways to middle school mathematics teaching in California—Concerns and opportunities: Session overview</i> . Association of Mathematics Teacher Educators Annual Conference, Irvine, CA. |
| | Jan. | Bohlin, C.F. (2011, January 27). <i>Current pathways for preparing middle school mathematics teachers</i> . Association of Mathematics Teacher Educators Annual Conference, Irvine, CA. |

- 2010** June Bohlin, C.F. (2010, June 9). *Collaboration and partnerships in effective science and mathematics teacher initiatives at California State University, Fresno*. Science and Mathematics Teacher Imperative (SMTI) National Conference: Cincinnati, OH.
- Jan. Bohlin, C.F. (Session Chair), Benken, B., Bissell, J., Costa, V., Ellis, M., Hsu, E., Santa Cruz, R., & Sundar, V. (2010, January). *Successful approaches to address a statewide mathematics teacher shortage: California State University's system-wide initiative—Session overview*. Association of Mathematics Teacher Educators' Annual Conference, Irvine, CA.
- Jan. Bohlin, C.F. (2010, January 30). *Meeting the challenge of increasing the number of fully-credentialed mathematics and science teachers*. Association of Mathematics Teacher Educators' Annual Conference, Irvine, CA.

(565) *Awards & Honors*

- 2009 **Provost's Award for Graduate Teaching and Mentoring**
(California State University, Fresno)
- 2007 **President's Award for Excellence**
(California State University, Fresno's highest faculty honor)
- 2003 **Richter Award for Excellence in Education** (California State University, Fresno)
- 2002 **Provost's Recognition for Service to the Profession – Faculty Convocation**
(CSU, Fresno)
- 1992 **California Jaycee's Outstanding Young Educator Award**
- 1986 **Graduate Student Alumni Research Award • 1985:**
Graduate Associate Teaching Award (OSU)
- 1984 **Lowry W. Harding Fellowship • 1982: Kappa Delta Pi (UNCC) •**
- 1979: **Phi Beta Kappa (UNC)**

(566) *Current Memberships in Professional Associations*

American Educational Research Association (Divisions C and K; SIGs: Brain, Neuroscience, and Education (Former President); Educ., Science, and Technology; Instructional Technology; Motivation in Education; National Assessment of Educational Progress; Research in Math

Education; Science Teaching and Learning)

American Psychological Association (elected member; Physiological and Comparative Psychology Division)

American Psychological Society (Charter Member)

Association for Supervision and Curriculum Development (ASCD)
Association of Mathematics Teacher Educators (AMTE)
Association of Women in Mathematics
California Association of Mathematics Teacher Educators (CAMTE; Co-founder and Founding President)
California Mathematics Council (CMC)
National Council of Supervisors of Mathematics (NCSM)
National Council of Teachers of Mathematics (life member)
Phoenix Alliance of University High School (current member of the Board of Directors)
Society for Neuroscience (elected member)
TODOS: Mathematics for ALL (charter member)

Roy Bohlin
Curriculum & Instruction
Kremen School of Education and Human Dev.
M.A. in Ed (C & I)
royb@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D. Curriculum & Instruction	Kent State University	Educational Technology
M.Ed. Secondary Education	Kent State University	Science Education
B.S.	Bowling Green State University	Physics/Chemistry
Permanent Teaching Certificate	State of Ohio	Chemistry, Mathematics, Physics Comprehensive Science, Science, Physical Science, Educational Media Specialist

Professional Experience:

Dates	Position/Institution
1998-present	Professor & Coordinator of Educational Technology and M.A. in Ed (C & I) – California State University, Fresno
2004-2009	Director – Center for the Enhancement of Teaching and Learning -- California State University, Fresno
1994-1998	1994-1998 Associate Professor & Coordinator of Educational Technology - California State University, Fresno
1990-1994	Assistant Professor - Educational Technology - California State University, Fresno
1987-1990	Coordinator of Educational Computing Workshops & Part-time Lecturer Kent State University

Community Service

Dates	Organization	Activity/Accomplishments
2004 – 2009	Clovis West Cal Ripken Baseball	Member, Board of Directors, Manager
2003 – 2005	Nelson Soccer Club – Clovis Junior Soccer League	Member, Board of Directors
2002– 2005	Nelson Elementary School (Clovis Unified School District) Technology Committee	Member
2001 – 2004	Clovis Junior Soccer League	Soccer Coach
1991, 1993, 1994, & 1995.	Odyssey of the Mind, Regional Final Competition, Fresno	State Judge, Regional Judge

University/School Service

Dates	Committee	Activity/Accomplishments
2011-present	Chair, Technology Committee, Kremen School of Education and Human Development	
2011-present	Strategic Planning Committee, Kremen School of Education and Human Development	
2010 -2011	President, Faculty Assembly, Kremen School of Education and Human Development	
2004-2005	School Personnel Committee, Kremen School of Education and Human Development	
2003-present	Technology Committee, Kremen School of Education and Human Development	

Professional Association Memberships

Dates	Association/Organization	Role
	Professional and Organizational Development Network in Higher Education	member
	Association for Educational Communications and Technology	member, Past Board Member
	American Educational Research Association	member
	Computer Using Educators	member
	Phi Delta Kappa	member

Papers and Presentations (Selected)

2010 Bohlin, R. What digital divide? Keynote Luncheon Address, Fall Annual Renaissance Group Conference, Arlington, VA.

Grants and Research

Dates	Activity/Agency	Amounts
2007-2008	Director & Principal Investigator -- Fresno EnACT	\$21600
2007-2008	Reading Across the Curriculum: A Curricular Redesign for Student Success	32000
2006	Learning and the Affective Domain through the use of Case Studies	4500
2002-2003	Computer Attribution: Effects on Motivation and Achievement, California State University, Fresno	9000
0	Director & Principal Investigator -- Teaching and Leading for Educational Needs with Technology (TALENT)	0

Collaborative Works/Projects (with public schools, community agencies, etc.)

Member, Nelson Elementary School (Clovis Unified School District) Technology Committee, 2002–2005.

Trainer, Elementary Teacher Cadet Program - 1993.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

- Chiero, R., Sherry, L., Bohlin, R., & Harris, S. (2004). Increasing comfort, confidence and competence in technology infusion with learning communities. *Tech Trends*.
- Sherry, L., Chiero, R., & Bohlin, R. (2004). Project TALENT: Infusing technology in K-12 field placements through a learning community model. *Journal of Technology and Teacher Education*.
- Sherry, L., Chiero, R., Bohlin, R., & Harris, S., (2003). Creating learning communities to foster technology integration in student teaching experiences. In D. Willis, J. Price, & J. Willis (Co-Eds.), *Proceedings of Society for Information Technology and Teacher Education 2002*.
- Bohlin, R., & Bohlin, C. (2002). Latino students' computer affect: Implications for educators. *Tech Trends*, 46 (2), 29-31.
- Loveless, A., DeVoogd, G., & Bohlin, R. (2001). Something old, something new...: is pedagogy affected by ICT? In A. Loveless and V. Ellis, *ICT, Pedagogy and the Curriculum*. London: Routledge, 63-83.
- Bohlin, R. & Devoogd, G. (2001). [Review of] *Electronic Literacies: Language, Culture, and Power in Online Education*. *Journal of Educational Computing Research*.
- Chiero, R., Bohlin, R., Harris, S., Bohlin, C., & Casey, J. (2000). Implementing Mandated Information Technology Infusion into Teacher Education: California Cases. In D. Willis, J. Price, & J. Willis (Co-Eds.), *Proceedings of Society for Information Technology and Teacher Education 2000*, 1431-1440.
- Bohlin, R. & Hunt, N. (1995). Course structure effects on students' computer anxiety, confidence and attitudes. *Journal of Educational Computing Research*. 13, 263-270. [EJ526308]
- Hunt, N. & Bohlin, R. (1995). Events and practices that promote positive attitudes and emotions in computing courses. *Journal of Computing in Teacher Education*. 11(3), 21-23. [EJ507608]
- Bohlin, R., & Milheim W. (1994). Analyses of the instructional motivation needs of adults. *Canadian Journal of Educational Communication*. 23(1), 45-53. [EJ485251]
- Bohlin, R. & Milheim, W. (1994). Applications of an adult motivational instructional design model. 16th Annual Proceedings of Selected Research and Development Paper Presentations at the 1994 Annual Convention of the Association for Educational Communications and Technology. [ED373704]
- Bohlin, R., Milheim, W., & Viechnicki, K. (1993). The development of a model for the design of motivational adult instruction in higher education. *Journal of Educational Technology Systems*, 22(1), 3-18. [EJ46910]
- Hunt, N., & Bohlin, R. (1993). Teacher education students' attitudes toward using computers. *Journal of Research on Computing in Education*, 25, 487-497. [reprinted in] *PBS Learning File* and [reprinted in] *PBS Learning File-forum on PBS On-line*, 17-23.
- Bohlin, R., Milheim, W. & Viechnicki, K. (1993). Factor analysis of the instructional motivation needs of adult learners. 15th Annual Proceedings of Selected Research and Development Paper Presentations at the 1993 Annual Convention of the Association for Educational Communications and Technology, 177-191. [ED362152]
- Bohlin, R., Bohlin, C., & Benavides, O. (1993). Anxiety, confidence and attitudes toward computers among limited English proficient middle school students: Implications for teacher educators. In

- D. Carey, R. Carey, D Willis, & J Willis (Co-Eds.), *Technology and Teacher Education Annual*. 1993, 28-31.
- Hunt, N. & Bohlin, R. (1993). Students' thoughts and feelings during technology skills and concepts acquisition. In D. Carey, R. Carey, D Willis, & J Willis (Co-Eds.), *Technology and Teacher Education Annual*. 1993, 488-490.
- Bohlin, R. & Hunt, N. (1993). The effects of course structure on student's computer attitudes. 15th Annual Proceedings of Selected Research and Development Paper Presentations at the 1993 Annual Convention of the Association for Educational Communications and Technology, 193-198. [ED362153]
- Hunt, N. & Bohlin, R. (1992). Entry attitudes of students towards using computers. In D. Carey, R. Carey, D Willis, & J Willis (Co-Eds.), *Technology and Teacher Education Annual*. 1992, 389-392. [ED345706]
- Bohlin, R., & Koontz, T. (1990). Promoting gender equity in computer and media instruction. *Ohio Media Spectrum*, 42(3), 28-31.
- Viechnicki, K., Bohlin, R., & Milheim, W. (1990). Instructional motivation of adult learners: An analysis of student perceptions in continuing education. *Journal of Continuing Higher Education*, 38(3), 10-14. [reprinted in *Journal of Adult Training*, 4(1), 2-9]
- Clemente, R., Shapiro, W., Milheim, W., & Bohlin, R. (1990). Publishing opportunities in educational communications, technology, and library science. *Educational Technology*, 30(6), 49-56.
- Bohlin, R., Milheim, W., & Viechnicki, K. (1990). A model for the motivational instruction of adults. 12th Annual Proceedings of Selected Research Paper Presentations at the 1990 Annual Convention of the Association for Educational Communications and Technology, 85-95. [ED323918]
- Clemente, R. & Bohlin, R. (1990). *Visual literacy: A selected bibliography. Volume two in the educational technology selected bibliography series.* Englewood Cliffs, NJ: Educational Technology Publications.

Professional Development

- 2010 Bohlin, R. What digital divide? Keynote Luncheon Address, Fall Annual Renaissance Group Conference, Arlington, VA.
- 1991 Bohlin, R. Lighting the fire: Instructional motivation as the spark. Keynote Luncheon Address, Third Annual Adult Teaching Trends Conference, Northeastern University, Boston, MA.

Honors (Optional)

- 2002 Provost's Award for Excellence in Teaching with Educational Technology, California State University, Fresno.
- 2000 Provost's Convocation Award for Faculty Accomplishments in Scholarship and Teaching at California State University, Fresno.
- 1990 Outstanding Dissertation Award, Kent State University; Award for outstanding dissertation by doctoral candidate at KSU.
- 1989 Selected as one of twelve graduate student representatives to the national meeting of Professors of Instructional Design/Systems Technology, Bloomington, IN, May, 1989.
- 1988 Association for Educational Communication and Technology National Conference Internship; National award for potential leadership in Educational Technology for graduate students.
- 1987 Constance Dorothea Weinman Scholarship Award; National award and monetary grant of \$5,000 for excellence in scholarship and potential for leadership in research, teaching, and practice by doctoral students in the field of Instructional Technology.
- 1987 Outstanding Achievement in Teaching Award; Kent State University; Award for outstanding teaching by graduate student at KSU

Sharon Brown-Welty
ERA/DPELFS
Kremen School of Education and Human Development
Educational Leadership and Administration
sharonb@csufresno.edu

Academic Degrees:

Degree	Institution	Area of Emphasis
EdD. Higher Education Administration	University of Pittsburgh	Policy, Planning, and Evaluation
MBA	Indiana University of Pennsylvania	Management and Systems
BS	Indiana University of Pennsylvania	Business Administration

Professional Experience:

Dates	Position/Institution
June, 2011 - present	Dean Graduate Studies, CSU Fresno
August 2007 - present	Director Doctoral Program in Educational Leadership, CSU Fresno
Nov. 2008 - June, 2011	Department Chair, ERA, CSU Fresno
August 1998 - 2010	Director Joint Doctoral Program in Educational Leadership
January, 1996 - June, 2011	Associate Professor/Professor of Education

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
EDL 299	2	EDL 299	2
Dept. Chair	6	Dept. Chair	6
Director Doctoral Program	4	Director Doctoral Program	4

Community Service

Dates	Organization	Activity/Accomplishments
1996 - present	Court Appointed Special Advocates (Agency for Abused and Neglected Children)	Board President, Special Committees Chair, Personnel Committee Chair
2008 - present	Hanford Elementary School District - Alternative Governance Board	Board member

University/School Service

Dates	Committee	Activity/Accomplishments
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2007 - present	Graduate Committee (Senate)	Graduate Policies Development
2004 - present	Center for Research, Evaluation, Assessment, and Dissemination	Program Evaluations
2007 - present	Central Valley Educational Leadership Institute	Leadership Development Training

Professional Association Memberships

Dates	Association/Organization	Role
1997 - present	AERA (American Educational Research Association)	Member
1997 - present	CAPEA (California Association of Professors of Education Administration)	Member
1992 - present	AEA (American Evaluation Association)	Member

Publications (Selected)

- Blackwood, J. & Brown-Welty, S. (2011). Mentoring to Interim Positions: A Pathway to Leadership for Women of Color in Women of Color, Volume 9 (Edited by Gaetane).
- Vuong, M., Brown-Welty, S. & Tracz, S. (2010, January-February). The effects of self efficacy on academic success of first-generation college sophomore students. *Journal of College Student Development*, 51(1), 50-63.
- Slater, C. L., Brown-Welty, S., Cohn, K. C., & Rodriguez, J. (2009, Fall). Signature pedagogy in California State University education doctorates. *Educational Leadership and Administration: Teaching and Program Development*
- Greenlaw, C. & Brown-Welty, S. (2009, October). A comparison of web-based and paper-based survey methods: Testing assumptions of survey mode and response cost. *Evaluation Review*, 33(5), 464-480.
- Masumoto, M. & Brown-Welty, S. (January, 2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty rural California schools. *Journal of Research in Rural Education*.24(1), 1-18.
- Nisbett, N., Torgerson, C., Schlievert, S., Tannenbaum, S., Giovannetti, M., Tracz, S. & Brown-Welty, S. (2009). High school teacher efficacy: A study of relationships among teacher efficacy, student achievement, and school site performance. Monograph published by the Doctoral Program in Educational Leadership in Cooperation with CREAD.
- Tannenbaum, S. & Brown-Welty, S. (2006, Fall). Tandem Pedagogy: Embedding Service-Learning in an After-School Program. *Journal of Experiential Education*, 29(2), 111-125.
- Brown-Welty, S. & Patterson, T (2002). University and Corporate Partnerships: Benefits and Challenges of Offering College Degrees in Collaboration with Private Corporations, *Planning and Change: An Educational Leadership and Policy Journal*, 33(3 &4), 208-222.
- Nisbett, N. & Brown-Welty, S. (2002). Teaching Ethical Standards in Recreation Therapy Programs, *Journal of Recreation Therapy*, 36(3), 282-295.
- Brown-Welty S., Bushman, J., Goodman, G., et al. (CVERC) (2004). API: Strategies for Successful Schools in the Central Valley in Closing the Achievement Gap. Monograph published by the Joint Doctoral Program in Educational Leadership.
- Brown-Welty S., Bushman, J., Goodman, G., et al. (CVERC) (2002). API: What Works: Characteristics of High-Performing Schools in the Central Valley. Monograph published by the Joint Doctoral Program in Educational Leadership.

Brown-Welty S., Bushman, J., Goodman, G., et al. (CVERC), (2001). API: What's Working. Monograph published by the Joint Doctoral Program in Educational Leadership
 Bushman, J., Goodman, G., Brown-Welty S., and Dorn, S. (2001, September). California Testing: How Principals Choose Priorities. Educational Leadership 59 (1), 33-36.

Papers and Presentations (Selected)

Brown-Welty, S. (2011). Discussant at AERA "Evaluation and Ethical Leadership". Division J – Post-secondary Education. 2011 Annual Meeting, New Orleans.

Blizzard, D., & Brown-Welty, S. (2011, April). "Whose Accountability is It?". Council for the Study of Community Colleges, 53rd Annual Meeting, New Orleans, LA.

Tenbergen, K. & Brown-Welty, S. (2011, April). "How do Course Articulation Agreements Facilitate the Transfer and Completion of a Bachelor's Degree?" Council for the Study of Community Colleges, 53rd Annual Meeting, New Orleans, LA.

Brown-Welty, S. (2009, November). "California State University Fresno, Doctoral Program in Educational Leadership Program Highlights Resulting from Participation in the Carnegie Project on the Education Doctorate (CPED)". UCEA 23rd Annual Convention, Anaheim, CA.

Brown-Welty, S. (2009, November). "The Superintendency" UCEA 23rd Annual Convention, Anaheim, CA Discussant for paper session.

Slater, C. L., Cohn, K., Brown-Welty, S., Rodriguez, J. (2008, November). "Signature Pedagogy and Accompaniment in California State University Education Doctorates. November 1, 2008. UCEA 22nd Annual Convention., Orlando, FL.

Brown-Welty, S., Trueblood, P. & Walker, S. (2007, April). "Proposing New Doctoral Programs: Lessons Learned". Western Association of Schools and Colleges (WASC) Annual Meeting. .

Brown-Welty, S., Dickerson, D., & Crosbie, P. (2007, April). "Assessing Graduate Programs: Two Perspectives". Western Association of Schools and Colleges (WASC) Annual Meeting.

Greenlaw, C. and Brown-Welty, S. (2006, November). "A Comparison of Web Based and Paper-Based Survey Methods: Testing Assumptions of Survey Mode and Response Cost, Annual Meeting of the California Educational Research Association (CERA),

Kuehn, P. and Brown-Welty, S. (2006, November). "Certification in Program Evaluation: Effects on Educational Practitioners K-16," Paper presented at the Hawaii International Conference on Education Honolulu, Hawaii. Presented by "The NSF-Sponsored Certificate in Program Evaluation: Building Capacity in Rural Central California,"

Kuehn P. and Brown-Welty, S. (2005, October). Paper presented at the American Evaluation Association (AEA) at the Annual Conference, Toronto, Canada.

Brown-Welty, S. (2004, March). "Making Evaluation and Research More Valuable," Plenary Keynote presented at the National Science Foundation (NSF) Annual Conference, Yosemite, California.)

Brown-Welty, S. (2004, March). "Evaluation: At Tool that Measures and Contributes to Success," Invited Workshop presented at the National Science Foundation (NSF) Annual Conference, Yosemite, California.

Brown-Welty and CVERC Members (2004, April). "API What Works: Characteristics of high-performing Schools in the Central Valley," Presented at the April 2004 American Educational Research Association (AERA) Annual National Conference in San Diego, California.

Grants and Research

Dates	Activity/Agency	Amounts
2009- 2012	Workforce Investment Act evaluation project funded by Workforce Investment Board	\$30000
2009 - 2010	College Cost Reduction and Access Act Grant evaluation project funded by USDE	72000
2005 - 2008	RISE evaluation project	65000

Collaborative Works/Projects (with public schools, community agencies, etc.)

1. Rural Schools Network (2009 – present): Worked with 8 local rural school district superintendents (through CVELI) to define and find solutions to district issues.
2. Middle Managers Leadership Development (2010 - present): Worked with 4 local school district middle managers (through CVELI) to develop leadership skills.
3. State Center Community College Leadership Seminars (2005 – present): Work with 20 - 25 State Center District potential leaders to develop leadership skills (through CVELI).
4. CSU Leadership Seminars (2010 – present): Work with 3 CSU institutions to develop mid-level leaders leadership skills (through CVELI).

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

1. Carnegie Projects on Education Doctorates (Carnegie Foundation Study) 2007 – present (on Executive Board)
2. CSU Advisory Board on Education Doctorates in the CSU (2007 – present)
3. Special Subcommittee of the CSU Academic Senate to develop guidelines and policies for independent doctorates in Educational Leadership (2006)

Honors (Optional)

1. Phi Kappa Delta (Fresno Chapter) Leadership Award (2009)
2. Top Ten Professional Woman of the Year (Fresno) (2009)
3. KSOEHD Noted Alumni Award (2008)
4. Richter Award for Leadership (2008)
5. CERA Award for Outstanding Research Paper (2004)
6. Provost Award for Graduate Teaching and Mentoring (2003)
Leadership Fresno Alumnus of the Year for Community Involvement (2003)

Glenn Lawrence DeVoogd
Literacy and Early Education
California State University, Fresno
Reading/SPED
gdevoogd@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	Michigan State University	Curriculum, Teaching, and Educational Policy with an emphasis on Literacy, Technology, & Multicultural instruction with a cognate in Research Methods
M. A.	Michigan State University	Literacy Instruction
B. A.	Hope College	Spanish Literature

Professional Experience:

Dates	Position/Institution
1998-present	Professor / California State University, Fresno
1995-98	Assistant Professor / University of Houston
1994-95	Instructor / Michigan State University
1978-1994	Bilingual Teacher, Regular Classroom Teacher, and Staff Developer for the use of Technology grades 1-6 / East Lansing, Michigan
1988-1993	Director of Migrant Education / Muskegon Public Schools

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
LEE173ECE	3	Chair	6
Assigned Time for Research	0		
Chair	6		
LEE 214	3		
LEE 214	3		

Community Service

Dates	Organization	Activity/Accomplishments
04/01/2011	California State University, Fresno	Gave several book talks about Pirate books at Vintage Days booth
04/09/2010	Arne Nixon Center for Research on Children's Literature	Coordinated presentation by Ingrid Hess
05/25/2010	Title 1 Headstart Preschool	Books Alive! Raised money to purchase books, provide a program to dramatize events in books, and discuss the themes of the books
04/20/2008	36 Title I Preschool	Books Alive! Raised over \$400 to

02/01/2007	Escuela Secundaria de Benito Juarez in Victoria de Durango, Durango, Mexico	purchase books, provide a program to dramatize events in books, and discuss the themes of the books Taught critical literacy and literacy methods in general in 5 classes of Spanish instruction
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University/School Service

Dates	Committee	Activity/Accomplishments
2009 to present	Currently Core member of doctoral faculty	Interviewing doctoral students in Fresno and Bakersfield & Development of reading leadership course
2010 to present	Multiple Subjects Committee	
2006-Present	Executive Committee/Chair's Committee/Coordinating Committee at Kremen School of Education	Managing KSOEHD
11/17/2011 to present	Coordinator of Special Education	Coordination of Special Education Credential and Master Programs

Professional Association Memberships

Dates	Association/Organization	Role
1990 - Present	National Council of the Teachers of English	member
1990 - Present	International Reading Association	member
1998 - Present	California Reading Association	Board member, Director of Area 5, and President of Professors of Reading/Language Arts
1998 - 2004	Fresno Area Reading Council of the California Reading Association	Board Member
2010-2011	United States Board on Books for Young People	member

Publications (Selected)

- Bathina, J. & DeVoogd, G. L. (2011). Samanjasya staff development: Adaptive praxis through building on teacher context and knowledge. *International Education*.
- McLaughlin, M. & DeVoogd, G. L. (2011). Critical Literacy as Comprehension. *Handbook of Research on Teaching the English Language Arts*. New York: Erlbaum.
- DeVoogd, G. L. (2009). Rechecking the research and the professional role of teachers: A response to Timothy Shanahan. *California Reader*. 42 (2), 4-15.
- Garan, E. & DeVoogd, G. L. (2008). The benefits of sustained silent reading: Scientific research and common sense converge. *The Reading Teacher*. 62 (4), 336-344.
- DeVoogd, G. L. (2007). Critical comprehension of social studies texts. *Random House Inc: An annual magazine for Educators*, 2, 21-24. (Invited).

DeVoogd, G. (2006). Question authority. *School Library Journal*. New York: Reed Elsevier. (Invited)

Papers and Presentations (Selected)

- DeVoogd, G. L. (2011, November). Critical Comprehension of Online Blogs, Wiki's and VoiceThread. Speaker at the 45th Annual Conference of the California Reading Association, Vacaville, CA.
- DeVoogd, G. & DeVoogd, K. (2011, March). Epistemological Reflections in Online Discussion Boards for Preservice Teacher Education. Paper presentation at the 22nd Annual Society for Instructional Technology and Teacher Education in Nashville, TN.
- DeVoogd, G. L. (2010). Deeper comprehension through critical literacy. Professional Development Institute. California Reading Association, Riverside, CA.
- DeVoogd, G. L., Castillo, R., & Lee, A. (2010, May). Values implicit in L. Frank Baum's writing: Teaching critical analysis using Ozma of Oz and The Wonderful Wizard of Oz. International Wizard of Oz Club Conference. Fresno, CA
- McLaughlin, M. & DeVoogd, G. (2010, November). Critical Literacy Research. In D. Lapp Research in the Teaching of the English Language Arts Presentation. Roundtable discussion at National Council for Teachers of English Annual Conference, Orlando, FL
- DeVoogd, G. L. & Buchanan, D. (2009, April). The Praxis of Critical Comprehension of School Texts: Investigations of Three Teachers. Paper Discussion at the American Educational Research Association Annual Conference, San Diego, CA.
- DeVoogd, G. L. & Ullrich, W. (2009, May). Action as an Integral Part of Literacy Instruction in K-12 Schools. California Association of Freirian Educators (CAFÉ) 40 Years of Pedagogy of the Oppressed: Exploring Contemporary Communities of Action, UCLA, Los Angeles, CA
- Buchanan, D., Garcia, I. & DeVoogd, G. L. (2008, October). Critical literacy: Hip Hop to Textbook Swap. Teachers for Social Justice at Mission High School. San Francisco, CA.
- DeVoogd, G. (2007, February). Buscando valores in los libros de texto. 2º Simposium International Educación y Valores. Secretaría de Educación, Gomez Palacio, Durango, México.
- DeVoogd, G. (2007, February). El aprendizaje de valores en los procesos educativos. 2º Simposium International Educación y Valores. Secretary of Education, Durango, Durango, México.
- DeVoogd, G. (2007, February). Enseñando valores en textos cotidianas. 2º Simposium International Educación y Valores. Secretaría de Educación, Durango, Durango, México.
- DeVoogd, G. L. (2007, February). Lectura critica: Rol de libros. Programa nacional de lectura in the state of Durango, México. DeVoogd, G. (2007, April). Deep comprehension and perspective. Kodaikanal International School, Kodaikanal, Tamilnadu, India.
- DeVoogd, G. (2007, July). Comprensión profundo con lectura crítica de textos. (Keynote) 1º Congreso Internacional: transformando para la Calidad Educativa. Secretaría de Educación, Villa Hermosa, Tabasco, México.
- Ullrich, W. J., DeVoogd, G. L., Daughtry, J., DeVoogd, K. J., Nuhaily, B. & Moody, C. (2006, March). Whither (or wither) goes teacher development in California? Integrating a web-based mat with a web-enhanced credentialing program. A session at Teacher Development: The Key to Education in the 21st Century International Conference, Vancouver, Canada.
- Evans, J. A., Lewis, M., Goodwin, P., Hong Xu, S., Robinson, M., Smith, V., Bromley, H., DeVoogd, G., Mackey, M. (2006, May). Responding Critically to Texts: Critical Literacy in The Elementary Classroom. Symposium at the 51th Annual Convention of the International Reading Association, Chicago, IL.
- DeVoogd, G. L. (2006, October) Critical Literacy and Differentiation. Center for the Advancement in Reading Conference (All literacy professors from the CSU System). Los Angeles, CA.
- DeVoogd, G. L. (2006, November). Critical Responses to Books. Featured Speaker at the 40th Annual Conference of the California Reading Association, Sacramento, CA.

Grants and Research

Dates	Activity/Agency	Amounts
Spring	Fresno State Undergraduate Research Grant with Shelby	\$1000

2011	Periera	
03/01/2011	Fresno State Dual Language Conference	2500
03/01/2011	Fresno State Chavez Conference – Instructionally Related Activities	5000
03/05/2010	Fresno State Chavez Conference – Instructionally Related Activities	5000
41158	State of California - Reading Institute for Academic Preparation	21250

Collaborative Works/Projects (with public schools, community agencies, etc.)

Board member for the California Reading Association 9/2010 to 11/2011. President of California Professors of Reading Language Arts 2008 to present (affiliate of California Reading Association).

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Chair of the Chavez Conference, March 24 & 25, 2011. Worked with faculty and students at KSOEHD in collaboration with community members to inform students and the community on issues of educational policy and literacy practices. We bring in two or three nationally known speakers to keynote, movie producers, and have workshop sessions. Undergraduate Research Grant collaboration with student Shelby Periera and the Fresno State Early Childhood Center to do research on the effects of bibliotherapy. Developed Master of Arts in Reading program that is being implemented starting fall 2011 in Special Session with Continuing and Global Education.

Professional Development

Chair's Retreat May 6, 2011. Co-Teaching Workshop to improve student achievement when student teachers are in local school classrooms – Trainer of Trainers January 2011.

Book Club on books written by Nel Noddings in March and April 2010.

CVELI Conference on Exemplary Practice, January 20, 2010

Bill Daggett keynote RACE Conference put on by California State University Fresno. Teachers for Social Justice, October 10, 2009.

Pedro Noguera Keynote address. San Francisco, CA California Reading Association (October 2008). Annual Conference.

iClickers (August 2008) Using the iClick to help students interaction in the classroom. Escholars, an online and face to face series of classes for professors to develop rigorous online class instruction spring 2008.

NCTE Webinars on writing, vocabulary instruction, and English language learners. Spring 2008

Future of the Book Conference sponsored by the Madden Library March 21, 2008.

Conference Fresno Pacific University with author Donald Miller speaking about the importance of story in constructing meaning, April 17, 2008

Chair's Conference at Tenaya Lodge March 10 & 11 2008

Observations of classrooms from February to May in Fresno, Visalia, Durango, Mexico, Kodaikanal International School, Kodaikanal, Tamilnadu, India, Bissigheim, Hessen and Magdeburg, Sachsen-Anhalt, Germany.

The Key to Successful On-line Instruction: Universal Design by Alice Anderson (University of Wisconsin) online and broadcast at University Center 202 (December 4, 2006).

Peter Yarrow Workshop on Operation Respect Curriculum (October 24, 2006)

Sexual Harassment Prevention for Supervisors online training (April 7, 2006)

Alfie Kohn Reception and Speaker Series Presentation (February 7, 2006)

Center for Advancement in Reading Conference (October, 2005)

Preparing Teachers to Teach Second Language Learners in Los Angeles. Center for Advancement in Reading Conference (October, 2004)

Preparing Teachers to Teach Comprehension in Los Angeles. Lewis Carroll Society dinner and presentation sponsored by the Nixon Center, October 23, 2004.

Using technology in the classroom. A four day workshop concerning the use of technology in the classroom at California State University Fresno sponsored by Talent (May 19-23, 2003).

Frances Hodgson Burnett: Beyond The Secret Garden. International Conference held at California State University Fresno (April 25-27, 2003).

Who Wrote Winnie the Pooh. Lecture by Ann Thwaite part of the Evening Lecture Series by California State University Fresno (April 24, 2003)

Arne Nixon Council of Advocates author presentation (9/01) Evelyn Coleman, (10/02) Richard Peck, (11/02) Peter Hanf. Using Technology to Close the Achievement Gap (April, 2001).

Preparing Tomorrow's Teachers Grant Fresno Area Reading Council inservice with Robert Pritchard Developing Strategic Readers in Content Area Classes (February, 2001) Fresno, CA

Comprehension Strategies and Language Learning, Stephen Krashen February 24 Raddison. Fresno Reads (January 26, 2001)

Conference on Excellence in Teaching and Learning - (January 24, 2001)

Dean's Plenary Session and Poster Sessions National Council for Teachers of English, (November, 1999) Denver, CO

Honors (Optional)

Certificate of Appreciation California Reading Association for service as board member and Area Director of Area 5.

Certificate of Achievement Digital Campus Escholars Program. Award for completion of a program to improve the ability to present information online given October 22, 2008 by Linda Harding and Brent Auernheimer.

Commendation of Support to the Hmong American Relief Committee on behalf of the City of Fresno for food and housing for homeless families after apartment fire. November 13, 2007.

Writing and Research Award – Honored by the Madden Library at California State University Fresno in the spring of 2005 for the book, Critical Literacy: Enhancing Students' Comprehension of Texts with Maureen McLaughlin. Represented the Department of Literacy and Early Education.

Certificate of Appreciation from the Society for Information Technology and Teacher Education for serving on the editorial board for years. Honored March 1, 2004.

Certificate of Appreciation from the California Central Valley Mini-Corps Literacy Conference for presentations given during the conference on April 17, 2003.

Certificate of Appreciation from Migrant Parent Council for service to the Muskegon Migrant Program, August 1993.

Lawrence Award for Excellence in the Study of Spanish Literature by Hope College Spanish Department upon graduation, May 1974.

DR. ELAINE M. GARAN

521 East Alluvial # 104
Fresno, CA 93720
(559) 287-0086

EDUCATION

Ph.D. Reading, State University of New York at Buffalo 1994

Administration/Supervision (Elementary)
Edinboro University, Edinboro, PA 1985

M.ED Reading, Edinboro University, Edinboro, PA 1979

B.S. Secondary Education, Ohio University, Athens, Ohio 1968
(567)

TEACHING EXPERIENCE

2008-present: Full Professor, Department of Literacy and Early Education, California State University Fresno

2003-2007: Associate Professor, Department of Literacy and Early Education, California State University Fresno.

1999-2002: Assistant Professor, Department of Literacy and Early Education, California State University Fresno.

PROGRAM DEVELOPMENT AND IMPLEMENTATION

2011-present: Native American Partnership with Fresno State. Ancillary unit developed into a course elective for 2012. This partnership is based on building on the cultural base of the Native American community and involves tutoring struggling readers and work with the Native American Health Organization at Fresno as well as the First Nations Organization on campus. It will expand to helping develop curriculum for the Native American Preschool.

2010-present: Director of the Reading Lab at Fresno State. This involves the tutoring of struggling readers from local schools and is thus a university-area school community service.

2009: Developed online masters course in Reading Research for Department of Literacy and Early Education.

1994-1998 Associate Professor (promoted, spring, 1998), Elementary Education
Eastern New Mexico University, Portales, New Mexico. **Duties included:**

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1990-1994 Assistant Professor, Elementary Education, St. Bonaventure University, Olean, NY.

1979-1990 Reading Specialist, Cory Area Public Schools, Cory PA. Duties included planning, coordinating and teaching in classrooms from grades K-8 as well as pull-out reading instruction.

SCHOLARSHIP

SELECTED PUBLICATIONS

(570)

BOOKS

Garan, E. (2007). *Smart answers to tough questions: What to say when you're asked about fluency, grammar, phonics, vocabulary, SSR, support for ELL's and more.*

_____. (2004). *In defense of our children: When politics, profit and education collide.* Portsmouth, New Hampshire: Heinemann Publishing Company. By invitation of Lois Bridges, chief editor at Heinemann.

_____. (2002) *Resisting reading mandates: How to triumph with the truth.* Portsmouth, New Hampshire: Heinemann Publishing Company. By invitation of Lois Bridges, chief editor at Heinemann.

(571)

BOOK CHAPTERS

Garan, E. (2005). Scientific flim-flam: A who's who of entrepreneurial research. In Altwerger, B. (Ed), *Reading for profit: How the bottom line leaves kids behind.* Portsmouth, NH: Heinemann. By invitation of the editor.

_____. (2002). Beyond the smoke and mirrors: A critique of the National Reading Panel report on phonics. In Allington, R. (Ed), *Big brother and the national reading curriculum* (pp. 90-111). Portsmouth, NH: Heinemann. By invitation of the editor.

(572)

(573)

JOURNAL ARTICLES

Garan, E. & DeVoogd, G. (2008). The benefits of Sustained Silent Reading: Research and common sense converge, *The Reading Teacher*, 64(4), 334-344. 2007.

Garan, E. (2005). Murder your darlings: A scientific response to *The voice of evidence*. *Phi Delta Kappan*, 86(1), 438-443. By invitation of the editor.

Yatvin, J., Weaver, C. & Garan, E. (2003). The Reading First Initiative: Cautions and recommendations. *Language Arts Journal* .81(1), 23-33. By invitation of the editor.

_____. (2001). Backtalk: A response to Richard Burnett. *Phi Delta Kappan*, 84(2), 526. By invitation of the editor.

_____. (2001). More smoking guns: A response to Linnea Ehri and Steven Stahl. *Phi Delta Kappan* 83(1), 21-27. By invitation of the editor.

_____. (2001). Beyond the smoke and mirrors: A critique of the National Reading Panel on phonics. *Phi Delta Kappan*, 82, 500-506.

_____ (2001). The Report of the National Reading Panel on phonics: What does it really tell us about teaching phonics? *Language Arts Journal* 79(1), 61-70.

_____ (2001). Teaching should be based on valid, reliable research, not authoritative opinion. *Language Arts Journal*, 79(1), 71. By invitation of the editor.

_____ & Ceprano, M. (1998). Emerging voices in a university pen pal project: Layers of discovery in action research, *Reading Research and Instruction*, 38(3), 31-56.

_____ (1998). Getting off my high horse: A whole language missionary gets her comeuppance.. *Language Arts Journal*, 76, 36-39.

_____ (1994). Who's in control? Is there enough "empowerment" to go around? *Language Arts Journal*, 71(3), 192-199.

COMMENTARIES

Garan, E. (in press). Reading First and lessons learned? A cautionary tale. *Education Week*.

Garan, E. as Guest Columnist (April 9, 2005). Katrina blows hole in No Child Left Behind. *Seattle Post Intelligencer*.

_____ (December 11, 2005). Brain storm: Arguments for inflexible No Child Left Behind tests disintegrate steadily. *The Fresno Bee*.

_____ (November 9, 2005). Will Katrina topple the No Child Left Behind Legislation? *Education Week*.

Krashen, S., Coles, G. & Garan, E. (March 24, 2004).: "Good research has more than one voice." Letter published in *Education Week*.

BOOK FORWARD

Garan, E. (January, 2006). *Help! My kids don't speak English: How to set up a language workshop in your culturally diverse classroom*. Author: Akhavan, Nancy.

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PAMPHLET

Yatvin, J., Weaver, C. & Garan, E. (2002). *The Reading First Initiative: Cautions and recommendations*. Portsmouth, NH: Heinemann.

NEWSLETTER

Garan, E. (April, 2003). Science fiction: The Bush Education Plan. *Phi Delta Kappan Newsletter*. **By invitation.**

WEBSITE

Garan, E. (January, 2007). For California Teachers Association (Visalia). Provided the points and wrote the background information for eliminatenclb.org

SCHOLARLY PRESENTATIONS:

(575) International, National, State and Local Levels

Garan, E. (November, 2012). Bringing it Home: Perspectives on Publication and Research that can Influence Teachers and Administrators in the “Real” World. Doctoral Colloquium, California State University Fresno.

Garan, E. (November, 2010). Competencies and Considerations for credential courses. Master Teachers’ Conference at California State University Fresno.

_____. (February 8, 2008). No Child Left Behind: Where are we? Where are we headed? **Keynote and panel discussion by invitation of Wisconsin State Reading Association, Milwaukee, WI.**

_____. (February 7, 2008). Simple answers to tough questions: What do you say when they ask about....? **Two workshops by invitation of Wisconsin State Reading Association, Milwaukee, WI.**

_____. (March 23, 2007). The reauthorization of No Child Left Behind: All the latest. **Keynote at Cesar Chavez Conference, California State University Fresno.**

_____. (March 24, 2007). Smart answers to tough questions about NCLB. **Presentation at Cesar Chavez Conference, California State University Fresno.**

_____. (November, 2006). No Child Left Behind: Where are we now? Where are we headed. **By invitation, National Council of Teachers of English, Nashville, TN.**

Lucido, Roger and Garan, E. (March 26, 2006). No Child Left Behind and high stakes testing. **Cesar Chavez Conference, California State University Fresno.**

Garan, E. (February 3, 2006). No Child Left Behind: What it means for future teachers. **Keynote by invitation of Arizona State University, Language and Literacy Conference.**

Cole, A. and Garan, E. (November, 2005). Scaffolding strategies for beginning readers. **National Council of Teachers of English.**

Cole, A. and Garan, E. (May, 2005). Strategies for beginning readers. **International Reading Association. San Antonio, Texas.**

Garan, E. (July, 2005). No Child Left Behind: Who wins, who loses and why. **National Council of Teachers of English, San Diego, California.**

- _____ (July, 2005). Research summary of No Child Left Behind. **By invitation. CELT, San Diego, California.**
- _____ (February 4, 2005). No Child Left Behind in perspective: What it means for administrators, teachers and kids. **Featured speaker by invitation of Colorado Council of the International Reading Association. Denver, Colorado.**
- _____ (February 4, 2005). No Child Left Behind: Who wins, who loses, and why. **Featured speaker by invitation of Colorado Council of the International Reading Association. Denver, Colorado.**
- Krashen, S. and Garan, E. (January 20, 2005). Phonics hysteria: False claims about reading and literacy development. **Featured speaker by invitation of the National Association of Bilingual Educators. San Antonio, Texas.**
- _____ (January 16, 2005). No Child Left Behind: How it is changing relationships among teachers, students and parents. **Keynote for West Coast Reading Recovery Conference. Sacramento, California.**
- _____ (January 16, 2005). No Child Left Behind: Understanding the scientific research that drives it. **Breakout session for West Coast Reading Recovery Conference. Sacramento, California.**
- _____ (October 4, 2004). What does No Child Left Behind mean for teachers of reading? **By invitation. University of the Pacific at Anchorage. Anchorage, Alaska.**
- Garan, E. (April, 2004). Using children's literature to teach character. **Character and Civic Education Conference. Fresno, California.**
- _____ (September 18, 2004). Discovering best practices for teaching literacy: What works, what doesn't, and why. **By invitation. Professional Development Partnership, William Patterson University and School 11, New Jersey.**
- _____ (October 15, 2003). Understanding the research: What really drives national reading legislation? **Featured speaker by invitation of the Alaska State Reading Association, Anchorage, Alaska.**
- _____ (June 16, 2003). Understanding scientific research and what it means for teachers and children. **Keynote/consultant by invitation of the Wisconsin Department of Education.**
- Krashen, S.; Allington, R. & Garan, E. (May, 2003). A research update. Panel presentation at **International Reading Association. Orlando, Florida.**
- _____ (February 14, 2003). No Child Left Behind? Whose children are favored and whose are threatened by current legislation? **By invitation of California Association for Bilingual Education, Los Angeles, California.**
- _____ (October, 2002). Understanding scientific research and its impact on teaching. **Keynote by invitation of the Montana State Reading Association, Great Falls, Montana.**

_____(August 14, 2002). Beyond the smoke and mirrors: Where is the “science” in the Bush Education Plan. **Featured speaker by invitation of the Ohio Literacy Institute, Newark, Ohio**

_____(August 8, 2002). Understanding “scientific research” and how it affects teaching. **Keynote/consultant by invitation of the Alaskan Educational Leadership, Juneau, Alaska.**

_____(May, 2002), with Allington, R.; Krashen, S.; Strauss, M. D., Bomer, R. & Altwerger, B. A critical viewpoint: Reading research and national reading legislation. **By invitation of the International Reading Association, San Francisco, California**

_____(February, 2002). Resisting Reading Mandates: How to triumph with the truth. **By invitation of the Oregon State Reading Association, Portland, Oregon.**

_____(March, 2002). The Report of the National Reading Panel: What does it mean for Reading Recovery? **By invitation of the Reading Recovery Conference, San Diego, California.**

_____(April, 2002). How do we balance ethical teaching with unethical research and mandates. **Character and Civic Education Conference. Fresno, California.**

Garan, E. and Jensen, M. (2002, January). What does it mean to be a teacher? Are commercial programs, standards and high stakes testing robbing us of our professionalism? **Fresno Area Reading Council.**

Garan, E. & McQuillan, J. (November, 2001). The Report of the National Reading Panel: What does it really say? What does it mean for teachers?” **By invitation of the California Reading Association, Ontario, California.**

_____, with Yatvin, J. & Weaver C. (November, 2001). Beyond the smoke and mirrors: Where’s the “science” in the Report of the National Reading Panel? **By invitation of the National Council of Teachers of English, Baltimore, Maryland.**

_____(2001, January). Putting the music back in poetry. **Fresno Area Reading Council.** Also Imelda Basurto. **Fresno, California.**

Garan, E. & Krashen, S. (2001, July). The Report of the National Reading Panel and the Bush Education Plan: A response. **International Whole Language Umbrella Conference, Chicago, Illinois.**

Shea, M. and Garan, E. (2000, November). Using graphic organizers with second language learners in the content area. **California Reading Association, San Jose, California.** Also Imelda Basurto.

Garan, E. with Shea, M.. (2000, November). Running records: A step by step guide for administration, interpretation and implications for instruction.” **California Reading Association.** Also Imelda Basurto.

AWARDS /ACCOMPLISHMENTS AND OTHER RELEVANT PROFESSIONAL CONTRIBUTIONS :

- 2008. Recipient of *Outstanding Faculty Publication Award* from School of Education and Human Development, California State University Fresno.
 - February, 2007. Met with Congressman Radanovich about high stakes testing and No Child Left Behind reauthorization.
 - May, 2006. The Provost's Award for Research, Scholarship and Creative Scholarly Activity.
 - December 23, 2005. The Upton Sinclair Award as one of the ten most influential people in education in 2005. Educationnews.org (see attached press release)
 - 2004-present. Media spokesperson for National Council of Teachers of English on political issues including No Child Left Behind.
 - August, 2005. Outstanding Faculty Award in School of Education
 - 2003 to present. Consultant to California Assemblyperson Jackie Goldberg on the research on reading as it applies to reading and language arts programs and legislation in the state of California.
 - 2004. Participated in a video on No Child Left Behind created by Francisco Guajardo. It is available at the North Dakota Study Group website, www.ndsg.org.
 - 2004. Acted as an informal consultant on No Child Left Behind to lobbyist Johnnye Morton of Oklahoma.
 - 2004 (Fall) Sabbatical leave.
 - 2003. Recipient of *Outstanding Faculty Publication Award* from School of Education and Human Development, California State University Fresno.
- (576) 2002. Nominated for the *Albert J. Harris Research Award*, International Reading Association.
- (577) 2002. Received the *Excellence Award* for research and contributions to the profession from California Professors of Reading and Language Arts.

(578)2002. Received *Outstanding Faculty Publication Award* from School of Education and Human Development, California State University Fresno.

(579) Acted as professional consultant for the revision of New York State's Core Curriculum for Early childhood, 2002.

(580)2001. Received *Provost's Award for Research* from School of Education and Human Development California State University, Fresno.

- 2001. Participated in Harvard Literacy Symposium.

(581)

NEWSPAPER CITATIONS

SELECTED INTERVIEWS AND

- October 1, 2006. Cited in the **Washington Post: The Education Issue** by Michael Grunwald.
- November 2, 2005, Participated in a panel on Valley National Public Radio broadcast on issues in education.
- September 20, 2005. Interviewed by Dennis Hart for Valley Public Radio,
- September 1, 2005. Interviewed by Juanita Stevenson for a television broadcast aired on September 29 for **local ABC news**.
- Interviewed by and cited in an article by Andrew Brownstein, Editor of the **Title I Monitor**. August 26, 2005. Article is available at <http://www.titleionline.com/libraries/titleionline/index.html>
- August 26, 2005. Interviewed by Marc Breindel, **National Public Radio**.
- August 3, 2005. Interview by Michael Shaughessy. An Interview with Elaine Garan: What Does No Child Left Behind Legislation Really Mean for Teachers, Children and Public Education? Published at **EducationNews.org**
- June 22, 2005. Interviewed by Paul Donsky of the **Atlanta Journal-Constitution**.
- June 1, 2005. Interviewed by Gregg Toppo of **USA Today**.
- March 12, 2005. Interviewed by Dale Julin for a live **Fresno radio broadcast**.
- August 11, 2004. Cited in Reader Opinions, **Ottumwa Currier** by Carol Gilles.
- 2003 and 2004, Interviewed by John Cromshoe for **radio broadcasts on Open Court Reading in Los Angeles**.
- 2003. Cited by Kathy Chandler in **Focus on Inclusive Education**, Volume 1, #1.

- June 11, 2003. Letter published in *Education Week* co-authored with Stephen Krashen and Gerald Coles.
- 2003. Interviewed by Elyse Sara and featured in a **film documentary**, *The Open Court Mystique*. **Los Angeles**: Eye Opener Productions.
- April, 2002. Interviewed by and featured in a *California Educator* article by Sherry Posnick-Goodwin.
- February 26, 2002. Interviewed by and featured in an article in the *Washington Post* by Valerie Strauss.
- March 2, 2002. Interviewed by and cited in *Fort Lauderdale Centennial Sun* by Raphael Lorente.
- January 10, 2002. Interviewed and cited in *The Nation* by Stephen Metcalf, “Readin Between the Lines.”
- January 17, 2002. Interviewed by and cited in *New York Times* article by Diana Schemo

(582) ACKNOWLEDGEMENTS IN BOOKS

The following are acknowledgements, not simply citations:

- Acknowledgment for help as research consultant in *The Reading Zone* by Nancie Atwell (2008).

Praise from nationally known author and educator, Donald, Graves in *Testing is Not Teaching*. Graves writes, “Where are the great minds in education today? Who is stepping up to the plate to produce the critiques and make the proposals that challenge our minds in the fullest sense? A few lone voices like Alfie Kohn, Susan Ohanian, Ken Goodman Elaine Garan, and Richard Allington battle the elements of entrenchment and propose imaginative, humane alternatives that are grounded in recapturing the fire of democracy for the education of all the people” (p. 42).
- Acknowledgement and praise from nationally known author and researcher, Richard Allington in *Big Brother and the National Reading Curriculum*. Allington writes, “...when the panel’s 500-plus page appeared, I read and yawned. But when I read Elaine Garan’s *Phi Delta Kappan* article (Chapter 4) something set me off. Maybe I was just tinder for her sparks. Garan exposed the ideological distortions of what the research said and how these had affected the educational reforms being dumped on teachers” (p. vi).
- Acknowledgement in *Reading Essentials* by Regie Routman. I reviewed and helped revise her research chapter.
- Acknowledgement and praise in *Better Answers* by Ardith Cole.

- Acknowledgement in *The Reading Zone* (2007) by Nancie Atwell.

GRANTS:

Garan, E. (2012). "Native American Partnership with Fresno State". Fresno Foundation, **\$5,000.**

SERVICE

University Service

September, 2011, School Personnel Committee for Literacy and Early Education

September, 2010- MAY 2012. UBORT University Committee

September to January, 2009. Member of the Review Committee for Dean Paul Beare's fifth year evaluation.

February, 2007 to present. Core Faculty for DPELFS doctoral program.

February, 2007 to present. Research Committee of the DPELFS Graduate Group.

Spring, 2007. Chair of Search Committee for Reading position

Spring, 2007. Chair of Search Committee for Secondary Reading Position

2007-2008. Faculty Senate

November 28, 2006 Scoring of TPA's (one half day)

October 2006 to present. Member of Intellectual Properties Committee

September 2006 to present. Chair of search committee for secondary reading position

September 2006 to present. Member of search committee for LEE department chair.

2005 to present Faculty Senate for term beginning April, 2005.

2006 (September 7). Helped facilitate Visual Arts Seminar for student teachers at the Residence Dining Hall.

2006 (February 23) Presentation on No Child Left Behind for Dr. Denise Blum's university course

2005 to 2006- Member of Search Committee for Early Childhood Education

2005 (November 30)— Presented on educational research for Faculty Research Committee.

2005 (November 12) —Two presentations for Master Teacher Professional Development Workshop on the Reading Competencies for grades K-3.

2005 (October)— Prepared informational packet and presented at master teacher orientation at Clovis Elementary School.

2005—Scoring of TPE's (half day)

2005— Scoring of TPE's (full day)

2005 (October) Presented on phonics research in Dr. Judith Neal's class

2005 (October) Presented on research in Joanne McKay's Language Arts graduate class in Madera

2005 – 2006 International Committee

2004—I was on sabbatical for the fall semester

Community Service

2011 to present: Director of the Native American with Fresno State.

2010 to present: Tutoring Reading and Writing.

2004 to present: Member of Educators and Parents Against Testing Abuse (EPATA)

Protested at National Association of School Board Members (Marcone Center, San Francisco, CA)

December 4, 2006 Presentation to California Teachers Association in Visalia

2004 (September). Scientific research and the hidden agenda of No Child Left Behind. By invitation. Dr. Carol Fry-Bohlin's graduate class in Visalia, California.

2003 Undergraduate Curriculum Committee. I was forced to quit after only one semester because the times conflicted with my teaching schedule

2000 to 2002 Development Committee

2001— Development Grant Subcommittee

2000 to 2001 International Committee

2001— Participated with reading faculty from other California State University campuses to review our reading programs at the invitation of Vice Chancellor, David Spence.

I also include as service, my work with teachers and my advocacy for them in addressing state and federal mandates. My direct support of teachers is a service to both the university and the community.

Juan Carlos Gonzalez
ERA
Kremen
Higher Education / Doctoral
jcg@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	Arizona State University	Educational Leadership and Policy Studies
M.A.	The Ohio State University	Higher Education
B.A.	California State University, San Bernardino	Philosophy
B.A.	California State University, San Bernardino	Spanish

Professional Experience:

Dates	Position/Institution
2009-Present	Assistant Professor / California State University, Fresno
2005-2009	Assistant Professor / University of Missouri – Kansas City
2000	Intern / Lancaster University (U.K.) - Department of Educational Research
2000-2005	Research Assistant / Arizona State University - School of Education
1999	Intern / The Ohio State University - Summer Research Opportunities Program

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
ERA 220 – Research in Education (Master’s)	3	ERA 220 – Research in Education (Master’s)	3
EAD 298 – Project Supervision (Master’s)	3	ERA 220 – Research in Education (Master’s)	3
EDL 280T – Writing for Publication (Doctoral)	3	EAD 262 – Educational Leadership (Master’s)	3
Dandoyd Award (Expected)	3	EAD 298 – Project Supervision (Master’s)	3

Community Service

Dates	Organization	Activity/Accomplishments
2011-Present	Educational Renaissance Journal	Editorial Board Member
2010	Association for the Study of Higher Education’s 2010 conference	Membership Committee
2009	Book entitled "Cases on collaboration in virtual learning environments: Processes and interactions." New York: Information Science Reference	Editorial Board Member
2008-Present	The Journal of Diversity in Higher Education	Editorial Board Member

2007-2010	American Educational History Journal	Editorial Board Member
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University/School Service

Dates	Committee	Activity/Accomplishments
2011-2014	The President's Commission on Human Relations and Equity	At Large Appointee
08/16/2011	Graduate Education to the New McNair Scholars	Panel Member
05/06/2011	25th Annual CSU Student Research Competition	Judge
03/14/2011	Applications of Study Abroad Students for the Division of Continuing and Global Education	Proposal Reviewer
2010-2011	Personnel Diversity Task Force	Committee Member

Professional Association Memberships

Dates	Association/Organization	Role
Joined 1999	Association for the Study of Higher Education (ASHE)	Presenter, Proposal Reviewer, Attendee, Committee Member
Joined 2000	American Association for Hispanic Higher Education (AAHHE)	Presenter, Selected Scholar, Attendee, Selected Leader
Joined 2001	National Association of Chicana and Chicano Studies (NACCS)	Presenter
Joined 2002	American Educational Research Association (AERA)	Presenter, Proposal Reviewer, Attendee, Committee Member
Joined 2006	Organization of Education Historians (OEH), previously the Midwest History of Education Society (MHES)	Presenter, Journal Article Reviewer, Journal Article Author

Publications (Selected)

- Turner, C. S. V., González, J. C., & Wong (Lau), K. (2011). Faculty women of color: The critical nexus of race and gender. *Journal of Diversity in Higher Education*. DOI: 10.1037/a0024630.
- González, J. C., & Portillos, E. (2011, Accepted). Teaching from a critical perspective / Enseñando de una perspectiva crítica: Conceptualization, reflection, and application of Chicana/o pedagogy. *The International Journal of Critical Pedagogy*.
- González, J. C., Vaquera, G., Bejarano, C., & Portillos, E. L. (2011, Accepted). Un camino solitario! / A lonely road!: Chicana/o faculty storytelling and counter-storytelling academia. In R. R. Verdugo & B. Gastic (Eds.), *The education of the Hispanic population: Selected essays*. Charlotte, NC: Information Age Publishing.
- González, J. C., & Ryujin, K. (2011, Accepted). Expanding diversity work: Working for inclusivity of Latinos and Asians on university campuses. In S. Thompson (Ed.), *Views from the frontline: Voices of change on university campuses*. Champaign, IL: University of Illinois Research Park.
- Friend, J. I., & González, J. C. (2009, Jan-Feb). Get together to write: In supporting one another's scholarship, these new faculty learned about more than writing and publishing. *Academe*, 31-33.
- González, J. C. (2009). What's happening? / ¿Qué pasa?: A critical understanding of Latina doctoral and professional students. In R. L. Pope, M. Howard-Hamilton, C. L. Morelon, R. Winkle-Wagner, S. D. Johnson & L. Santiago (Eds.), *Standing on the outside looking in: Underrepresented students experiences in advanced degree programs*. Stylus Publishing.

- Turner, C. S. V., González, J. C., & Wood, J. L. (2008). Faculty of color in academe: What twenty years of literature tells us. *Journal of Diversity in Higher Education*, 1(3), 139-168.
- González, J. C. (2008). Damning historical visual archives: Deficit photographing of Mexicans and the “schooling” process. *American Education History Journal*, 35(2), 293-313.
- Turner, C. S. V., Hernández, E., Peña, M., & González, J. C. (2008). New voices in the struggle / Nuevas voces en la lucha: Toward increasing Latina/o faculty in theological education. *Journal of Hispanic Higher Education*, 7(4), 321-335.
- González, J. C. (2007). The ordinary-ness of institutional racism: The effect of history and law in the segregation and integration of Latinas/os in schools. *American Education History Journal*, 34(2), 331-345.
- González, J. C. (2007). Surviving the doctorate and thriving as faculty: Latina junior faculty reflecting on their doctoral studies experiences. *Journal of Equity and Excellence in Education*, 40(4), 291-300.
- González, J. C., & Davis, D. (2007). (Eds.). Can't we all get along? / ¿Pueden convivir todas las razas?: The 15th anniversary of the Los Angeles riots and the status of urban schooling. Special Issue: *Educational Studies Journal*, 42(3), 208-212.
- González, J. C., & Portillos, E. (2007). The under-education and over-criminalization of U.S. Latinas/os: A post-Los Angeles riots LatCrit analysis. *Educational Studies*, 42(3), 247-266.
- González, J. C. (2007). Expanding our thinking of resiliency from K-12 to higher education: Resolute experiences of academic Latinas. In D. M. Davis (Ed.), *Resiliency reconsidered: Policy implications of the resiliency movement* (pp. 103-122). Charlotte, NC: Information Age Publishing.
- González, J. C. (2006). Academic socialization experiences of Latina doctoral students: A qualitative understanding of support systems that aid and challenges that hinder the process. *Journal of Hispanic Higher Education*, 5(4), 347-365.

Papers and Presentations (Selected)

International

- González, J. C., Huerta, T., & Jimenez Hernandez, P. (2011, Jul 1). The importance of home language in minority schools in North America: A look at pedagogy, school practices, and solutions. Oaxaca, Mexico: The 4th International Symposium on Bilingualism and Bilingual Education in Latin America.
- González, J. C., Oliver, D., & Thompson, C. (2011, May 24). American university governance: Pros and cons of decentralization. Wuhan, China: China University of Geosciences.
- Thompson, C., & González, J. C. (2011, May 20). Higher education and student affairs in the United States: Expanding global learning opportunities. Wuhan, China: International Conference on Student Affairs Administration: Meeting Challenges of Globalization and Quality Improvement.

National

- Portillos, E., Peguero, A. A., & González, J. C. (2011, Nov 18). Controlling Latina/o youth: School securitization and the (mis)education of Latinas/os. Washington, D.C.: The Annual Conference of the American Society of Criminology. Presented by E. Portillos and A. Peguero.
- Turner, C. S. V., Wood, J. L., & González, J. C. (2011, Nov 17). Conducting a meta-synthesis: A workshop on innovative approaches to literature reviews. Charlotte, NC: 36th Annual Conference of the Association for the Study of Higher Education. Presented by C. Turner and J. Luke.
- González, J. C., & Immekus, J. (2011, Oct 12). Experiences of Central California Latino males: Leaders and youth recollecting despair and success in barrios and schools. The Coalition of Urban Serving Universities: Webinar 2: Characterizing Neighborhood Change with Data: Select Projects.
- Wood, J. L., Turner, C. S. V., & González, J. C. (2011, Apr 9). Meta-synthesis: An innovative approach to literature reviews. New Orleans, LA: Annual Conference of the American Educational Research Association.
- González, J. C., Portillos, E., Turner, C. S. V., & Huerta, T. (2011, Apr 1). ¡Estas en tu casa! / You're in your home!: Experiences of Chicanas/os returning to serve their communities as faculty.

- Pasadena, CA: The 38th Annual Conference of the National Association of Chicana and Chicano Studies.
- González, J. C., & Immekus, J. (2011, Mar 31). *Respetame! / Respect me!:* A qualitative study of Chicano youth voices in central California. Pasadena, CA: The 38th Annual Conference of the National Association of Chicana and Chicano Studies.
- González, J. C. (2010, Sep 17). The educational history of Mexicans in the southwest?: A critical understanding through visual ethnographic analysis. Chicago, IL: Annual Meeting of the Organization of Educational Historians.
- Turner, C. S. V., González, J. C., & Wong, K. (2010, May 2). Faculty women of color: The critical nexus of race and gender. Denver, CO: Annual Conference of the American Educational Research Association.
- Portillos, E., & González, J. C. (2010, Apr 9). Crime control strategies in school: Latinos/as' perceptions and criminalization. Seattle, WA: The 37th Annual Conference of the National Association of Chicana and Chicano Studies.
- Turner, C. S. V., González, J. C., & Wood, J. L. (2009, Apr 14). Faculty of color in academe: What twenty years of literature tells us. San Diego, CA: Annual Conference of the American Educational Research Association. Delivered by C. Turner.
- Morelon-Quainoo, C. L., Howard-Hamilton, M., Santiago, L., Johnson, S., & González, J. C. (2008, Nov 7). Standing on the outside looking in: Multiple causes, implications, and potential remedies to address underrepresentation among minorities in graduate programs. Jacksonville, FL: 33rd Annual Conference of the Association for the Study of Higher Education.
- Turner, C. S. V., González, J. C., Wood, J. L., & Ryujin, K. (2008, Nov 6). Inspirational mentorship: Toward the development of scholars of color. Jacksonville, FL: 33rd Annual Conference of the Association for the Study of Higher Education.
- González, J. C. (2008, Mar 25). New voices in the struggle / Nuevas voces en la lucha: Toward increasing Latina/o faculty in theological education. New York, NY: American Educational Research Association.
- González, J. C. (2008, Mar 22). The white gaze / La mirada blanca: The relationship between historical photographs, the advancement of deficit theory, and the evolution of Chican@ epistemology. Austin, TX: The 35th Annual Conference of the National Association for Chicana and Chicano Studies.
- Turner, C. S. V., & González, J. C. (2008, Mar 7). Faculty of color in academe: What twenty years of literature tells us. Miami, FL: The 3rd Annual Conference of the American Association of Hispanic Higher Education.
- Martinez Aleman, A., & González, J. C. (2007, Jun 17). Making an academic career in policy research. Washington DC: ASHE/Lumina Summer Policy Colloquium.
- Turner, C. S. V., & González, J. C. (2007, Apr 12). Higher education post-Grutter and Gratz. Minneapolis, MN: Keeping Our Faculty of Color Symposium.
- Friend, J. I., & González, J. C. (2007, Apr 10). Scholarship, socialization, & survival: Experiences of assistant faculty in the development of a writing group. Chicago, IL: American Educational Research Association.
- Portillos, E., González, J. C., & Nevarez, C. (2007, Apr 7). Chicana/o pedagogy: Stimulating critical thought and best practices. San José, CA: The 34th Annual Conference of the National Association of Chicana and Chicano Studies.
- González, J. C., Castellanos, J., Gloria, A. M., & Ibarra, R. A. (2007, Mar 10). Latina/o pedagogy in the college classroom: Challenges, navigational tools, and successful practices. Costa Mesa, CA: The 2nd Annual Conference of the American Association of Hispanic Higher Education.
- González, J. C., Turner, C., Ponjuan, L., Hurtado, S., Kamimura, M., Castellanos, J., & Gonzalez, K. (2006, Nov 2). Cross-gender mentoring: Another pipeline for Latino academics. Anaheim, CA: 31st Annual Conference of the Association for the Study of Higher Education.
- González, J. C., Vaquera, G., Portillos, E., & Bejarano, C. (2006, Jul 1). Un camino solitario! / "A lonely road!" Chicanas/os in the tenure and promotion process: The socialization of research, teaching, and service. Guadalajara, Jalisco, Mexico: National Association of Chicana and Chicano Studies Conference.

- Turner, C. S. V., & González, J. C. (2006, Apr 10). Perspectives on the Hispanic theological initiative: An evaluation. San Francisco, CA: American Educational Research Association.
- González, J. C. (2006, Apr 9). Surviving and thriving in higher education: Latina faculty reflecting on resiliency throughout the doctorate. San Francisco, CA: American Educational Research Association.
- González, J. C., & Turner, C. S. V. (2006, Mar 4). Caminando acompañado!: Benefits and challenges of mentoring Hispanic graduate students and junior faculty. San Antonio, TX: The First Annual National Conference of the American Association of Hispanics in Higher Education.

State-Wide/Regional

- González, J. C. (2010, Apr 24). Teaching research to diverse students using Latina/o pedagogy. San Bernardino, CA: 13th CSU Symposium on University Teaching: A Multidisciplinary Conference.
- González, J. C., & Cuellar, A. (2009, Oct 16). The fiscal crisis hits the California State University: Professorial voices of concern and optimism. Los Angeles, CA: Fall Conference of the California Association of Professors of Educational Administration. Presented by A. Cuellar.
- González, J. C. (2007, Oct 19). Deficit-framed visual archives: White scholars photographing Mexicans, Mexican Americans, and schools. Chicago, IL: Annual Meeting of the Midwest History of Education Society.
- Davis, M., González, J. C., Cohen, D., & Blackmon, B. (2007, Feb 23). Dangerous discourses in the classroom: Improving learning by utilizing new knowledge and instructional techniques. Columbia, MO: The 17th Annual Teaching Renewal Conference.
- González, J. C. (2006, Oct 20). Beginning faculty diversification: What works in recruitment, hiring, and retention. Keynote address presented at the Missouri Professors of Education Administration (MPEA) Conference. Columbia, MO.
- González, J. C. (2006, Oct 7). The ordinary-ness of institutional racism: The effect of history and law in the segregation and integration of Latinas/os in schools. Chicago, IL: Annual Meeting of the Midwestern History of Education Society.

Local

- González, J. C., Wise, D., Oliver, D., Pham, K., & Lam, S. (2011, Nov 15). Internationalizing educational research: Presenting and working abroad in Latin America and Asia. Fresno, CA: International Week Presentation.
- González, J. C., & Immekus, J. (2011, Nov 5). Experiences of Central California Latino males: Leaders and youth recollecting despair and success in barrios and schools. Fresno, CA: 1st Annual DPELFS Faculty Research Symposium.
- González, J. C. (2011, Nov 2). The educational history of Mexicans in the southwest?: A critical understanding through visual ethnographic analysis. Fresno, CA: Provost Research Award Group.
- González, J. C., Immekus, J., & Joubert, C. (2011, Oct 14). Understanding Fresno County male youth: A look at socioeconomics, health, safety, and education. Fresno, CA: Fresno County Interagency Council for Children and Families.
- González, J. C., Immekus, J., & Kelley, K. (2011, Apr 12). Fresno county boys and men of color policy forum. Fresno, CA: Sponsored by The California Endowment and Kaiser Permanente.
- González, J. C., & Immekus, J. (2011, Apr 8). Latino male youth in Central California's public schools: Ways in which they experience successes and challenges. Fresno, CA: California Association of Latino Superintendents and Administrators (CALSA).
- González, J. C., Immekus, J., Joubert, C., González, A., & Xiong, S. (2010, Dec 1). A qualitative study of Latino youth in central California: Urban and rural experiences. Fresno, CA: California State University, Fresno. Sponsored by Researchers and Critical Educators (RACE).
- Like, T. Z., González, J. C., Marszalek, J. M., Zimmerman, C. M., Dilks, S. (2009, Apr 25). Teaching to diverse communities: The struggle to develop excellence in teaching. Kansas City, MO: University of Missouri – Kansas City, Scholarship on Teaching and Learning Conference.

- González, J. C., Underwood, E., & Semmes, C. (2008, Oct 10). Is education white? Kansas City, MO: University of Missouri – Kansas City. Sponsored by the 2nd Annual African American and Latino Male Summit (AALO).
- González, J. C., & Ricks, B. (2008, Oct 10). Critical race theory: Men of color in academia. Kansas City, MO: University of Missouri – Kansas City. Sponsored by the 2nd Annual African American and Latino Male Summit (AALO).
- Payne, L., Greene, D., González, J. C., McDaniels, P., Rasu, R. S., Dace, K., & Hernandez, G. G. (2008, Aug). Diversity in the classroom: Definition, strategies, and resources. Sponsored by UMKC's New Faculty Orientation.
- González, J. C., & Ricks, B. (2008, Mar). Understanding institutional racism: Where do we go from here? Kansas City, MO: University of Missouri – Kansas City. Sponsored by the Community Festival for Justice and Peace.
- Ricks, B., & González, J. C. (2007, Nov). Critical race theory. Kansas City, MO: University of Missouri – Kansas City. Sponsored by the African American and Latino Male Summit (AALO).
- Grieco, V. L., Torres, T., González, J. C., & Faus, J. (2006, Oct 23). Viva la revolución!: Art, education, history, migration, the Mexican revolution, and Kansas City. Kansas City, MO: University of Missouri – Kansas City. Sponsored by Multicultural Student Affairs, the African American History & Culture House, the Association of Latin American Students, the Student Life Office, the Department of History, the Department of Sociology, and the School of Education.
- González, J. C. (2006, Jan 27). Surviving and thriving in higher education. University of Missouri-Kansas City, MO: National Council of La Raza Conference.

Grants and Research

Dates	Activity/Agency	Amounts
2011	CSU, Fresno – Research, Scholarship, and Creative Activity Award	\$5000
2006	UMKC - Faculty Research Grant	7000
2006	UMKC – School of Education Dean's Small Grant	3000

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Conference Presentation with Colleagues from Kremen and Fresno State

- González, J. C., Huerta, T., & Jimenez Hernandez, P. (2011, Jul 1). The importance of home language in minority schools in North America: A look at pedagogy, school practices, and solutions. Oaxaca, Mexico: The 4th International Symposium on Bilingualism and Bilingual Education in Latin America.
- González, J. C., Oliver, D., & Thompson, C. (2011, May 24). American university governance: Pros and cons of decentralization. Wuhan, China: China University of Geosciences.
- González, J. C., & Immekus, J. (2011, Oct 12). Experiences of Central California Latino males: Leaders and youth recollecting despair and success in barrios and schools. The Coalition of Urban Serving Universities: Webinar 2: Characterizing Neighborhood Change with Data: Select Projects.
- González, J. C., Portillos, E., Turner, C. S. V., & Huerta, T. (2011, Apr 1). ¡Estas en tu casa! / You're in your home!: Experiences of Chicanas/os returning to serve their communities as faculty. Pasadena, CA: The 38th Annual Conference of the National Association of Chicana and Chicano Studies.
- González, J. C., & Immekus, J. (2011, Mar 31). Respetame! / Respect me!: A qualitative study of Chicano youth voices in central California. Pasadena, CA: The 38th Annual Conference of the National Association of Chicana and Chicano Studies.
- González, J. C., Wise, D., Oliver, D., Pham, K., & Lam, S. (2011, Nov 15). Internationalizing educational research: Presenting and working abroad in Latin America and Asia. Fresno, CA: International Week Presentation.

- González, J. C., Immekus, J., & Joubert, C. (2011, Oct 14). Understanding Fresno County male youth: A look at socioeconomics, health, safety, and education. Fresno, CA: Fresno County Interagency Council for Children and Families.
- González, J. C., Immekus, J., & Kelley, K. (2011, Apr 12). Fresno county boys and men of color policy forum. Fresno, CA: Sponsored by The California Endowment and Kaiser Permanente.
- González, J. C., & Immekus, J. (2011, Apr 8). Latino male youth in Central California's public schools: Ways in which they experience successes and challenges. Fresno, CA: California Association of Latino Superintendents and Administrators (CALSA).
- González, J. C., Immekus, J., Joubert, C., González, A., & Xiong, S. (2010, Dec 1). A qualitative study of Latino youth in central California: Urban and rural experiences. Fresno, CA: California State University, Fresno. Sponsored by Researchers and Critical Educators (RACE).
- González, J. C., & Immekus, J. (2011, Nov 5). Experiences of Central California Latino males: Leaders and youth recollecting despair and success in barrios and schools. Fresno, CA: 1st Annual DPELFS Faculty Research Symposium.
- González, J. C., & Cuellar, A. (2009, Oct 16). The fiscal crisis hits the California State University: Professorial voices of concern and optimism. Los Angeles, CA: Fall Conference of the California Association of Professors of Educational Administration. Presented by A. Cuellar.

Professional Development

- 2011, Oct 20 Presentation w/ Andy Brantley for the President's Commission on Human Rights and Equity entitled Inclusion Cultivates Excellence (CSU, Fresno)
- 2011, Sep 5-8 Place Matters National Conference (Washington, D.C.)
- 2011, Apr 21 Northern California Pre-Tenure Faculty Forum (University of the Pacific, Stockton, CA)
- 2011, Apr 11 Leadership in Turbulent Times – Featuring President Marvalene Hughes and Senior Cabinet (Dillard University, New Orleans, LA)
- 2011, Mar 25-26 César Chávez Conference – Featuring Drs. Eugene Garcia and Ernest Morrell (CSU, Fresno)
- 2011, Feb 18 Roots Conference - Featuring Pedro Noguera (Visalia, CA)
- 2011, Jan 26-27 California Association of Latino Superintendents and Administrators (Monterey, CA)
- 2011, Jan 18 Teaching with Innovative Solutions in Technology to Engage and Reach Students Conference (CSUF, TILT/CSALT)
- 2011, Jan 12-13 Grant Development Workshop (CSUF, The Office of Research and Sponsored Programs)
- 2010, Nov 12 Diversity Workshop for KSOEHD Faculty (CSUF, KSOEHD)
- 2010, Aug 27 Diversity Workshop for KSOEHD Faculty (CSUF, KSOEHD)
- 2010, Mar 29 Participant at conference entitled Latino Education and Advocacy Day (LEAD) at California State University, San Bernardino
- 2010, Jan 20 Participant at conference on Exemplary Practice in Education: Engaging Students in Theory Learning (CSUF)
- 2009, Sep-Oct Writing Group Workshops with KSOEHD faculty (CSUF, KSOEHD)
- 2009, Sep 11 Grant Funding Presentation (CSUF, Office of Research and Sponsored Programs)
- 2009 Author, Author! Who's Citing Who? (UMKC, FaCET)
- 2009 Teaching w/ Technology: Wimba Hands On Session (UMKC, FaCET)
- 2008 Google Scholar and Google Book Search: The Library-Google Partnership You Need to Know About (UMKC, FaCET)
- 2008 Workgroup with the Southern Poverty Law Center to help develop the Teaching Diverse Students Initiative (Washington D.C.)

2008 Teaching w/ Technology: Blackboard - New Grade Center Overview (UMKC, FaCET)
 2008 Teaching w/ Technology: Blackboard – Assignments Seminar (UMKC, FaCET)
 2008 Unlawful Discrimination/Sexual Harassment Awareness Seminar (UMKC)
 2008 Race, Diversity, and Campus Climate Conference (Urbana-Champaign, IL)
 2007 Black, Brown, and College Bound Conference (Tampa, FL)
 2007 ASHE-Lumina Seminar on Relationships between Educational Institutions and Foundations (Indianapolis, IN)
 2006-2007 New Faculty Teaching Scholar (University of Missouri System)
 2006-2007 Education Policy Fellows Program (Missouri)
 2006-2007 Curriculum Diversity Infusion Program (UMKC)
 2006 Teaching Students with Disabilities Workshop (UMKC, FaCET)
 2006 Diversity Empowerment Workshop (UMKC)
 2005-2006 New Faculty Mentorship Program (UMKC, SOE)
 2005-2008 Faculty Writing Group (UMKC, SOE)

Honors (Optional)

2011 Research Award Research, Scholarship, and Creative Activity Award for Summer 2011 (Fresno, CA)
 2011 Research Award Dandoyd Research Award for Spring 2011 (Fresno, CA)
 2010 Research Award Provost Research Award for Fall 2010 (Fresno, CA)
 2010-11 Researcher Central California, Children's Leadership Institute (Fresno, CA)
 2006 Fellow Educational Policy Fellowship Program (Missouri)
 2006 Selected Scholar New Faculty Teaching Scholars Program (U of Missouri)
 2006 Faculty Fellow American Association of Hispanic Higher Education

Debra M. Harris
Social Work Education
Health and Human Services
PPS
dharris@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	University of Texas in Arlington	Social Work and Developmental Disabilities
MSW	Our Lady of the Lake University	Social Work and Disability
BA	Texas Tech University	Social Work

Professional Experience:

Dates	Position/Institution
1999 - present	Professor - Fresno State
1990 - 1999	Graduate Teaching Assistant / University of Texas in Arlington
1075 - 1993	Director of Quality Assurance - Texas Department of Mental Health and Mental Retardation
1985 - 1999 (part time)	Social Worker / Ft. Worth Dialysis

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
Micro Practice with Individuals (SWRK 183)	3	Organizational Theory in Complex Organizations - (EDL 210)	4.5
Master's Thesis / Projects (SWRK 298/299)	5	Treatment of Chemical Dependency (SWRK 129)	3
Outcomes Assessment Coordinator	1.5	Master's Thesis/Projects (SWRK	2
Field Liaison	2.5	Outcomes Assessment Coordinator Field Liaison	1.5 2.5

University/School Service

Dates	Committee	Activity/Accomplishments
2010 - Present	Department of Social Work Education Personnel Committee	Assists with depart personnel decision.

Professional Association Memberships

Dates	Association/Organization	Role
Council on Social Work Education	2003 - present	member
National Association of Social Work	1975 - present	Past Chair & member
2006 - Present	American Evaluation Association	

Publications (Selected)

- Harris, Debra M. (2006). A Preliminary Study of Nutrition and Physical Activity Habits of Women with Physical Disabilities. California Journal of Health Promotion 4(4), 30-35.
- Harris, D.M. & Parrish, D. (2006). The Art of Online Teaching. Journal of Technology in Human Services 7(2/3), 105-117.

Papers and Presentations (Selected)

- November 13, 2009 – “Formative Program Evaluation: Asking Mothers Addicted to Methamphetamine About Their Experiences” at the American Evaluation Association Annual Meeting in Orlando, FL.
- November 6, 2007 – “Combining Qualitative and Quantitative Program Evaluation Paradigms to Assess a Community Organizing Effort” at the American Evaluation Association Annual Meeting in Denver, CO.
- November 2, 2006 – “Culturally Sensitive Program Evaluation: The Role of an Indigenous Interviewer – Unintended Consequences” at the American Evaluation Association Annual Meeting in Portland, Oregon.
- September 29, 2006 – “Evaluation Training” - Central Valley Health and Nutrition Collaborative – Visalia, CA.
- September 28, 2006 – “Evaluation Training” – Central Valley Health and Nutrition Collaborative – Fresno, CA.

Grants and Research

Dates	Activity/Agency	Amounts
February 2011	Program Evaluation of Team Decision Making /Mariposa County Behavioral Health and Recovery Services	\$25993
Summer 2006	Faculty Fellow / Fresno State	1100
Spring 2006	Faculty Member of Inter-Disiplinary Grant "Addressing Childhood Obesity"/ Fresno State	25000

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

I teach in the Doctoral Program for Educational Leadership at CSU, Fresno and have taught in the program started at CSU, Bakersfield in the Summer 2011.

Professional Development

November 11 - 14, 2009 – Context and Evaluation at the 24th American Evaluation Association Annual Meeting in Orlando, FL.

November 5-8, 2007 - Evaluation Policy and Evaluation Practice at the 22nd Annual Conference of the American Evaluation Association.

Fall 2006 – Professional Development Certificate through the Center for the Enhancement and Teaching and Learning.

November 1-5, 2006 – American Evaluation Association Annual Meeting

April 2006 – The Annual Eastern Evaluation Research Society Conference in Absecon, New Jersey

Honors (Optional)

Fal 2008 - Awarded "#1 Leader" by Cohort 2 of Doctoral Students in Educational Leadership.

Linda Hauser
ERA
KSOEHD
Educational Leadership and Administration
lhauser@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ed.D.	University of La Verne	Organizational and Educational Leadership
M.A.	Fresno Pacific University	Administrative Services
B.A.	California State University, Fresno	Communicative Disorders: Option Deaf Education
Clear Specialist Instruction Credential	Fresno Pacific University	Reading and Language Arts
Teaching Credential w/LDS	California State University, Fresno	Multiple Subjects

Professional Experience:

Dates	Position/Institution
August 2008 – Present	Assistant Professor, California State University, Fresno
February 2006 – August 2008	Chief Academic Officer/Associate Superintendent, Fresno Unified School District
July 1998 – January 2006	Area Superintendent, Clovis Unified School District
May 1994 – June 1998	Director of Curriculum Delivery, Clovis Unified School District
April 1987 – May 1994	Principia, Nelson Elementary School, Clovis Unified School District

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
EDL 280T: Organization Development for High Performance (Doctoral Specialization Course)	0	EDL 206: Conceptual Curriculum Perspectives for Educational Leadership (Doctoral Course)	0
EAD 272: Seminar in Advanced Curriculum Design and Development	0	EDL 299: Dissertation Supervision	0
EDL 299: Dissertation Supervision	0	Assessment Coordinator	0
Assessment Coordinator	0	Program Coordinator	0

Community Service

Dates	Organization	Activity/Accomplishments
July -	California Awards for Performance	Served as an examiner of an

November 2011	Excellence (CAPE) Examiner	organization (150 hours+).
4/11-12/2011 and 4/22-23/2010	CVELI-PLC Workshop with Rick and Becky DuFour	Checking participants in and assisted in the set-up, clean up, and providing material support (approximately 740 participants).
Summer/ Fall 2009	Fresno Community Graduation Summit (Regional)	Process Developer and Facilitator Trainer for October 2009 Summit
08/01/2009	Seminar in Clinical Supervision-- Visalia Unified School District (Regional)	Content Developer, Presenter and Facilitator
01/13/2009	Exemplary Practices Conference	Strand facilitator and assisted in the set-up and the clean up for the event.

University/School Service

Dates	Committee	Activity/Accomplishments
Spring 2009 - present	Academic Senate	Elected representative for ERA department to University Committee
Fall 2010 - present	Learning Assessment Team	University Assessment Activities
Fall 2009 - present	Technology Committee	Elected representative for ERA department to school committee
Fall 2008 - present (elected to Core Faculty 2009)	Doctoral Program in Educational Leadership at Fresno State (DPELFS) Graduate Group	Member - Input to doctoral program
Fall 2011 - present	Doctoral Program in Educational Leadership at Fresno State (DPELFS) Executive Committee	Executive member - Decisions regarding doctoral program

Professional Association Memberships

Dates	Association/Organization	Role
2008 - present	California Association of Professors of Education Administration	member and Ad-Hoc Committee Chair serving as UCEA Liaison
2009 - present	American Educational Research Association	Member
2010 - present	American Society for Quality	Member
1988 - present	Association for Supervision and Curriculum Development	Member
1988 - present	Association of California School Administrators	Member

Publications (Selected)

- Hauser, L. (October, 2011). To practice from theory professional learning action network: The PT PLAN. Educational Leadership Review, 12(2).
- Hauser, L. (2002). Data management practices used by original beginning teacher support and assessment programs (BTSA) to provide feedback about program quality/effectiveness and guide future program decisions. ProQuest Information and Learning Company.
- Hauser, L. (1994). Best Ideas From America's Blue Ribbon Schools: What Award-Winning Elementary and Middle School Principals Do (Chapter 4. Helping At-Risk Students and Preventing Drop-Out: Student Assistance Program - A Unique Core Team Model). Corwin Press, Inc. and The National Association of Elementary School Principals.

Papers and Presentations (Selected)

- Hauser, L. (2011, October 5). Calibration and alignment for a quality k-12 articulated writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grade 7-8 Teachers and Administrators).
- Hauser, L. & Quinto, J. (2011, October 1). Higher education: A right or privilege? Investigation into the effectiveness of entitlement legislation in California – SB 1644. California Association of Professors of Educational Administration Fall 2011 State Conference: Leading for Equity and Excellence in Leadership Preparation. San Diego, CA.
- Hauser, L. (2011, September 13). Calibration and alignment for a quality k-12 articulated writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grade 5-6 Teachers and Administrators).
- Hauser, L. (2011, September 1). Calibration and alignment for a quality k-12 articulated writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grade 3-4 Teachers and Administrators).
- Buster, W. & Hauser, L. (2011, April 14). Dealing with difficult people. CSU Regional Leadership Development Program.
- Hauser, L. (2011, April 9). Building organization/instructional capacity: District leadership teams converting research knowledge to action via professional learning model. 2011 AERA Annual Meeting, Inciting the Social Imagination: Education Research for the Public Good. New Orleans, Louisiana.
- Hauser, L. (2011, March 7). Leading the learning: Creating a k-12 writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2011, February 2). Translating research to practice: Using the leadership cycle, a mental model, for leading transformational change and high performance. Fresno, CA: Central Valley Leadership Network. Year three of a professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Pivot Learning Partners supported through a U.S. Department of Education Federal Earmark.
- Hauser, L. (2011, January 26). Leading the learning: Creating a k-12 writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2010, December 9). Building high performing systems and teams. CSU Regional Leadership Development Program.
- Hauser, L. (2010, December 8). Leading the learning: Creating a k-12 writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2010, November 16). Translating research to practice: Using the leadership cycle, a mental model, for leading transformational change and high performance. Fresno, CA: Central Valley Leadership Network. Year three of a professional learning project sponsored in partnership by

- the Central Valley Educational Leadership Institute and Pivot Learning Partners supported through a U.S. Department of Education Federal Earmark.
- Hauser, L. (2010, November 10). Leading the learning: Creating a k-12 writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2010, October 28). Leading the learning: Creating a k-12 writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2010, October 18). Building organizational vision. CSU Regional Leadership Development Program.
- Hauser, L. (2010, October 8). Systems alignment for continuous improvement. Pajaro Valley Unified School District Business Services Division Retreat, Watsonville, California.
- Brown-Welty, S., Hauser, L., & Magdaleno, K. (2010, October 1). Reconstructing educational leadership and administration curriculum: Signature assignments and embedded fieldwork. California Association of Professors of Educational Administration Fall 2010 State Conference: Preparing our Leaders - Relevance for Our Profession. Pomona, CA.
- Hauser, L. (2011, March 7). Leading the learning: Creating a k-12 writing system. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2010, June 25). What a cbo needs to know about teaching, learning, and instructional leadership for high performance: Creating a system focused on continuous improvement. CBO Mentor Project, A Partnership of FCMAT, CCSESA, BASC, CASBO, and SSC, Sacramento, California.
- Hauser, L. (2010, April 17). Closing the achievement gap: Creating a system focused on continuous improvement. Visalia, CA: Regional Curriculum & Instructional Leaders Academy of the Association of California School Administrators.
- Boris, V. & Hauser, L. (2010, March 22). Leading the learning: Reading comprehension and writing strategies. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2010, March 19). Translating research to practice: Using the leadership cycle, a mental model, for leading transformational change and high performance. Fresno, CA: Central Valley Leadership Network. Year two of a professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Pivot Learning Partners supported through a U.S. Department of Education Federal Earmark.
- Hauser, L. (2010, January 27). Translating research to practice: Using the leadership cycle, a mental model, for leading transformational change and high performance. Fresno, CA: Central Valley Leadership Network. Year two of a professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Pivot Learning Partners supported through a U.S. Department of Education Federal Earmark.
- Hauser, L. (2010, January 13). How we proactively support our students and respond when our kids don't learn: Laying the foundation. Fresno, CA: Central Valley Educational Leadership Institute—DuFour Video Conference Series Midyear Seminar.
- Hauser, L. (2009, December 2). Clarifying the learning target: Taking a deeper look at reading comprehension and writing strategies content standards. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grades 4 and 5).
- Hauser, L. (2009, November 13). Clarifying the learning target: Taking a deeper look at reading comprehension and writing strategies content standards. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grades 2 and 3).
- Hauser, L. & Carsten, S. (2009, November 6). The leadership system rubric: A research-based hypothesis about district-wide change, lessons from the Comprehensive Aligned Instructional System

- (CAIS) study. Sacramento, CA: Association of California School Administrators 2009 Leadership Summit-- Leadership for a Changing World.
- Hauser, L. (2009, November 4). Clarifying the learning target: Taking a deeper look at reading comprehension and writing strategies content standards. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Kindergarten and Grade 1).
- Hauser, L. (2009, October 17). Leading through tough times--PT (Powerful Tools) for educational leaders: A research to practice professional learning model. Los Angeles, CA: California Association of Professors of Educational Administration Fall 2009 State Conference: What Educational Leaders Need to Know.
- Hauser, L. (2009, October 14). Translating research to practice: Using the leadership cycle, a mental model, for leading transformational change and high performance. Fresno, CA: Central Valley Leadership Network. Year two of a professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Pivot Learning Partners supported through a U.S. Department of Education Federal Earmark.
- Hauser, L. (2009, September 15). Problem-Solving with a focus on step 2: Analyze the problem. Fresno, CA: Executive Instructional Leadership Program for Rural Central Valley School Districts. The Executive Instructional Leadership Program, sponsored by the Central Valley Educational Leadership Institute at Fresno State, engages leaders of rural schools and districts in solving specific achievement problems that confront rural schools.
- Hauser, L. (2009, August 4). Problem-Solving with a focus on step 1: Identifying and defining the problem. Fresno, CA: Executive Instructional Leadership Program for Rural Central Valley School Districts. The Executive Instructional Leadership Program, sponsored by the Central Valley Educational Leadership Institute at Fresno State, engages leaders of rural schools and districts in solving specific achievement problems that confront rural schools.
- Hauser, L. (2009, August 3). Seminar in Clinical Supervision. Visalia, CA: Visalia Unified School District Middle School Administrator Retreat.
- Hauser, L. (2009, July 28). How we proactively support our students and respond when our kids don't learn: A focus on intervention. Fresno, CA: Riverdale Unified School District Retreat.
- Hauser, L.A. (2009, April 30). Translating research to practice: Using the leadership cycle framework as a systems approach for leading for high performance and transformational change. Fresno, CA: Central Valley Leadership Network. Yearlong professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Springboard Schools supported through a U.S. Department of Education Federal Earmark.
- Hauser, L.A. (2009, April 4). Closing the achievement gap. Visalia, CA: Regional Curriculum & Instructional Leaders Academy of the Association of California School Administrators.
- Hauser, L.A. (2009, February 19). Translating research to practice: Using the leadership cycle framework as a systems approach for leading for high performance and transformational change. Fresno, CA: Central Valley Leadership Network. Yearlong professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Springboard Schools supported through a U.S. Department of Education Federal Earmark.
- Hauser, L.A. (2008, December 11). Translating research to practice: Using the leadership cycle framework as a systems approach for leading for high performance and transformational change. Fresno, CA: Central Valley Leadership Network. Yearlong professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Springboard Schools supported through a U.S. Department of Education Federal Earmark.
- Hauser, L.A. (2008, October 22). Translating research to practice: Using the leadership cycle framework as a systems approach for leading for high performance and transformational change. Fresno, CA: Central Valley Leadership Network. Yearlong professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Springboard Schools supported through a U.S. Department of Education Federal Earmark.

Hauser, L.A. (2008, October 14). Leading for high performance: Process improvement in action. Fresno, CA: Association of California School Administrators Region IX Student Charter & Phi Delta Kappa.

Collaborative Works/Projects (with public schools, community agencies, etc.)

Dr. Hauser has continued involvement in program development and continuous improvement of three (3) extensive projects with Local Education Agencies: (1) the Executive Instructional Leadership Program for Rural Central Valley School Districts, (2) the CVELI/Riverdale Collaborative, and (3) the Middle Leaders Project. In addition, Dr. Hauser serves as a facilitator and presenter in each of these comprehensive projects.

Executive Instructional Leadership Program for Rural Central Valley School Districts (Dr. Hauser-- Program developer and facilitator)

Improving teaching and learning in rural school districts is not easy. Rural educational leaders need the knowledge, skills, and understandings that will allow them to conceptualize, support, and ensure the continuous improvement of powerful instructional improvement initiatives that result in measurably better teaching and learning in rural schools.

The Executive Instructional Leader's Program is designed to help leaders in rural schools and districts acquire and apply these skills. The program engages leaders of rural schools and districts in solving specific achievement problems that confront rural schools. The program combines group meetings, visits to rural districts, Instructional Rounds (IR), peer review and analysis, and meetings with CVELI staff in a manner that guides district leaders to attain improved learning results associated with a specific achievement problem.

This is a full partnership with California State University, Fresno and the Central Valley Educational Leadership Institute (CVELI), the Fresno County Office of Education, ACSA, the Small Schools Association, and the California Association of Latino Superintendents. It is envisioned that this partnership will result in measurable outcomes and provide replicable research and results that can be used by other partnerships to ensure that the achievement gap in rural districts is eliminated while raising the achievement of all students. All of the partners have a history of supportive collaboration.

Cohort One (Started in Fall 2009): Caruthers Unified, Corcoran Unified, Monroe Elementary, Golden Plains Unified School District, Island School District, Pacific Union School District, Sierra Unified School District, and Washington Colony Elementary School District.

Cohort Two (Started in Fall 2010): Kingsburg Elementary Charter School District, Kingsburg Joint Union High School District, Riverdale Unified School District, Pine Ridge Elementary School District, and American Union School District.

Cohort Three (Started in Fall 2011): Burrell Union Elementary School District, Coalinga-Huron USD, Firebaugh-Las Deltas USD, Kerman USD, Lakeside Union Elementary School District, Orange Center Elementary School District, Planada Elementary School District, and Reef Sunset USD.

Dr. Hauser serves as a program developer and facilitator for rural district teams in collaboration with other CSUF colleagues.

CVELI-Riverdale Collaboration

(Dr. Hauser provides consultation and professional development services)

In collaboration with another CSUF colleague, Dr. Hauser serves as a consultant and provides professional development support for district leaders and teachers in designing an articulated writing system and building capability and capacity of the workforce. This work began in Fall 2009 and continues.

Middle Leaders Project

(Dr. Hauser--Program developer and facilitator with three other CSUF colleagues)

Collaborative of four (4) schools districts (Central Unified, Clovis Unified, Fresno Unified, and Sanger Unified) and four (4) CVELI Facilitators. This two-year program, which started in Fall 2010, is designed for eight (8) certificated and/or classified middle leaders from each school district selected by the Superintendent. The focus of the collaborative work is on strengthening middle leader's capabilities to lead change in an uncertain environment, manage up, build teams and build up people, develop and facilitate work environments for high performance, and deal with difficult people and challenging situations.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Central Valley Leadership Network

Dr. Hauser served as the content/process developer and facilitator/coach for the Central Valley Leadership Network (both for district teams and designated district/coach facilitators). The Central Valley Leadership Network focused on providing small California Central Valley school districts with an opportunity to receive external support for district-wide improvement. The Network specifically targeted resource-poor districts that would be unable to afford such support for improvement without the economies of scale that the Network approach provides. The Central Valley Leadership Network consisted of a series of four full-day professional development meetings over the course of the year for all participating districts, with a half-day of individualized coaching at each district site following each meeting. Participants also had access to an online community through which educators dialogued with each other and accessed tools and materials in-between meetings. The Central Valley Educational Leadership Institute (CVELI) at CSU Fresno in partnership with Pivot Learning Partners (Springboard Schools) worked together to deliver the Network. This was a three-year project (2008/09, 2009/10, and 2010/11) in which the curriculum and topics built upon one another each year. The primary goal of the Network was to help the Valley's districts and schools increase the achievement of every student and narrow the achievement gaps by creating a new level of focus, intensity, and coherence in the work toward this goal at all levels of the system (from the boardroom to the classroom).

Professional Development

Dates	Professional Development Activity
9/23/09	DuFour Video Conference
10/07/09	Tenure Track Forum
10/16-17/09	CA Association of Professors of Education Administration (CAPEA) Conference
10/28/09	DuFour Video Conference
1/20/10	Exemplary Practices Conference
2/10/10	Leadership and Learning Center Webinar: Data Teams Protocol
2/10/10	DuFour Video Conference

4/07/10	WASC Presentation
4/22-23/10	Professional Learning Communities: 2-day Conference with DuFours
4/30/10	DEPLFS Townhall Meeting
5/06/10	Graduate Research and Creative Activities Symposium
7/21-23/10	California Association of Latino Superintendents and Administrators (CALSA) Conference
08/04/10	Leadership and Learning Center Webinar: Analyzing State Test Data for a Great 2011
8/17/10	Faculty Convocation
08/23/10	Leadership and Learning Center Webinar: Transforming Professional Development into Student Results
8/27/10	KSOEHD Diversity Workshop (Piccadilly)
9/09/10	RTP Off-Year Review Session
9/10/10	Assessment Breakfast with the Provost
10/1-2/10	CA Association of Professors of Education Administration (CAPEA) Conference
11/01/10	CTC Written Program Review Document: Expectations and Process
11/12/10	KSOEHD Diversity Workshop
01/13/11	Exemplary Practices Conference
2/07/11	Assessment – Trudy Banta Presentation
2/10/10	RTI & UDL Workshop (KSOEHD)
3/17/11	DEPLFS Townhall Meeting
3/19/11	Faculty NVIVO Training (Saturday)
4/7-10/11	American Educational Research Association (AERA) Conference
4/11-13/11	Professional Learning Communities: 2-day Conference with DuFours and Follow-Up Breakfast Session with the Superintendents
5/07/11	Graduate Research and Creative Activities Symposium
7/25-27/11	CAPE Examiner's Training (California Awards for Performance Excellence) California Council for Excellence
8/31/11	Instructional Rounds Training
9/07-10/11	Raising the Bar for Accreditation: The First CAEP Conference Washington, DC
9/30-10/01/11	CA Association of Professors of Education Administration (CAPEA) State Conference
8/18-20/08	CSUF New Faculty Orientation
8/18/08	Faculty Convocation
8/22/08	SMART Classroom Training
9/18/08	The Last Lecture
9/19/08	New Faculty Orientation Supplemental Session: Shared Governance
10/7/08	Probationary Plan Workshop
11/14/08	New Faculty Orientation Supplemental Session: CA Faculty Association Presentation
1/13/09	Exemplary Practices in Education: Achievement Gains in Our San Joaquin Valley Conference
2/9/09	DEPLFS Townhall Meeting
3/6-7/09	CA Association of Professors of Education Administration (CAPEA) Conference
3/24/09	Faculty Dissertation Workshop
4/12-16/09	American Educational Research Association (AERA) Conference
5/7/09	Graduate Research and Creative Activities Symposium –

Honors (Optional)

California Awards for Performance Excellence Board of Examiners, 2011
California Council for Excellence

CTC Program Assessment Report: Dr. Hauser was instrumental in facilitating the collection of data from all faculty and writing the Educational Leadership and Administration Program Assessment Report in collaboration with Dr. Wise, which was submitted to the California Commission on Teacher Credentialing (CTC) [Fall 2010/Spring 2011]. Dr. Hauser's leadership and work in collaboration with colleagues resulted in a preliminary report that found all standards for both the Preliminary Administrative Services Credential (Tier I) and the Professional Administrative Services Credential (Tier II) were met. The Commission requested permission to post the report on their website as an exemplar program assessment report.

2010 Administrator of the Year Professor of Education Award, ACSA, Region

Jason Immekus
ERA
KSOEHD
Educational Research
jimmekus@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	Purdue University	Educational & Psychological Measurement
Master's of Science	Purdue University	Educational Psychology
Bachelor's of Art	La Roche College	Psychology

Professional Experience:

Dates	Position/Institution
8/7-present	Assistant Professor
6/06-7/07	Post-Doctoral Research Assistant
8/99-5/06	Graduate Research Assistant
8/99-5/06	Graduate Teaching Assistant

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
ERA220	3	ERA288	3
		ERA288	3
		EDL280T	4.5

Community Service

Dates	Organization	Activity/Accomplishments
2011-present	Educational Renaissance	Editorial Board Member
2008-present	J. E. Fehsenfeld Foundation	Board Member

University/School Service

Dates	Committee	Activity/Accomplishments
2010-present	Dandoy Committee	Responsible for allocating research funds
2011-present	KSOEHD Strategic Planning Committee	Develop KSOEHD strategic plan
2009-2010	KSOEHD Faculty Assembly	President
2009-present	Teacher Performance Assessment User's Advisory Group	Serve as FAST representative to CTC committee to review TPA practices/policies
2009-present	Committee on Undergraduate Research	Coordinate efforts to promote undergraduate research

Professional Association Memberships

Dates	Association/Organization	Role
199- Present	American Educational Research Association	Member/Review Conference Proposals
2006- Present	National Council on Measurement in Education	Member/Review Conference Proposals
2007- Present	Psychometric Society	Member
2004- Present	American Psychological Association Divisions 5 & 15 (Measurement, Educational Psychology)	Member

Publications (Selected)

- Immekus, J. C., & Imbrie, P. K. (2010). A test and cross-validation of the factor structure of the Revised Two-Factor Study Process Questionnaire among Western university students. *Educational and Psychological Measurement*, 70, 496-510.
- Immekus, J. C., & Maller, S. J. (2009). Factor structure invariance of the Kaufman Adolescent & Adult Intelligence Test across male and female samples. *Educational and Psychological Measurement*, 70, 91-104.
- Immekus, J. C., & Maller, S. J. (2009). Item parameter invariance of the Kaufman Adolescent & Adult Intelligence Test across male and female samples. *Educational and Psychological Measurement*, 69, 994-1012.

Papers and Presentations (Selected)

- Immekus, J. C. (2011, accepted). The Use of Factorial Invariance Research to Understand Children's Development of Literacy Skills. Paper submitted to the annual Literacy Research Association conference, Jacksonville, FL.
- Hart, S., Immekus, J. C., & Soria, M. (2011, accepted). Reading motivation among struggling readers. Paper submitted to the annual Literacy Research Association conference, Jacksonville, FL.
- González, J. C., Immekus, J., & Kelley, K. (2011, April). Fresno county boys and men of color policy forum. Fresno, CA: Sponsored by The California Endowment and Kaiser Permanente.
- Gonzalez, J. C., & Immekus, J. C. (2011, April). Latino male youth in Central California's public schools: Ways in which they experience successes and challenges. Paper presented at the annual California Association of Latino Superintendents and Administrators conference, Fresno, CA.
- Gonzalez, J., & Immekus, J. C. (2011, March). Respetame!/Respect me!: A qualitative study of Chicano youth voices in Central California. Paper presented at the annual National Association of Chicana & Chicano Studies conference, Pasadena, CA.

Grants and Research

Dates	Activity/Agency	Amounts
08/08/2012	National Institute of Health	\$30191
08/10/2012	Jumpstart Organization	5000

Collaborative Works/Projects (with public schools, community agencies, etc.)

Project title: Positive Behavioral Interventions & Supports. Collaborators: SELPA of Fresno County Office of Education. Project title: Men & Boys of Color. Collaborators: Cassadra Joubert, Juan Carlos Gonzalez, Juan Garcia, Fresno County.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Description of Collaborative Project/Collegial Practice Project title: Development of ERA 220 for large-scale online deployment. Collaborator: Juan Carlos Gonzalez. Project title: Evaluation of Reading & Beyond. A collaboration to obtain external funds to study effects of Reading & Beyond on student learning outcomes. Collaborators: Steve Hart & Matilda Soria Project title: Urban long-term research areas exploratory (ULTRA-Ex) project. A collaboration to obtain external support for this study on relation between household water use and biodiversity. Collaborators: Madhusudan, K, Triona, L., Jones, A., & Ozgoc-Caglar, D.

Professional Development

Dates	Activity/Outcomes
3/13/08	Blackboard Communication Tools workshop
3/13/08	Blackboard Assessment Tools workshop
2/25/09 - 3/6/09	SLOAN-C Workshop series: Video Tools for Teaching and Learning
4/8/0	Sloan-C Online Workshop: Accommodating Students With Disabilities: Leveraging the Online Learning Environment
1/09 – 9/09	Escholars Program, CSUF
1-11-8/1	Escholars Program, CSUF 2010-2011 Escholars Program, CSUF

Honors (Optional)

Provost Award for Promising New Faculty Award (May, 2010), CSU, Fresno. Faculty award for Promising New Faculty, \$3,000.

Pamela S. Lane-Garon, Professor
Department of Literacy, Early, Bilingual, and Special Education
Kremen School of Education and Human Development

Academic Degrees:

Degree	Institution	Area of Emphasis
Ph. D.	Arizona State University	Educational Psychology
M.C.	Arizona State University	Masters Degree in Counseling
M.Ed.	Arizona State University	Masters Degree in Special Education
Teaching Credential	University of Notre Dame, CA	Multiple Subject (Life, # STC302633)
Teaching Credential	Arizona State University	Special Education LD/EH
Teaching Credential	Arizona State University	School Guidance/Counseling
National Board Counselor Certification	(#30030, current)	Counseling
Certified Community College Instructor		Psychology, Counseling & Special Ed
Professional Mediator Certification	Association for Conflict Resolution	(#17662-life)
		Education/Research/Advanced Practitioner Endorsements

Professional Experience:

Dates	Position/Institution
2008-present	Professor Kremen School of Education and Human Development
2003-2008	Associate Professor
1997-2003	Assistant Professor
1997-present	Educational Psychology and Early Childhood Education Department of Literacy, Early, Bilingual and Special Education
2007-present	2007-Doctoral Program Core Faculty Doctoral Program Core Faculty
2007-2008	2007-2008 Interim ECE Programs Coordinator
2012	2012 Interim ECE Programs Coordinator

Doctoral Dissertation and Masters Theses Advising:

EDL 299	Dissertation Chair for Johnny Alvarado
EDL 299	Dissertation Committee Member for Carmen Rodriguez
EDL 299	Dissertation Committee Member for Kimberli Law
LEE 299	Master's Thesis Committee Chair for Sumer Avila
PSY 299	Master's Thesis Committee Member for Janice Traje
LEE 299	Master's Thesis Committee Chair for Tsunami Turner

Masters Projects Advising (fifty total):

CI 298
 ERF 298
 LEE 298
 LEE 299
 COUN 298
 CI MAT 298

Community Service:

Dates	Organization	Activity/Accomplishments
1997-present	Mediator Mentors Project Director	Developed 60 + school-based conflict
2010-present	Brought CRETE program to Fresno	resolution education programs, training teachers, children, youth, university & university students

University/School Service

Dates	Committee	Activity/Accomplishments
1997-present	Mediator Mentors Project Director	Ongoing conflict resolution/mediation
2000-present	Bonner Center for Character Education	Program development in seven districts
2011-2012	Principal Investigator California Endowment Grant: Building Healthy Communities	Associate Director
2003-2009	Fresno State Ethics Steering Committee	Researched the connection between social emotional and academic learning
2000-2002	Sanger Counseling Grant Evaluator	Assisted with Conceptualization of Center
2002	Codesigner of Ethics course for ECE CARES	Assessed student growth
2002-2003	Stone Soup Data Analysis	Developed Interactive Learning Experiences for Professional Development
2003-2004	President's Task Force on Civic Engagement	Evaluated Service Delivery
2001-present	Coordinator of ECE Infused Ethics Program	Assisted in Preparation for CSUFresno's signature identity
2004-2007	Partners in Character Education w/ FUSD, Bonner Center & West Ed.	Designed and facilitated assessments & learning activities for ECE students & faculty

Publications (Selected):

- Lane-Garon, P. Yergat, J. & Kralowec, C. (2012, Fall). Conflict Resolution Education and PBIS: A climate of safety for all learners. *Conflict Resolution Quarterly*, Jossey Bass, San Francisco.
- Lane-Garon, P., (2011). Lowell Revitalization: One Student Conflict Manager at a Time. *Metropolitan Universities Journal* 21(3). Indianapolis, IN <http://muji.uc.iupui.edu/index.htm>
- Lane-Garon, P., Lam, S., & Tracz, S. (2009). Helping the Helpers: Mentoring Matters. *SALT Fresno Improving School Faithfully*. June/July Issue. Powell Pubs. Inc., Fresno.
- Lane-Garon, P. (2008). Three Paths to Peace. Book Foreword for. Claassen, R. and R (2008). *Discipline that Restores*. Surge Publishing, South Carolina.
- Hershman, L. & Lane-Garon, P. (2008). Eleven Things You Should Know About Conflict Resolution with Young Children, *The Fourth R*. Winter/Spring 2008-2009. Association for Conflict Resolution, Washington. DC.
- Phengsiri, J. and Lane-Garon, P. (2007, Fall). Peer Mediation in Preschool? *The Fourth R*. Association for Conflict Resolution, Washington, DC.
- Cassinerio, C. & Lane-Garon, P. (2006). Changing school climate one mediator at a time. *Conflict Resolution Quarterly*. 23(4), Jossey Bass, San Francisco, 447-459
- Lane-Garon, P and Pugh, J. (2005) Resolucion de conflictos para Ninos. CEMPROC Baltimore. MD
- Lane-Garon, P., Ibarra-Merlo, Zajac, J., & Vierra, T.(2005). Mediators and mentors: Partners in conflict resolution, *Journal of Peace Education*, 2(2), Taylor and Francis, London, 183-193.
- Lane Garon, P. & Richardson, T. (2003). Mediator mentors: Improving student learning environment—Nurturing student disposition. *Conflict Resolution Quarterly*. 21(1), Jossey Bass, San Francisco, 47-69.
- Lane-Garon, P. & Tracz, S. (2003). An Examination of Adaptive Functioning and Family Distress in Asian Resettled Families. *Stone Soup Fresno*.
- Lane-Garon, P. & Benninga, J. (2002). Advancing professional ethics in teacher education. Research Review. *PHI DELTA KAPPA* (Spring) Fresno, CA Chapter.
- Lane-Garon, P. (2001). Book Review of Forcey and Harris' *Peace building for Adolescents: Strategies for Educators and Community Leaders*. *Peace and Change*. Blackwell Pub. NY.

- Lane-Garon, P. (2001). School children practicing peace: Conflict resolution program implementation results Research Review. *PHI DELTA KAPPA* (Feb.) Fresno, CA Chapter.
- Lane-Garon, P. & Benninga, J. (2001). Advancing professional ethics curriculum in teacher education. *Moral Development and Education Newsletter*. Vol. 25.
- Lane-Garon, P. (2000). Practicing peace: The impact of a school-based conflict resolution program on elementary students *Peace and Change: A Journal of Peace Research*. 25 (4), Blackwell Publications: Boston.

Papers and Presentations (Selected):

- Lane-Garon, P. and DeVoogd, K. (April 20, 2012) *School Climate Dynamics; Being Different, Being Included*.
California League of Schools, Tahoe, CA
- Lane-Garon, P., Wilson, C., DeVoogd, K. (March 13, 2012). Day of Justice. *Preparing for Justice* .
Fresno, CA.
- Lane-Garon, P., Jones, T., Wilson, C., and DeVoogd, K. (October, 2011). *Actions Speak Louder*.
Association for Conflict Resolution, San Diego.
- Lane-Garon, P., DeVoogd, K., Wilson, C., (October, 2011) *Listening When It's Most Difficult*
Association for Conflict Resolution. Youth Day, San Diego.
- Lane-Garon, P. (May, 2011). STAR Day at California State University. *What University Staff and Administration need to know about Conflict Resolution*.
- Lane-Garon, P. (2011). What do Teachers Need to Know About Conflict Resolution? Kremen School of Ed and Human Development Yearly Character Education Conference April, 8, 2011. Fresno Civic Center.
- Lane-Garon, P., DeVoogd, K. Cassinerio, C., Hassenbek, E. & Nolasco, M. (2010-2012). CRETE Curriculum National Grant Presenter (eight, 40 hour institutes)
- Lane-Garon, P. & DeVoogd, K. (Oct. 14, 2010). *Community Revitalization: One Mediator At A Time*. Coalition of Urban and Metropolitan Universities (CUMU) National Conference. Fresno, CA
- Lane-Garon, (2010). *Classroom Management Seminar for all* CSUFresno Credential Candidates. Fresno, CA

Lane-Garon, P., DeVoogd, K. Cassinerio, C., (2010) *Youth Day! Conflict Resolution Practices for Young People* Association for Conflict Resolution .Chicago, Ill

Lane-Garon, P. and Cassinerio, C. (2009). *Preprofessionals as Mediator Mentors: Impact on Professional Development*. Association for Conflict Resolution. Atlanta, GA

Lane-Garon, P. (April 1, 2009). *Mentoring Matters* Kremen School of Ed and Human Development Yearly Character and Civic Education Conference. Fresno Civic Center.

Lane-Garon, P. (2009). *Classroom Management Seminar for all* CSUFresno Credential Candidates. Fresno, CA

Lane-Garon, P. (September, 2008). *University-School Partnerships in Conflict Resolution Education: Program Sustainability* Association for Conflict Resolution National Conference. Austin, TX.

Lane-Garon, P. (September, 2008). *Youth Workshop: Advanced Mediation Skills* Association for Conflict Resolution, National Conference. Austin TX

Lane-Garon, P. (2008). *Community Based Research* Richter Center, CSUFresno

Lane-Garon P., Macy, S., Shelton, M. & Benninga, J. (October & November, 2007). *Early Childhood Education Ethics Institute* Fresno, CA.

Lane-Garon, P. & Cassinerio, C. (2007). *Youth Voice in School-Based Mediation Programs*. Association for Conflict Resolution. Phoenix.

Lane-Garon, P. Benninga, J., Bebeau, M. (2007). *Cultivating Teacher Dispositions: Preparing Ethical Professionals*. American Educational Research Association. Chicago.

Lane-Garon, P. (Spring and Fall 2006; 2007). *Classroom Management Seminar for All Multiple Subject Candidates*. California State University, Fresno.

Lane-Garon, P. (2006;2007). *A Framework for Professional Ethics* [Multiple presentations with CalState Teach East Bay, Sacramento State and Fresno sites].

Lane-Garon, P. (Nov. 2006). *Psychological Disorders of Childhood and Adolescence* BTSA Clovis Unified School District.

Lane-Garon, P. (Nov. 2006). *Empowering Your Teachers with Conflict Resolution Strategies* Kremen School Master Teacher Professional Development Conference. Fresno.

Lane-Garon, P. (October, 2006). *Mentored Mediation*. Association for Conflict Resolution National Conference Philadelphia, PA

Lane-Garon, P. (November, 2005). *Classroom and Conflict Management Inservice* Kremen School Master Teacher Professional Development Conference. Fresno, CA

- Lane-Garon, P. (April, 2005). Jumpstart. *Encouraging Emotional Intelligence and Self Regulation in Young Children* Jumpstart, Fresno.
- Lane-Garon, P. (April, 2005). *Changing School Climate—One Mediator at A Time*. American Educational Research Association. Montreal, Canada
- Tracz, S. and Lane-Garon, P. (April 2005). *The Adaptive Family Functioning of Resettled Southeast Asians* Montreal, Canada
- Lane-Garon, P. (August, 2004). *Self-Regulation, Self-Control, Discipline and School Programs Designed to Nurture All* Curriculum and Instruction Masters Cohort. College of the Sequoias, Visalia CA
- Lane-Garon, P. and Minkler, J. (April, 2004). *Administrative Strand Facilitator*. Civic Forum Fresno, CA.
- Lane-Garon, P., Tracz, S. and Garabed, K. (April, 2004). *Stone Soup: Learning Through Service* Character and Civic Education Conference. Fresno, CA
- Lane-Garon, P. & Cassinerio, C. (March, 2004). Central Valley Chapter of the Association for Conflict Resolution *Conflict Resolution Education: Elementary and Middle School Models*. Fresno Pacific University, CA
- Lane-Garon, P., Macy, S., Abramson, S. and Shelton, M. (February, 2004) *Accountable for Our Product: Ethics Education for Early Childhood Educators* California Association for the Education of Young Children . San Diego, CA
- Lane-Garon, P. (April, 2003). *Ethics in Teacher Education: Are we Accountable for our Product?* American Educational Research Association, Chicago, IL
- Benninga, J. and Lane-Garon, P. (July, 2002). *Creating Effective Citizens: Renewing the Spirit of America*. Fresno Pacific University, CA
- Lane-Garon and Kiyuna, R. (March, April and May, 2002). *Quick Connection With the Self/Other* Fresno County WorkForce Connection. Fresno, CA
- Lane-Garon, P. (April, 2002). *Mediator Mentors: Program Evaluation*. American Educational Research Association. New Orleans, LA
- Lane Garon, P. (April, 2002). *Conflict Resolution: Eliciting Student Dispositional Change* American Educational Research Association. New Orleans, LA
- Lane-Garon, P. and Gaertig, R. (March, 2002). *Character Education with Literature* Character Education. Fresno Civic Center.

Bebeau, M., Benninga, J., Brabeck, M., Schwartz, A. and Butler, M. (February, 2002). *Preparing Ethical Educators for Classrooms and Schools*. American Association of Colleges for Teacher Education. NY

Lane-Garon, P. and Kiyuna, R. (February, 2002). *Dealing Effectively w/ Difficult People II*. WorkForce Connection. Fresno, CA

Lane-Garon, P. (July, 2002). *Mediator Mentors: Creating a Caring Community of Problem-Solvers* Citizenship Conference. Fresno Pacific University. CA

Lane-Garon, P. (April, 2001). *Cross Age Student Interaction in Conflict Resolution*. American Educational Research Association. Seattle. WA.

Lane-Garon, P. (March and May, 2001). *Creating A Caring Community of Learners* CSUF Special Ed Paraprofessionals. Fresno.

Lane-Garon, P., Avila, S. (March, 2001). *Collaboration: Mediator Mentors Program*. Central Unified School Board

Lane-Garon, P. (March, 2001). *Mediator Mentors: A Violence Prevention, Social-Cognitive Development Partnership*. American Association of Colleges for Teacher Education. Dallas, TX

Lane-Garon, P. (Feb. 2001). *A Sense of Belonging: Critical Element in Prevention* Interprofessional Collaboration Conference. Fresno, CA

Lane-Garon, P. (Aug. 2000). *Conflict Resolution for Social Studies Teachers (San Joaquin Valley History /Social Science Project Summer Institute)* guest of Susan Harris and Linda Boan, Fresno, CA.

Lane-Garon, P. and Howard, K. (July, 2000). *Conflict Management Training for Japanese Educators/Counselors* Fresno, CA

Lane-Garon, P. (April, 2000). *Character Education: Assessing The Impact*. Fresno Convention Center.

Lane-Garon, P. (April, 2000). *Mediation Training for School-Based Peace Officers*. Fresno County Office of Education.

Lane-Garon, P. and Kastner Faculty (April, 2000). *School Problem-Solving Strategies*. Drum Major for Peace & Diversity: Martin Luther King Conference. Fresno, CA

Grants and Research:

Dates	Activity/Agency	Amounts
2010-2011	California Endowment Grant (\$50,000) for Mediator Mentors work in Revitalization of School Communities in	\$48,000

Central, Southwest and Southeast Fresno

2010	<i>Fresno County Office of Education</i> for Mediator Mentors project support	\$1,250
2008-2009	<i>Provost's Award for Scholarly Project</i>	\$30,000
2008—	<i>Bonner Family Foundation</i> (2008-2010) Matching grants (multiple years) for Mediator Mentors project support	\$5,000
2008	<i>Garabedian Foundation</i> \$2,000 for Mediator Mentors project support	\$2,000
2008	<i>Rotary Fresno</i> for Mediator Mentor project support	\$1,000
2004-2007		\$1.5 mil
2003	<i>Partners in Character Education</i> w/ FUSD, Bonner Center & WestED	\$5,000
2002	<i>Professional Ethics in Teacher Education: Assessment & Curriculum</i> , CSUF Internal Grant	\$4,000
2002	<i>School Improvement Program Design and Implementation</i> Hanford, CA	\$13,000
2001	<i>Renaissance Project</i> (with Susan Macy and others)	\$375,000
2000	<i>Elementary Counseling Grant</i> (with Steve Price & Steve Carlson)	\$5,000
2000	<i>Provost's University Research Award</i> for Assigned Time	\$5,000
2000-present	<i>Affirmative Action Grant</i> for Scholarly Endeavor	\$16,000
	2000-2006 <i>Bonner Center for Character Education</i>	

Honors:

- 2012 Nomination for Provost's Award for University Service by Dean Beare
- 2011 CRETE (Conflict Resolution Education in Teacher Education) Level Three
Trainer Certification Presented by Temple University and JAMS Corp.
-
- 2010 CRETE Level Two Trainer Certification Presented by Temple University and
JAMS Corp.
-
- 2009 CRETE Level One Trainer Certification Presented by Temple University and
JAMS Corp. (Judges who are Arbitrators & Mediators)
-
- 2008-2009 Provost's Award for Scholarly Endeavors
-
- 2007 Middle School Partnership Support Award Presented by FUSD
-
- 2006 Making a Difference Award Collaborately Presented FCOE; Bonner
Family
-
- 2005 Professional Development Award for Professional Ethics Development
-
- 2004 Richter Award for Teaching Excellence and Contribution to Education
-
- 2003 Provost's Research Award: Assigned Time (Professional Ethics in Ed)
-
- 2002 Golden Bell Award Winner (with Herndon-Barstow Elementary School)
-
- 2001 Finalist Top Ten Professional Women Marjaree Mason & City of Fresno
-
- 1999 "Provost's Outstanding Faculty Recognition Award: ERAF Dept.
SOEHD," California State University, Fresno 8-17-99
-

Professional Association Memberships:

Dates	Association/Organization	Role
2011-2012	National Association for Conflict Resolution's Education Section	National Chair
2009-2010	Central California Chapter, Association for Conflict Resolution	Past President
	American Educational Research Association	
2003		Former Sig Officer—Moral Development/ Conflict Resolution
	Kappa Delta Pi International	
2007-2009	California Association for the Education of Young Children	

1998-
present

National Association for the Education of
Young Children

Former Faculty Advisor

Member

Member

Curriculum Vitae
Dr. Kenneth R. Magdaleno
Office Phone: 559-278-0309
E-mail: kmagdaleno@csufresno.edu

Education

- 2004 **Doctorate, Educational Leadership**, Ed.D., Educational Leadership Program,
University of California at Los Angeles (UCLA)
- 1998 **Administrative Credential**, Educational Leadership Program, *California Lutheran*
University
- 1996 **Master of Science**, M.S., Counseling and Guidance, *California Lutheran*
University
- 1988 **Bachelor of Arts**, B.A., Social Science, *California Lutheran University*
- 1986 **Associate of Arts**, A.A., *Ventura Community College*

Professional Experience

- Currently **Associate Professor/Department Chair**, Kremen School of Education
and Human Development, California State University, Fresno
Department of Educational Research and Administration
- 2005 - 2011 **Assistant Professor**, Kremen School of Education and Human Development,
California State University, Fresno
Department of Educational Research and Administration
- 2008 - 2010 **Program Coordinator**, Department of Educational Research and Administration,
Kremen School of Education and Human Development, California State
University, Fresno
- 2001- 2005 **Principal**, Anacapa Middle School, Ventura Unified School District
- 1999 - 2001 **Assistant Principal**, DeAnza Middle School, Ventura Unified School District
- 1996 - 1999 **Principal**, Montalvo Elementary School, Ventura Unified School District
- 1994 - 1996 **Guidance Counselor**, Royal High School, Simi Valley Unified School District

Professional Articles

- 2010 Magdaleno, K. R. (2010). Mentoring Latina / Latino leaders. In Cooper &
Conley (Eds.), *Keeping and Improving tomorrows school leaders*
(pp.83-99). Lanham, Maryland: Rowman and Littlefield Publishing,
Inc.
- 2009 Magdaleno, K.R. (2009). CALSA: Transforming the power structure,
Leadership Magazine— Association of California School Administrators,
39, 28-29

- 2008 Magdaleno, K.R. (2008, October). The State of Education for Latinos in the Central Valley, Great Central Valley Report (Invited Author).
- 2008 Tanner, D. & Magdaleno, K.R. (2008) Group Polarization and Educational Reform, NCPEA CONNEXIONS Project, <http://cnx.org/content/,18203/latest/>
- 2008 Tanner, D. & Magdaleno, K.R. (2008, November). Group Polarization and Educational Reform, *International Journal of Educational Leadership Preparation*.
- 2006 Magdaleno, K.R. (2006, Julio-Diciembre). Mentoring Latina and Latino educational leaders, *Educación y Ciencia*.
- 2006 Magdaleno, K.R. (2006, October). Mentoring Latina and Latino educational leaders, *Leadership* – Association of California School Administrators.
- 2006 Lopez, J.A., Magdaleno, K. R., & Reis, N.M. (2006). Leading for equity: From numbers to names to faces, *CAPEA Journal, California Association of Professors of Educational Administration*, 18, 11-19.

Conference and Workshop Presentations

- 2012 ***“Valuing Diversity and Culture,”*** Fresno State Summer Bridge Program, June 28, 2012
- 2012 ***“Valuing Diversity and Culture,”*** Fresno State Staff Training and Recognition Day, May 23, 2012
- 2012 ***“Promoting a Mentoring Culture,”*** Fresno State Staff Training and Recognition Day, May 23, 2012
- 2012 ***“Mastery, Not Mystery: Addressing Issues of Race, Culture, and Equity in Education,”*** Workshop presenter, Total School Solutions, May 17, 2012, Ontario, CA.
- 2012 ***“Creating an Asset Rich Learning Culture,”*** Workshop presenter, California League of Schools Conference, April 30, 2012, North Lake Tahoe, Nevada
- 2012 ***“Cultures Have Capital, Eliminating the Achievement and Discipline Gaps: How Recognizing and Using Cultural Capital/Value Benefits Educators,”*** Positive Behavioral Intervention Support (PBIS) Conference, March 28, 2012, Fresno, CA.
- 2012 ***“Learning as a Civil Right: A Social Justice Perspective,”*** Keynote address, Closing the Achievement Gap for Latino Students, Total School Solutions, March 27, 2012, Fresno, CA.
- 2012 ***“A Civil Rights Timeline, The Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, and the ADEA (Age Discrimination in Employment Act - 1967),*** Webinar, Lozano Smith, Attorneys at Law, February 28, 2012, Fresno, CA.

- 2012 ***"On the Other Side of the Door,"*** Keynote address, Closing the Achievement Gap for Latino Students, Total School Solutions, January 18, 2012, Ontario, CA.
- 2012 ***"Cultures have Capital,"*** Closing the Achievement Gap for Latino Students , Total School Solutions, January 18, 2012, Ontario, CA.
- 2011 ***"Taking the Road less Traveled,"*** Keynote address, California State University, Fresno Mentoring Institute, October 25, 2011
- 2011 ***"The Road to Success,"*** Latino Student Success Conference, Keynote speaker, Clovis High School, October 11, 2011
- 2011 ***"Taking the Courageous Conversation to the Next Level: Pedagogies and Practices for Successfully Reaching African-American Students – Models of Excellence"*** Invited Panel Member, Center for Educational Research at Stanford (CERAS), Stanford University, June 29-30, 2011
- 2011 ***"Our Celebration,"*** Keynote address, Mexican American Community Club of Selma, Scholarship Dinner, April 29, 2011
- 2011 ***"Literacy, Early Education and Educational Policy,"*** Panelist, Cesar Chavez Conference, California State University, Fresno, March 25, 2011
- 2011 ***"Using Cultural Capital to Support Latino Student Success in an Asset Rich Learning Environment,"*** Closing the Achievement Gap for Latino Students and English Learners, Total School Solutions, January 19, 2011, Ontario, CA.
- 2010 ***"Mentoring Educational Leaders: Supporting the Needs of a Diverse Leadership,"*** International Mentoring Association, University of New Mexico Mentoring Institute, Albuquerque, New Mexico, October 27, 2010
- 2010 ***"Reconstructing Educational Leadership and Administration Curriculum: Signature Assignments and Embedded Fieldwork,"*** California Association of Professors of Educational Administration, October 1, 2010, California State University, Pomona
- 2010 ***"Mentoring Educational Leaders,"*** Back-to-School Legal Update Forum, Lozano Smith, Attorneys at Law, September 17, 2010
- 2010 ***"Mastery...Not Mystery – Addressing Race and Deficit Thinking Issues in Education."*** Invited Speaker, Total School Solutions and Association of California School Administrators, Latino Students and English Learners: Strategies to Improve Student Performance, March 25, 2010
- 2010 ***"Mastery...Not Mystery – Addressing Race and Equity Issues in Education,"*** Invited Speaker, Total School Solutions and Association of

California School Administrators, Closing the Achievement Gap for African-American Students: Best Practices for Student Success, February 17, 2010

- 2009 ***"Mentoring Educational Leaders – Supporting the Needs of a Diverse Leadership,"*** Invited Speaker, Association of California School Administrators (ACSA) State Conference, November 2009
- 2009 ***"Education and the Future of At-Risk Students,"*** Court-Appointed Special Advocates (CASA), First Annual Conference, Fresno, California
- 2009 ***"Mentoring Educational Leaders – Supporting the Needs of a Diverse Leadership,"*** Association of Latino Administrators and Superintendents (ALAS) Conference, Courageous Leadership in an Era of Change, San Antonio, Texas, October 14 – 17, 2009
- 2009 ***"Defeating Deficit Thinking,"*** Keynote Speaker, TRIO Educational Opportunity Services, Central California Educational Opportunity Services, University of California Center, Fresno
- 2009 ***"Coming Full Circle: Why What You Do is so Important,"*** Keynote Speaker, Parlier Unified School District School Year Opening Ceremony
- 2009 ***"Creating and Sustaining an Asset Rich Learning Culture through Courageous Leadership,"*** Workshop Presenter, UCLA Principals Institute, Association of California School Administrators (ACSA)
- 2009 ***"You Don't Have to Do it Alone,"*** Workshop Presenter, Latino Male Conference, Association of Mexican-American Educators, California State University, Fresno
- 2008 ***"The Development of an Administrator Mentoring Program for Latina and Latino Educational Leaders,"*** Association of Latino Administrators and Superintendents (ALAS) Conference, Bold and Courageous Leadership in Unity and Diversity, October 15 – 17, 2008
- 2008 ***"Coming Full Circle: A Special Population Perspective,"*** Keynote Speaker, Special Populations Interventions and Resources Conference, Ventura County Office of Education, October 2008
- 2008 ***"Creating and Sustaining Asset Rich Learning Cultures,"*** Workshop Presenter, CLSBA (California Latino School Boards Association), October, 2008
- 2008 ***"Creating and Sustaining Asset Rich Learning Cultures,"*** Opening Session Speaker, Best Practices Institute, Fresno State University
- 2008 ***"Developing Latino Leaders through Administrator Mentoring"*** Featured Speaker, Celebrating Educational Opportunities for Hispanic Students, California School Boards Association

- 2008 ***"Motivating Latino Leaders"*** Featured Speaker, Association of Mexican American Educators (AMAE), April 2008
- 2008 ***"Educational Equity Issues: Sharing Perspectives,"*** Panel Member - Cesar Chavez Third Annual Education Conference: Educational Equity as A Civil Right, California State University Fresno
- 2007 ***"Supporting Educational Leaders through Mentoring,"*** Association of California School Administrators (ACSA) State Conference, Featured Speaker, November 2007
- 2007 ***"Transformative Leadership"*** California Association of Professors of Educational Administration (CAPEA) Conference
- 2007 ***"So You Want to Be a Superintendent or Educational Leader?"*** California Association of Latino Superintendents and Administrators Conference (CALSA), Administrator Mentoring Program Facilitator
- 2007 ***"Transforming Education by Closing the Achievement Gap through Courageous Leadership and Educational Equity"*** Best Practices Institute, Springboard Schools
- 2007 ***"Transforming Education through Equity – Otherwise Titled: Doing What You Know is the Right Things for Kids,"*** Springboard Schools English Language Learners Network, Carruthers Unified School District
- 2006 ***"School Administration and Service to Students,"*** Kremen School of Education, Fresno State University, Presented to Visiting Chinese Educators Delegation
- 2006 ***"Latino Student Success,"*** Clovis Unified School District, Latino Student Success Conference
- 2006 ***"Developing Latina and Latino Educational Leaders,"*** California School Boards Association (CSBA) Conference, San Francisco, CA.
- 2006 ***"Leading for Equity, Part II: From Numbers to Names to Faces,"*** California Association of Professors of Educational Administration Conference (CAPEA), Cal Poly Pomona, CA.
- 2006 ***"Leading for Equity: From Numbers to Names to Faces,"*** California Association of Professors of Educational Administration Conference (CAPEA), Sacramento, CA.
- 2006 ***"Lending a Helping Hand: Mentoring Latina and Latino Leaders into the 21st Century, Closing the Achievement Gap for the Latino Child through Governance, Leadership, and Standards Based Instruction,"*** Council of Mexican American Administrators (CMAA), Latino Leadership Conference, Los Angeles, CA.

2006	<i>“Building Capacity: Growing Our Own,”</i> California Latino Superintendents Association (CALSA) Administrator Mentoring Program, ACSA Special Education and Diversity Symposium, Monterey, CA.
2005	<i>“Leading Latino and Latino Leaders Into the 21st Century - Mentoring for Educational Administrators,”</i> First Annual Fresno State Diversity Conference, Fresno, CA.
2005	<i>“Administrator Mentoring Program and Latino Leaders: Deepening the Future Latino and Leadership Pool,”</i> California Latino School Boards Association (CSBA) Unity Conference, Anaheim, CA.
2003 - 2005	<i>“Developing a Mentoring Support System for Latino Administrators,”</i> CALSA (California Latino Superintendents Association) 2003 & 2005 Summer Institutes, San Diego, CA.
2004	<i>“Making the Pool Deeper, the Development of a Mentoring Support Program on Behalf of the California Latino Superintendents Association,”</i> CLSBA California Latino School Board “Unity” Conference, San Diego, CA.
2004	<i>“Lending a Helping Hand: Mentoring Latina and Latino Leaders into the 21st Century,”</i> <i>Designing Leadership and Practices For The Future of Public Education</i> , Educational Leadership Roundtable – Oxford University, England
2004	<i>“The Role of the Principal,”</i> Educational Leadership: School Organization and Government, California Lutheran University, Thousand Oaks, CA.

Professional Service

2012	California Reading and Literature Project (CRLP) Advisory Committee member, Kremen School of Education
2011 – Present	Equity Committee, Kremen School of Education, California State University, Fresno, Member
2012	California State University, Fresno, Latino Faculty-Staff Association member
2012	California State University, Fresno-California State University, Channel Islands Online Doctoral Program Development Committee
2008 – Present	California State University, Fresno, Presidents Commission on Teacher Education (PCTE), Member
2009	Program Organizer/Facilitator, 1st Annual CALSA Research to Practice Conclave, Issues Concerning the Education of Linguistic Minority and Non-Linguistic Minority Students, University of California at Los Angeles
2009	Mentor Panelist, 2nd Annual Latino Student Success Conference, Clovis West High School, Clovis Unified School District

2009	Expert Panelist , Providing Culturally Relevant Professional Development, State of California Department of Education (CDE)
2008	Qualifying Exam Sub-committee , Doctoral Program in Educational Leadership, California State University, Fresno
2004 – Present	State Director/Developer , CALSA (California Association of Latino Superintendents and Administrators) Administrator Mentoring Program
2006 - 2008	Director of Equity, Diversity, and Social Justice Initiative; Faculty Representative , <i>California Association of Professors of Educational Administration (CAPEA)</i>
2006 - 2009	Academic Senate Member , Representing the Department of Educational Research and Administration, <i>Fresno State University</i>
2006 - 2008	University One Task Force member , <i>Fresno State University</i>
2006 - Present	Budget Committee , Department of Educational Research and Administration, Kremen School of Education and Human Development, Fresno State University
2006 – Present	Scholarship Committee , Department of Educational Research and Administration, Kremen School of Education and Human Development, Fresno State University,
2006 – Present	Executive Board Member , California Association of Latino Superintendents and Administrators
2006 – Present	DPELFS Graduate Group Member, Ed.D. Program , Kremen School of Education and Human Development, Department of Educational Research and Administration
2006 – Present	Doctoral Dissertation Committee Member , Kremen School of Education and Human Development, Department of Educational Research and Administration
2006 - Present	Doctoral Dissertation Committee Member , Azusa Pacific University
2006 - Present	Fresno Unified Leadership Cohort Liaison , Fresno Unified/California State University Fresno
2006 - Present	Ronald E. McNair Post-Baccalaureate Achievement Program, California State University, Fresno , <u>Scholar Mentor</u>

Local Educational Agency Collaboration

2010 – Present	Center for Leadership, Equity, and Research (CLEAR) , Executive Director
2009	Parlier Unified School District , Administrator Mentor and Leadership Program Consultant

2007 – Present	Ceres Unified School District , Administrator Mentor and Leadership Program Consultant
2006 – Present	Fresno Unified School District , Administrator Mentor and Middle School Consultant
2006 – 2008	Fresno Unified School District, Program Improvement Coach , Winchell Elementary School, Springboard Schools
2006 - 2007	Fresno Unified School District , Fresno H.S Leadership Coach, English Language Learners, Irvine Grant, Springboard Schools
2006 - 2007	Cutler-Orosi Unified School District , Orosi H.S Leadership Coach., English Language Learners, Irvine Grant, Springboard Schools
2006 - 2007	Cutler-Orosi Unified School District Alternative Governance Board Member
2005 – 2006	Fresno Unified School District, Program Improvement Coach , Scandinavian M.S., Springboard Schools
2005 – 2006	Kings Canyon Unified School District, Program Improvement Coach Citrus M.S., Springboard Schools
2005 – 2006	Firebaugh Unified School District, Program Improvement Coach , Firebaugh M.S., Springboard Schools

Credentials

State of California	Administrative Services Credential - Professional Clear, California Lutheran University Pupil Personnel Services Credential - Professional Clear, California Lutheran University Single Subject Teaching Credential - Professional Clear, California Lutheran University
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Awards/Recognition

2012	Higher Education Teacher of the Year , Association of Mexican-American Educators (AMAE) – Fresno Region
2009	ACSA California Professor Educator of the Year , Association of California School Administrators
2009	ACSA Region IX Professor Educator of the Year , Association of California School Administrators
2008	Outstanding Administrator Award , Association of Mexican-American Educators (AMAE) – Merced Region

- 2008 **Outstanding Administrator Award**, Association of Mexican-American Educators (AMAE) – Fresno Region
- 2007 **Fresno State University Community Service Provost Award**, Kremen School of Education
- 2006/2007 **2006/2007 Provost Award Nominee**, Fresno State University, “Promising New Faculty” Nominated by the Department of Educational Administration, Kremen School of Education and Human Development
- 2004 **National Middle School Principal of the Year Nominee -**
National Association of Secondary School Principals (NASSP)
- 2004 **California Middle School Administrator of the Year**, Association of California School Administrators (ACSA)
- 2004 **Region 13 Middle Grade Administrator of the Year**, Association of California School Administrators
- 2004 **Educational Administrator of the Year**, LULAC (League of United Latin American Citizens) District 17 (Ventura/Santa Barbara/Oxnard)
- 2005 **Outstanding Doctoral Culminating Project Award**, UCLA School of Education, Educational Leadership Program

Professional Training

- 2012 **Diversity Research Conference**, UCLA School of Law, June 22, 2012
- 2010 **Diversity Training**, Kremen School of Education

Professional Research

- 2010 **Dandoy and Provost Research Award**, *The Personal and Professional Experiences of Mentor and Protégé members of the CALSA Administrator Mentoring Program: Before, During, and After Program Participation*, Principal Investigator, California State University, Fresno
- 2008 **CSU Awards for Research, Scholarship, and Creative Activities**, The California Association of Latino Superintendents and Administrators and its Effectiveness in Supporting Latina and Latino School Administrators, Principal Investigator, California State University, Fresno

Professional Memberships

- ASCD** – Association of Supervision and Curriculum Development
- IMA** - International Mentoring Association

AMAE – Association of Mexican American Educators

ACSA - Association of California School Administrators

PDK – Phi Delta Kappa International

AERA – American Educational Research Association

Community Service

2012	Fresno Mentoring Coalition member
2012	Lozano Smith Scholarship Committee member
2009	Department of Social Work, Masters Project Committee Member, Silvia Aguirre, Masters Degree Candidate
2007	Ceres Unified School District, Measure J Advisory Board
2007 - Present	California State University Fresno, Kremen School of Education Liaison to the Quay Valley Community Project
2006 – 2007	McNair Scholar Mentor, California State University, Fresno
2007 – 2008	McNair Scholar Mentor, California State University, Fresno
2007	Mentoring Advisor, Chukchansi Tribe Youth Mentoring

James E. Marshall
Curriculum and Instruction
Kremen School of Education and Human Development
Teacher Education
jamesm@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	University of South Florida	Curriculum and Instruction - Science Education
M.A.	University of South Florida	Biology/Science Education
B.S.	University of Florida	Resource Conservation - Wildlife Ecology

Professional Experience:

Dates	Position/Institution
2009 to present	Associate Dean - California State University, Fresno
2004 to 2009	Chair - Department of Curriculum and Instruction, California State University, Fresno
1990 to 2009	Professor - California State University, Fresno

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>	<u>Fall 2011</u>
Associate Dean	12

Publications (Selected)

- Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (In Press). Examination of Alternative Programs of Teacher Preparation on a Single Campus. *Teacher Education Quarterly*
- Chiero, R., Tracz, S., Marshall, J., Torgerson, C., & Beare, P. (In Press). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*
- Marshall, J., Beare, P., & Newell, P. (2012). U.S. Department of Education's Teacher Education Reform: How Does Your Program Rate? *Educational Renaissance*, 1 (1).
- Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, 39, (1).
- Marshall, J. & Valadez, J. (2008, Nov). Be an advocate for learning: Making the case for science and literacy-reprint. *California Classroom Science*. 20 (2).
- Marshall, J. (2008, Mar). Central Valley Science Project. *The CSP Connection*. 8(4).
- Marshall, J. & Bock, S. (2006, Nov). Science Teacher Retention: What if? *California Classroom Science*. 18 (2).
- Marshall, J. & Valadez, J. (2004, Jan). Be an advocate for learning: Making the case for science and literacy. *California Classroom Science*. 15 (3).
- Loving, C. and Marshall, J. (1997, Dec.). Increasing the pool of ethnically diverse science teachers. *Journal of Science Teacher Education*, 8(3), 205 - 217.
- Marshall, J. (1997, Sept.). For Sale: A professional home for science teachers. *Professional Development News and View*. 4(1), 2.
- Watson, S. and Marshall, J. (1995, Dec.). The importance of heterogeneous grouping as an element of cooperative learning for elementary education majors in an introductory life science course. *School Science and Mathematics*, 95(8).

Marshall, J. and Collins, C. (1995, Oct.). Improving communication. *Science and Children*, 33(2), 37.
 Watson, S. and Marshall, J. (1995, Jan.). Cooperative learning groups: Effects on achievement of elementary education majors. *Journal of Research in Science Teaching*. 32 (1).

Papers and Presentations (Selected)

Allan, E. & Marshall, J. (Mar, 2011). Everything you wanted to know about science fairs but were afraid to ask. A presentation at the annual meeting of the National Science Teachers Association. San Francisco, CA.

Beare, P., Marshall, J., Torgerson, C. & Chiero, R. (Feb, 2011). Assessing program effectiveness and analyzing variables that influence teacher quality. A presentation at the annual meeting of the American Association of Colleges of Teacher Education, San Diego, CA.

Giovanneti, M, Burch, B. & Marshall, J. (Oct, 2010). Renaissance Group Strategic Plan. A presentation at the Renaissance Conference, Washington, DC.

Marshall, J. (2010, April). English learner achievement. A presentation at the Western Regional Noyce Conference. Fresno, CA.

Marshall, J., Beare, P. & Torgerson, C. (2010, April). Teacher residency programs: Putting you PDSs on steroids. A presentation at the Renaissance Conference, Kansas City, MO.

Beare, P. & Marshall, J. (2010, April). Don't panic: And other principles for Deaning or Life, the universe, and everything. A presentation at the Fresno State Dean's Forum, Fresno, CA.

Marshall, J., Beare, P., Torgerson, C. & Johnson, M. (Oct, 2008). Multiple Partnerships to Raise Achievement. A presentation at the annual Renaissance Conference, Washington, DC.

Marshall, J., Bock, S., Valadez, J. & Beare, P. (Oct, 2006). Science & Mathematics Pre-service Partnership Programs. A presentation at the annual meeting of the Renaissance Group, Washington, D.C.

Marshall, J. & Valadez, J. (Apr, 2005). Teacher Quality: The role of content knowledge. A paper presented at the annual meeting of the National Science Teachers Association, Dallas, TX.

Marshall, J. (May, 2004). University/School District Mathematics & Science Education Partnerships. A presentation at the conference on University - School - Ministry Collaboration in Diverse Learning, Vancouver, BC.

Marshall, J. & Stoner, D. (Mar, 2003) Envisioning EE in the California classroom. A workshop presented at Environment and Education: A Preservice Leadership Conference, Pomona, CA.

Marshall, J., et al. (Feb. 2003). Content coaching and teacher leadership: A role for teachers. A paper presented at the New Teacher Center National Symposium, San Jose, CA.

Marshall, J. (Jan, 2003). SMP3: Institutionalization of reform. A paper presented at the CPEC Eisenhower Program Advisory Board Meeting, Los Angeles, CA.

Grants and Research

Dates	Activity/Agency	Amounts
2011-2013	Principal Investigator - Central Valley Science Project. A three-year grant from the University of California to provide intensive professional development for teachers of science.	\$213900
2008-2010	Principal Investigator & Project Director - Central Valley Science Project. A three-year grant from the University of California to provide intensive professional development for teachers of science.	240000
2008	Principal Investigator & Project Director - Central Valley Science Project - NCLB X. A one-year grant from the University of California to provide intensive professional development for teachers of science.	80000

2007-2011	Principal Investigator & Project Director - Teacher Retention Initiative. A four-year grant from the California Post-Secondary Education Commission to create and research professional learning communities for science teachers	335000
	Co-Principal Investigator & Co-Director - Mathematics and Science Teacher Initiative. A one-year grant from the California State University Chancellor's Office	500000

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Advisory Board Member; Central California Regional Science Fair, 2002-present.

University Liaison; Science Olympiad, 2002-present.

Board Member; San Joaquin River Parkway and Conservation Trust, 1996-2011.

Board Member; Central California Science Education Leadership Association, 1993-2004.

Professional Development

National Science Teacher Association 1987 to present, Member

2002 to present, Building A Presence for Science Key Leader

National Association for Research in Science Teaching 1992-93 Conference Program Committee

Council for Elementary Science International 1991-94 Awards Committee

1990 Annual Workshop Coordinator National Science Education Leadership Association 1994 to present, Member

1994-97 Western Region Director & Board Member

1997-01 Affiliates and Collaborations Director Science Education for Students with Disabilities

1998-2000 Journal Editor California Science Teachers Association 1991 to present, Life Member

1991-92 State Conference Program Committee Central California Science Teachers Association

1995-98 Grants & Scholarships Committee Chair 1994 Conference Committee

1993 Grant Reviewer

1992 Grant Reader

1991 Area Conference Committee

1990-present Board Member Central California Science Specialists' Association

1993-95 President

1992 President-Elect

1990-98 Environmental Education Conference Planning Committee CREEC: California Regional Environmental Education Community

1998-present Advisory Board

Honors (Optional)

Presidential Award of Excellence; California State University, Fresno, Jan, 2006.

Digital Campus Fellow; Fresno State Digital Campus, Nov 2003.

Achievement in Teaching Award; Faculty Convocation, Aug 2001.

California Outstanding Environmental Educator; California Department of Forestry and Fire Prevention, May 2001.

Science Administrator of the Year; California Science Education Advisory Committee, Oct 2001.

PATRICIA ALBA MULLIGAN, PH.D.

Contact Information

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California State University Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309
E-Mail: pmulligan@csub.edu
Phone: 805-268-7011

Academic Preparation

Ph. D.	Arizona State University 1987 <i>Major:</i> Computer-Based Education <i>Related Field:</i> Second Language Pedagogy
M. A.	Northern Arizona University 1978 <i>Major:</i> Teaching English as a Second Language <i>Minor:</i> Bilingual Education
M. Ed	Kent State University 1977 <i>Major:</i> Theoretical Foundations—Comparative/International Education <i>Minor:</i> Social Studies—Latin American Area Specialist
B. A.	Arizona State University 1971 <i>Major:</i> Elementary Education <i>Minor:</i> Humanities

Administrative Experience

Associate Dean School of Social Sciences and Education, Cal State Bakersfield, Bakersfield, CA, Fall 2011- Present

Director, School of Education, Cal Poly, San Luis Obispo, 2009-2011

Multiple Subject Coordinator, Cal Poly, San Luis Obispo, College of Education, 2008 to 2009

Bilingual Coordinator/Advisor, College/School of Education, Cal Poly, San Luis Obispo, 1992 to 2009

Assistant Coordinator, African Scholars Summer Program, Northern Arizona University, 1988 to 1992

Grant Proposal Coordinator, Northern Arizona University , 1984 to 1985

Program Administrator, Bilingual Para-Professional and English as a Second Language Programs, Glendale Community College, Maricopa County Community College District, 1979 to 1984

University Teaching Experience

1988 to Present	Cal Poly, San Luis Obispo	Professor, Language Development Specialist
1978 to 1992	Northern Arizona University	Adjunct Professor, Education and English
1988 to 1989	Mountain States Multifunctional Resource Center, Arizona State University	Language and Computer Specialist
1985 to 1987	Arizona State University	Instructor and Graduate Research Assistant
1979 to 1984	Glendale Community College Bilingual Para-Professional and English as Maricopa County Community a Second Language Program Instructor College District Instructor in Business, English, Reading and Social Science	
1983	Phoenix College Japanese Student Exchange Instructor, Summer Program	
1975 to 1977	Kent State University, Kent Ohio	Graduate Research Assistant, Secondary Education

Courses Taught at Cal Poly, San Luis Obispo

Graduate

EDUC 507 Instructional Materials
 EDUC 525 Reading Processes and Technology
 EDUC 526 Diagnosis and Remediation of Reading Problems
 EDUC 529 Bilingual Special Education and Reading
 EDUC 586 Introduction to Inquiry in Education (Research Methods)
 EDUC 587 Educational Foundations
 EDUC 588 Education, Culture, and Learning

PK-12 Experience

1987 to 1988	Phoenix Elementary School District	Chapter I Reading and Computing Specialist
	Phoenix, AZ	
1978 to 1979	Washington Elementary School District	Bilingual Coordinator K-8 for 32 school sites
	Phoenix, AZ	
1977-1978	Red Mesa Junior High School, Teec Nos Pos, AZ (Navajo Nation)	Title I Reading Specialist

1973 to 1975
Teacher Trainer for K-6 teachers

and 162 schools

Peace Corps Volunteer, Costa Rica,

Nicoya Guanacaste

Ministry of Education, Costa Rica

Supervisor and

Funded Research Grants (partial listing)

- 2010 Co-Principal Investigator, U. S. Department of Education, Teacher Quality Partnership Grant, 5 year-grant **\$12.7 million** in partnership with CSUB, CSUMB, Kern County Superintendent's Office and Tulare County Office of Education
- 2001 Developed proposal for East Elementary School. America Reads Funded Projects. **\$100,000 renewable for three years.**
- 2000 America Reads Funded Projects. Wrote and edited grant proposals for the following schools: Clover Park Elementary, Fort Hall Elementary, Highland Elementary, Irving Elementary, Lochburn Elementary, Malin Elementary, Tillicum Elementary. **Awarded \$100,000 renewable for three years.**
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Selected Recent STEM-Related Activities

201/13 and renewed for second year Improving Teacher Quality Partnership grant with Santa Maria Bonita School District. "Increasing Grade Students' Achievement in Mathematics."

2010 California Math and Science Project with Paso Robles Joint Unified School District. "Inquiry Science Core for 3rd, 4th, and 5th grades."

2009-2011 Member, Cal Poly College of Science and Mathematics STEM Strategic Planning Committee

2009-2011 Member, San Luis Obispo County Office of Education P-16 STEM Advisory Committee

2010-2011 Principle Investigator, Cal Poly, Central California Teacher Quality Partnership Grant from the U. S. Department of Education

Curriculum Development

Member of the College Curriculum Committee, Cal Poly, San Luis Obispo, 1988 to 2011

- Designed instruction for graduate and undergraduate programs
- Wrote the expanded course outlines for undergraduate courses and submitted them to the University Curriculum Committee for approval
- Developed the course outlines and curricula for the following programs:

Graduate Reading Specialist and Master's Degree Programs:

Bilingual Special Education and Reading
Diagnosis and Remediation of Reading Problems
Educational Foundations
Instructional Materials
Introduction to Inquiry in Education (Research Methods)
Philosophical Foundations of Education

Reading Processes and Technology

Bilingual Cross-Cultural Academic Development (BCLAD) Program:

Bilingual Educational Foundations
Bilingual Reading and Literacy Methodologies
The Child's Development, Culture, Identity, and Learning
Computer-Based Education
Education, Culture, and Learning
Humanities—Mexico and Central America
Introduction to the Teaching Profession
Reading, Language Arts, and Social Studies in Multicultural Settings
Theories, Methods, and Materials for English Language Development

Yuengjin University, Daegu, South Korea

- Developed curricula (text and electronic, including DVDs) for six separate K-12 programs, business English programs, and teacher aide training; ordered all materials, supplies, and books.

Consulted with Davidson and Associates to develop the following software programs:

English Express Deluxe
Student Report Writer Spanish version,
Story Club

Selected Research, Scholarship, and Presentations

Articles

de Casal, C. V., & Mulligan, P.A. (Spring 2004). Emerging women leaders, preliminary findings. *Catalyst for Change*. 33(2), 25-32.

de Casal, C. V. , & Mulligan, P.A. (2004). Emerging women leaders. *Proceedings. International Women's Leadership Conference*. St. Hilda's College. Oxford University, England.

de Casal, C. V., & Mulligan, P. A. (2004). Serving limited English speaking students in special education: Developing equitable policies for non-discriminatory testing and services for this growing population of students. *Proceedings. International Congress for School Effectiveness & Improvement*. Sydney, Australia.

Books

Mulligan, P.A. (2007). *English as a foreign language. English language village PK – adult. Levels one and two Volumes I through V, Yeugjin*. College Press.

Mulligan, P. A. (1997). *Juegos organizados para la clase bilingüe en la primaria*. Provo, UT: Alta Books.

Mulligan, P. A. (1997). *Usando el periódico para enseñar destrezas básicas de la Vida diaria*. Portland, ME: J. Weston Walch.

Papers Presented (Partial Listing)

Lu, Mei-Yan and Mulligan, P. (2012) "Preparing Our Leaders via Online or Blended Learning Mode: A Survey." California Association of Professors of Educational Administration Sacramento, California.

Lu, Mei-Yan and Mulligan P. (2012) "Integrating Web 2.0 Tools to Enhance Online or On-ground Teaching in Educational

- Leadership.” California Association of Professors of Educational Administration Sacramento, California.
- de Casal, C., Mulligan, P., & Gore, K. (2011). Understanding National and International Immigration Laws and Their Effects on the Schooling of Immigrant Children: Policy Issues in Educating ALL our children. International Congress on School Effectiveness and Improvement, Limassol, Cyprus.
- Brescia, J., Gore, K., and Mulligan, P (2011). Do You See What I See: Administrators’ Perceptions of The Use of Digital Media for Teacher Evaluation and Improvement, International Congress on School Effectiveness and Improvement, Limassol, Cyprus.
- de Casal, C., and Mulligan, P. (2010). Understanding National and International Immigration Laws and Their Effects on the Schooling of Immigrant Children: Policy Issues in Educating ALL our children. 55th Annual Education Law Conference, Vancouver, Canada.
- de Casal, C. & Mulligan, P. (2009). The Dream Act for Post-Secondary Illegal Immigrant Students: Is it a Dream or a Nightmare for Universities? Education Law Association Annual Conference, Louisville, KY.
- Davidman, J., Mulligan, P., & de Casal, C. (2009). The Use of Technology in High School Classrooms. International Congress on School Effectiveness and Improvement, Vancouver, Canada.
- de Casal, C. & Mulligan, P. (2008). Developing English Language Training Programs for Non-English Speaking International Students in Their Own Country. International Congress on School Effectiveness and Improvement, Auckland, New Zealand.
- de Casal, C., & Mulligan, P.A. (January 2008). Partnerships for social justice and enhancement of world learning. International Congress on School Effectiveness and Improvement, Auckland, New Zealand
- de Casal, C., & Mulligan, P. A. (November 2007). Undocumented and legal immigrants’ language rights: English language learners in the school setting.” 53rd Annual Education Law Association Conference, San Diego, CA.
- de Casal, C., & Mulligan, P.A. (January 2007). An effective model for English as an international language: Daegu English village.” International Congress on School Effectiveness and Improvement, Portoroz, Slovenia.
- de Casal, C. & Mulligan, P. (2007). Immigration Law and Schooling for Children. 52nd Annual Education Law Conference. San Diego, CA.
- de Casal, C., & Mulligan, P. A. (October 2006). “Equal opportunity and accountability for English language learners: Has the evolution of federal language policies made these incongruent?” 52nd Annual Education Law Association Conference, Paradise Island, Bahamas.
- de Casal, C., & Mulligan, P. A. (January 2006). “Assessment policies for English language learners students. International Congress on School Effectiveness and Improvement, Fort Lauderdale, Florida.
- de Casal, C., & Mulligan, P.A. (January 2005). Emerging women leaders' perceptions of leadership. International Congress on School Effectiveness and Improvement, Barcelona, Spain.
- de Casal, C., & Mulligan, P.A. (January 2005). Cultural proficiency for school administrators. International Congress on School Effectiveness and Improvement, Barcelona Spain.
- de Casal, C., & Mulligan, P.A. (July 2003). Emerging women leaders. International Women’s Leadership Conference, St. Hilda’s College, Oxford University, England.
- de Casal, C., & Mulligan, P.A. (January 2003). Serving limited English speaking students in special education: Developing equitable policies for non-discriminatory testing and services for this growing population of students. Schooling the Knowledge Society–International Congress for School Effectiveness and Improvement, Sydney, Australia.

Professional Associations and Organizations

California Association of Bilingual Educators
 California Computer Using Educators
 California Council on Teacher Education
 Delta Kappa Gamma Alpha Mu Chapter

Education Law Association
International Congress for School Effectiveness and Improvement (ICSEI)
International Society for Technology in Education
National Council of Professors of Educational Administration

Honors

International Who's Who in Education
Who's Who in American Education
Evaluator on National Review Panel for the Sally Mae First Class Teaching Awards
2002 Nominated for Outstanding Advisor, Cal Poly, San Luis Obispo
1994 Nominated for Distinguished Teacher Award, Cal Poly, San Luis Obispo

James J. Mullooly, Ph.D.
Department of Anthropology
California State University, Fresno
5245 North Backer Ave.
Fresno, CA 93740-0016

Education:

Teachers College, Columbia University
Doctor of Philosophy, May, 2003.

Major: **Anthropology and Education**

Dissertation Title: Work, play and consequences: What Counts in a Successful Middle School.

Master of Philosophy, October 1998.

Major: **Anthropology and Education**

American University in Cairo

Master of Arts, June 1995.

Major: **Teaching English as a Foreign Language**

University of Wisconsin-Milwaukee

Bachelor of Arts, May 1987.

Majors: **Anthropology and History**

Current Employment:

August 2003 to present

Associate Professor, Department of Anthropology, California State University Fresno

August 2008 to present

Associate Professor, Doctoral Program in Educational Leadership, California State University Fresno (Core Faculty)

August 2007 to present

Adjunct Professor, Alliant International University:

August 2007 to present

Director, Institute of Public Anthropology (Research Institute). Conduct ethnographic field work in California's Central Valley.

January to December 2006

Interim Director, Mentoring Institute/University 1 (First Year Experience). Supervise 25 sections of a 3 credit course. Collaborate with the provost's Student Success Task Force.

September 2001 to June 2003

Visiting Professor, Department of Education, Beloit College, Beloit, WI

Summer 2002

Professor of TESL and Interim Director of the Summer TESL Program.

Department of Education, Beloit College, Beloit, WI

Previous Higher Education Employment:

September 2001 to June 2003

Visiting Professor

Department of Education, Beloit College, Beloit, WI

Summer 2002

Professor of TESL and Interim Director of the Summer TESL Program.

Department of Education, Beloit College, Beloit, WI

Summer 1997 to Summer 1998

Teaching Assistant,

Teachers College, Columbia University, NY, NY.

Fall 1993 to Spring 1995

Teaching Fellow of English as a Foreign Language.

American University in Cairo, Egypt.

Summer 1997 to Summer 1998

Teaching Assistant,

Teachers College, Columbia University, NY, NY.

Fall 1993 to Spring 1995

Teaching Fellow of English as a Foreign Language.

American University in Cairo, Egypt.

Selected Publications:

(Forthcoming) (with R. M. DeLugan, et al.). Partnerships Across Campuses and Throughout Communities: Community Engaged Research in California's Central San Joaquin Valley. (In [M. J. Sirgy, R. Phillips & D. Rahtz.](#)) (Eds.). [*Community Quality-of-Life Indicators: Best Cases VI*](#) (SpringerLink).

Mullooly, J. & Sturges, K. (2008, Spring). What is Applied Educational Anthropology?, *Practicing Anthropology*.

Mullooly, J. (2007) . Regrading the eighth grade: Disciplining those who discipline in a Jesuit middle school of the American Midwest. *Teachers College Record*, 109 (7).

Mullooly, J. & Varenne, H. (2005). Playing with pedagogical authority, In *Classroom Authority: Theory, Research, and Practice*, J. Pace and A. Hemmings (eds.) Lawrence Erlbaum.

Mullooly J. (2001). Il successo scolastico fuori dell'aula: un'analisi delle attività che caratterizzano il comportamento, In the special issue *Antropologia, Scuola, Educazione* edited by M. Benadusi, *Scuola Democratica*.

Mullooly, J. (1999, April). Is culture in the individual or the individual in culture?: Adding a social dimension to Chang's constructivist account of multiculturalism, *Electronic Magazine of Multicultural Education*.

(<http://www.eastern.edu/publications/emme/1999spring/mullooly.html>)

Selected Papers and Presentations:

4/14/07 - Peer reviewed paper: Sierran Merchants at a Crossroads: An Anthropology of "Intelligent Growth". Southwestern Anthropological Association annual meeting.

4/14/07 - Peer reviewed session abstract: Mining Material Culture in Applied Anthropology: The San Joaquin Valley's Institute of Public Anthropology. Southwestern Anthropological Association Annual meeting.

4/13/07 - Peer reviewed paper: "Everyday Life" in the Classroom: Pedagogical Engagement through Induction. Conference on Excellence in Teaching and Learning CSU-Fresno.

3/28/07 - Peer reviewed paper: "Cultured Change Outside of Classrooms: Making Sense of Success". Society for Applied Anthropology annual meeting.

11/17/06 - Peer reviewed paper: "Applied Anthropology in the Service of "Intelligent Growth": the Benefits of Working with Merchants in the Sierra Foothills". American Anthropological Association annual meeting.

11/17/06 - Peer reviewed session abstract: California's Local Practitioner Organizations: Critical Intersections in Applied Anthropology. American Anthropological Association annual meeting.

3/30/06 - Peer reviewed paper: "Where's the Applied Anthropology": Encouraging non-Anthropology Majors to Experience Life. Society for Applied Anthropology annual meeting.

3/29/06 - Peer reviewed paper: "When a Problem's Solution Introduces Greater Problems: Applied Anthropology as Educational Tool". Society for Applied Anthropology annual meeting.

3/29/06 - Peer reviewed session abstract: "Education on the Edge: A Roundtable Discussion of Applied Anthropology of Education". Society for Applied Anthropology annual meeting.

2/3/06 – Invited keynote lecture: "'Un"common Sense: Shifting Perspectives in the Anthropological Investigation of Cognition". The Fresno State Cognitive Lecture Series.

Languages:

French: Moderate speaking and reading knowledge.
Egyptian Colloquial Arabic: Limited speaking ability.

Membership:

Ethnographic Praxis in Industry Conference
National Association of Practicing Anthropologists
Society for Applied Anthropology
American Anthropological Association
Southwestern Anthropological Association
Central States Anthropological Society
National Communication Association
American Educational Research Association

Diane E. Oliver
Department of Educational Research and Administration
Kremen School of Education and Human Development
Educational Leadership and Administration
doliver@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	Walden University, Minneapolis, MN	Education
M.A.	Salve Regina University, Newport, RI	International Relations
M.A.	U.S. Naval War College, Newport, RI	National Security and Strategic Studies
MPA	American International College, Springfield, MA	Public Administration
B.A.	San Francisco State University, San Francisco, CA	Physical Education

Professional Experience:

Dates	Position/Institution
2009-Present	Assistant Professor, California State University, Fresno,
2007-2009	Assistant Professor, National-Louis University, Chicago, IL
2005-2007	Visiting Assistant Professor, Texas Tech University, Lubbock, TX
2000-2005	Deputy Director, The Vietnam Center, Texas Tech University, Lubbock, TX
1998-2000	Adjunct Faculty, University of Phoenix, San Diego, CA

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
ERA 220	3	ERA 220	3
EAD 278T	3	EAD 273	3
EDL 280	4.5	EAD 278T	3
EAD 298 (2 master's projects)	1	EAD 298 (3 projects)	1.5
EDL 299 (chair 1 dissertation)		EDL 299 (chair 2 dissertations) and EDL 290 (advise 1 independent study)	

University/School Service

Dates	Committee	Activity/Accomplishments
2011	Student Affairs Committee of the Academic Senate	Prompted the committee to seek clarification of its mission.
2011-2012	Vice President, KSOEHD Faculty	Duties as assigned.

2009-present	Assembly International Education Committee	Serve as co-chair, take care of administration, participate in International Week
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Professional Association Memberships

Dates	Association/Organization	Role
1998-present	Comparative and International Education Society	Serve on the Higher Education Special Interest Group Awards Committee; participate in conferences
2006-present	Council for the Study of Community Colleges	Serve as proposal reviewer and participate in conferences
2006-present	Association for the Study of Higher Education	Member and have served as a conference proposal reviewer

Publications (Selected)

- Hou, H., & Oliver, D. E. (In press). A study of workforce training challenges faced by a US community college and a comparable Chinese institution. *International Journal of Adult Vocational Education and Technology*
- Oliver, D. E., & Hioco, B. (2011). An ethical decision-making framework for community college administrators. Manuscript submitted for publication.
- Capt, R. L., & Oliver, D. E. (in press). Student-centered learning and an emergent developmental taxonomy. *Community College Journal of Research and Practice*.
- Persky, K. R., & Oliver, D. E. (2011). Veterans coming home to the community college: Linking research to practice. *Community College Journal of Research and Practice*, 35(1), 111-120. doi:10.1080/10668926.2011.525184.
- Oliver, D. E., & Nguyen, Kim Dung. (2010). Global competition as a two-edged sword: Vietnam higher education policy. In V. Rust, L. Portnoi, & S. Bagley (Eds.). *Higher education, policy, and the global competition phenomenon*. New York: Palgrave Macmillan Publishers.
- Nguyen, Kim Dung, Oliver, D. E., & Priddy, L. E. (2009). Criteria for accreditation in Vietnam's higher education: Focus on input or outcome? *Quality in Higher Education*, 15(2), 123-134.
- Oliver, D. E., Pham, Xuan Thanh, Elsner, P. A., Nguyen, Thi Thanh Phuong, & Do Quoc Trung. (2009). Globalization of higher education and community colleges in Vietnam. In R. Raby, & E. Valeau (Eds.), *Community college models: Globalization and higher education reform* (pp. 199-220). New York: Springer.
- Oliver, D. E., Engel, S., & Scorsone, A. (2008). Survey of community colleges in Vietnam. In P. Elsner, G. Boggs, & J. Irwin (Eds.). *Global development of community colleges, technical colleges, and further education programs* (pp. 175-185). Washington, DC: Community College Press.
- Oliver, D. E., Casiraghi, A. M., Henderson, J. L., Brooks, A. M, & Mulsow, M. (2008). Teaching program evaluation: Three pillars of pedagogy. *American Journal of Evaluation*, 29(3), 330-339.
- Oliver, D. E. (2004). Higher education challenges in developing countries: The case of Vietnam. *Journal of Educational Policy, Research, and Practice*, 5(2), 3-18.
- Oliver, D. E. (2004). Human capital theory and higher education in developing countries. *Journal of Thought*, 39, 119-130.
- Oliver, D. E. (1999). Improving services for international students by understanding differences between Japanese and United States culture and educational systems. *NACADA Journal: The Journal of the National Academic Advising Association*, 19, 22-28.

Papers and Presentations (Selected)

- Hamza A., & Oliver, D. (2011, October 29). Higher education development in Yemen: From unification to before now. Panel presentation at the Comparative International Education Society Western Regional Meeting, Stanford University, Palo Alto, CA.
- Oliver, D., Nusbaum, E., & Pitt, J. (2011, September 24). Applying an ethical decision-making model across the curriculum in higher education administration, special education, and rehabilitation counseling pedagogy. Presentation at Chapman University's Emerging Scholars Conference on Exploring Difference: Disability and Diversity in Education, Law, and Society, Orange, CA.
- Gonzalez, J.C., Thompson, C., & Oliver, D. (2011, May 24). American university governance: The pros and cons of decentralization. Presentation at the China University of Geosciences, Wuhan, China.
- Oliver, D. E., & Hioco, B. (2011, April 8). Ethical decision-making and community college leadership: Bridging from scholarship to practice. Research paper presentation at the Council for the Study of Community Colleges Conference, New Orleans, LA.
- Oliver, D. E. (2010, October 15). A different paradigm: From centers and peripheries to continuums. Roundtable presentation and facilitated discussion at the Comparative and International Education Society Western Regional Conference, California State University, Long Beach, CA.
- Persky, K. R., & Oliver, D. E. (2010, April 16). Veterans coming home to the community college: Linking research to practice. Panel presentation at the Council for the Study of Community Colleges Conference, Seattle, WA.
- Oliver, D. E., & Kim Dung Nguyen. (2010, March 2). Global competition as a two-edged sword: Implications for Vietnam higher education policy. Panel presentation at The Comparative International Education Society Conference, Chicago, IL.
- Oliver, D. E. (2010, March 1). Developing new opportunities at California State University Fresno. Panel on Re-imaging Doctoral Programs for Community College Leadership with an International Context at The Comparative International Education Society Conference, Chicago, IL.
- Oliver, D. E. (2009, March 24). Politics of comparison: Community college models in reforming higher education (Vietnam). Panel presentation at the Comparative International Education Society Conference, Charleston, SC.
- Oliver, D. E. (2009, March 2). Community colleges around the world educating for a global economy. Panel presentation at the Community Colleges for International Development Conference, Orlando, FL.
- Capt, R. L., & Oliver, D. E. (2009, February 5). Success in developmental education: The teaching-learning link. Paper presentation at the Southwest Educational Research Association 32nd Annual Conference, Austin, TX. (Presented by R. Capt).
- Nguyen, Thi Thanh Phuong, & Oliver, D. E. (2008, December 4). An accrediting agency in the U.S.: Implications for Vietnam. Paper presented at the Institute for Educational Research, HCMC University of Pedagogy Conference on The Roles of Independent Accrediting Bodies in Higher Education Accreditation in Vietnam, Ho Chi Minh City, Vietnam. (Presented by Nguyen Thi Thanh Phuong).
- Oliver, D. E., Pham, Xuan Thanh, Elsner, P. A., Nguyen, Thi Thanh Phuong, & Do, Quoc Trung. (2008, May 23). Globalization of higher education: The emergence of community colleges in Vietnam. Paper presented at the Centre for International Education Culture Exchange and Research (CIECER), Ho Chi Minh City University of Education, 2nd Conference on Comparative Education: The Vietnamese Education in the Globalization Context, Ho Chi Minh City, Vietnam. (Presented by Do Quoc Trung & Nguyen Thi Thanh Phuong.)
- Oliver, D. E., Engel, S., & Scorsone, A. (2008, February 18). Global development of technical college, community college, and further education: Vietnam chapter. Panel presentation at the 2008 World Congress and International Association of Colleges Developing Global Partnerships Conference, New York, NY.

- Capt, R., & Oliver, D. E. (2008, February 8). Developmental education: Teaching Challenges and strategic responses. Paper presented at the Southwest Educational Research Association 31st Annual Conference, New Orleans, LA. (Presented by R. Capt.)
- Rickards, W., Brooker, R., Oliver, D., & Nguyen, P. (2007, November 7). Some observations on higher education in Vietnam: Integrating narrative and policy studies. Paper presented at the Association for the Study of Higher Education 32nd Annual Conference, Louisville, KY.
- Elsner, P., Hall, G., Horton, J., & Oliver, D. (2007, April 15). An overview of the AACC global survey of technical and community colleges and further education in 23 countries. Panel presentation at the American Association of Community Colleges Annual Convention, Tampa, FL.
- Oliver, D. E. (2007, April 12). Globalization and community colleges: The U.S., Canada, and Vietnam. Paper presented at the Council for the Study of Community Colleges Conference, Tampa, FL.
- Nguyen, K. D., Oliver, D. E., & Pham, X. D. (2006, December 12). Effectiveness of quality and commerce: The interaction between integration and quality standards of higher education in Vietnam. Paper presented at the International Forum on Vietnam Education “WTO Entry and Vietnam Higher Education” (organized by the Ministry of Education and Training; sponsored by UNESCO and others), Hanoi, Vietnam. (Presented by Nguyen Kim Dung.)
- Oliver, D. E., Nguyen, K. D., & Nguyen, T. T. P. (2006, November 29). Higher education accreditation in Vietnam and the U.S.: In pursuit of quality. Paper presented at the Asia Pacific Education Research Association International Conference 2006, Hong Kong. (Presented by Nguyen Thi Thanh Phuong.)
- Oliver, D. E. (2006, October 16). Community colleges in the context of globalization in higher education. Invited paper, Can Tho University, Vietnam, International Forum on Globalization and Integration in Higher Education.
- Oliver, D. E., Engel, S., Scorsone, A., & Whitus, J. (2006, April 24). Presentation on the history of community college development in Vietnam and the Kien Giang Community College Project at the American Association of Community Colleges convention in Long Beach, CA.
- Oliver, D. E. (2006, January) (Key note speaker paper and presentation). Challenges to the development of community colleges in Vietnam. Australia National University, College of Asia-Pacific Studies, Vietnam Studies Summer School (“a week-long program of intensive research activities designed to bring together scholars working on Vietnam throughout Australia and New Zealand to exchange knowledge”).
- Nguyen, T. T. P., Oliver, D. E., & Reeve, T. G. (2005, December). Achieving quality enhancement through institutional effectiveness in changing times. Concurrent Session, Southern Association of Schools and Colleges-Commission on Colleges Annual Meeting, Atlanta. (Presented by Nguyen Thi Thanh Phuong and T. Gilbert Reeve.)
- Oliver, D. E. (2005, October). Qualitative methods and a transnational evaluation design. Concurrent session (Qualitative Methods TIG), American Evaluation Association and Canadian Evaluation Society Joint Annual Meeting, Toronto, Canada.
- Oliver, D. E., Nguyen, T.T. P., & Nguyen, K. D. (2003, April) Higher education accreditation in Vietnam: Lessons from accreditation in the U.S. American Education Research Association (AERA) Annual Conference, Chicago.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

2010- present: I have been collaborating with two colleagues in KSOEHD (Dr. Nusbaum, Special Education, and Dr. Pitt, Rehabilitation Counseling) on a Scholarship of Teaching and Learning project. Initially, Dr. Barbara Hioco, who teaches in the doctoral program, and I developed an ethical decision-making model for use when teaching higher education administration courses. My two colleagues and I have further developed the model and are exploring ways to adapt it across specializations. We presented our work at a conference and will start working on a paper for publication.

Professional Development

September 29, 2011: Received Department Equal Employment Opportunity (DEEO) Training from HR. (Have been asked to serve on a search committee in the Classical and Modern Language Department.)

September 9, 2011: Completed two on-line modules for DEEO training.

January 12-13, 2011: Grant Development Workshop (Prepared to submit a grant to assist veteran students, but the federal government did not fund the grant this year.)

November 17 & 18, 2010: Attended presentations during International Week (Contributed to my know of other countries, including Mexico and Tanzania.)

November 12, 2010: KSOEHD Retreat: Diversity Workshop--Part 2.

Vita
JULIE B. OLSON-BUCHANAN

- Oct., 1992 **Ph.D, Industrial/Organizational Psychology**

University of Illinois at Urbana-Champaign
Split Minor: Social and Quantitative Psychology
Dissertation Title: *Voicing Discontent: What Happens to the Grievance Filer After the Grievance?*
- Fellow, National Science Foundation**
- Jan., 1990 **M.A., Industrial/Organizational Psychology**

University of Illinois at Urbana-Champaign
Thesis Title: *Performance Appraisal: An Information Processing Approach to Rating Errors*
- May, 1987 **B.S., Psychology**
Summa Cum Laude, Phi Beta Kappa, Bronze Tablet

University of Illinois at Urbana-Champaign
Honors Thesis Title: *Performance Appraisal: A Cognitive Approach to Halo Rating Error*

PROFESSIONAL EXPERIENCE

- Summer, 2005 **Department Chair, Department of Management**
- Present Craig School of Business, *California State University, Fresno*
- Fall, 1998 **Professor**
- Present Department of Management, Craig School of Business
California State University, Fresno
- Graduate Courses Taught:*
 Human Resource Administration (EDL 280T, Doctoral course)
 Managing Human Capital (MBA 240)
 International Strategic Human Resource Management (MBA 289T)
 (joint venture with Burgundy School of Business, Dijon, France)
- Fall, 1998 **Director**
- Spring2005 Craig Honors Program, Craig School of Business
California State University, Fresno
- Fall, 1992 **Associate Professor**
- Summer, 1998 Department of Management, Craig School of Business
California State University, Fresno
- 1990 - 1992 **Recruitment & Selection Research (Full and Part-Time Intern)**
IBM Headquarters, Purchase, NY
- 1987 - 1992 **Research Assistant**
Department of Psychology, *University of Illinois at Urbana-Champaign*

1988 - 1992

Instructor

Department of Psychology, *University of Illinois at Urbana-Champaign*

PUBLICATIONS

Olson-Buchanan, J. B., Koppes Bryan, L. & Foster Thompson, L. (2014, in press). *Using I-O Psychology for the Greater Good: Helping Those Who Help Others*. SIOP Frontiers Series, Routledge, Taylor & Francis Group.

Freeman, M. M. & Olson-Buchanan, J. B. (2013, in press). The effects of expatriate personality and language fluency on host country adjustment: An empirical study of former expatriates. *International Journal of Management*, 30 (1).

Mead, A. D., Olson-Buchanan, J. B., & Drasgow, F. (2013, in press). Technology-Based Selection. Chapter to appear in M. Coovet and L. Foster Thompson (Eds.), *The Psychology of Workplace Technology*. SIOP Frontiers Series, Routledge, Taylor & Francis Group.

Klaas, B. S., Olson-Buchanan, J. B., & Ward, A. (2012). The Determinants of Alternative Forms of Workplace Voice: An Integrative Perspective. *Journal of Management*, 38, 314-345. First published on October 14, 2011 doi:10.1177/0149206311423823.

Olson-Buchanan, J. B. & Boswell, W. R. (2009). *Mistreatment in the workplace: Prevention and resolution for managers and organizations*. Malden, MA: Wiley-Blackwell Publishing.

Olson-Buchanan, J. B. & Boswell, W. R. (2008). An integrative model of experiencing and responding to mistreatment at work. *Academy of Management Review*, 33 (1), 76-96

Boswell, W. R. & Olson-Buchanan, J. B. (2007). Correlates and consequences of being tied to an "electronic leash." *Journal of Management*, 33, 592-610.

Van Dyk, A., Chaffe-Stengle, P., Sanchez, R. J., & Olson-Buchanan, J. B. (2007). The role of language fluency in organizational commitment and perceived organizational support. *Journal of Foodservice Business Research*, 9 (2/3), 49-65.

Olson-Buchanan, J. B. (2007). Employee grievance systems. In S. Rogelberg's (Ed) *Encyclopedia of Industrial and Organizational Psychology I*. SAGE Publications, 191-192.

Olson-Buchanan, J.B., & Boswell, W.R. (2007). Dispute resolution system design. In C.K.W. De Dreu, & M.J. Gelfand's (Eds.), *The Psychology of Conflict and Conflict Management in Organizations*. SIOP Frontiers Series, Routledge, Taylor & Francis Group, 321-352.

Olson-Buchanan, J. B., Rechner, P. L., Sanchez, R. J., & Schmidtke, J. M. (2007) The Challenges and Outcomes of Implementing a Virtual Team Component in a Management Principles Course. *Education and Training Journal*. 49 (5), 408-423.

Olson-Buchanan, J. B. & Boswell, W. R. (2006). Blurring boundaries: Correlates of integration and segmentation between work and nonwork. *Journal of Vocational Behavior*, 68, 432-445.

Olson-Buchanan, J. B. & Drasgow, F. (2006). Multimedia Situational Judgment Tests: The Medium Creates the Message. In J. Weekley & R. Ployhart's (Eds.) *Situational Judgment Tests*. SIOP Frontiers Series, Erlbaum Publishing, 253-278.

Lopez, Y. P., Rechner, P. L., & Olson-Buchanan, J. B. (2005). Shaping Ethical Perceptions: An Empirical Assessment of the Influence of Business Education, Culture, and Demographic Factors. *Journal of Business Ethics*, 60 (4), 341-358.

Boswell, W.R., & Olson-Buchanan, J.B. (2004). Experiencing mistreatment at work: The role of grievance-filing, nature of mistreatment, and employee withdrawal. *Academy of Management Journal*, 47 (1), 129-140.

Boswell, W.R., Olson-Buchanan, J.B., & LePine, M.A. (2004). Relations between stress and work outcomes: The role of felt challenge, job control, and psychological strain. *Journal of Vocational Behavior*, 64 (1), 165-181.

Olson-Buchanan, J.B., & Boswell, W.R. (2002). The role of employee loyalty

and formality in voicing discontent. *Journal of Applied Psychology*, 87, 1167-1174.

Olson-Buchanan, J. B. (2001) Computer-based assessment: Advances and challenges. In F. Drasgow and N. Schmitt (Eds.) *Advances in Measurement and Data Analysis*. SIOP Frontiers Series. Jossey-Bass.

Richman, W. L., Olson-Buchanan, J. B., & Drasgow, F. (2000). Examining the Impact of Administration Medium on Examinee Perceptions and Attitudes. *Journal of Applied Psychology*, 85 (6), 880-887.

RESEARCH PRESENTATIONS

Olson-Buchanan, J. B. (2011, April). Celebrating Our Science and Practice: Looking Inward. Symposium presented at the Society for Industrial and Organizational Psychology Conference, Chicago, IL.

Olson-Buchanan, J. B. (2009, August). Panelist in Alternative Dispute Resolution in the Workplace. Symposium presented at the annual Academy of Management Meeting, Chicago, IL.

Olson-Buchanan, J. B., Sanchez, R. J., Schmidtke, J. M. & Bradley, J. C. (2009, April). It's just business: Affective and cognitive trust in virtual teams. Paper presented at the 24th annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Olson-Buchanan, J. B. (2009, April). Panelist in Community Volunteerism and the Paid Work Environment. Symposium presented at the 24th annual meeting of the Society for Industrial and Organizational Psychology, San Francisco, CA.

Olson-Buchanan, J. B. (2008, April). Panelist in Helping Organizations Who Help Others: Making a Difference With I-O. Symposium presented at the 23rd annual meeting of the Society for Industrial and Organizational Psychology, San Francisco, CA.

Olson-Buchanan, J. B. (2007, April). Panelist in SIOP Organizational Frontiers Volume: Conflict in Organizations. Symposium presented at the 22nd annual meeting of the Society for Industrial and Organizational Psychology, New York, NY.

Olson-Buchanan, J. B. (2007, April). Panelist in Why Use SJTs for Training and Development? Roundtable at the 22nd annual meeting of the Society for Industrial and Organizational Psychology, New York, NY

Olson-Buchanan, J. B. & Boswell, W. R. (2006, July). Experiencing and Voicing Mistreatment at Work: Opportunities for Positive Consequences. In C.K.W. de Dreu & Lourdes Mundate's *The Dangers and Opportunities of Organizational Conflict within and Across Culture*. Invited paper at the 26th International Congress of Applied Psychology. Athens, Greece.

Olson-Buchanan, J. B. (2006, May). Panelist in SIOP Organizational Frontiers Series: Situational Judgment Tests -Theory, Measurement, and Applications. Symposium presented at the 21st annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX.

Schmidtke, J. M., Rechner, P. L., Olson-Buchanan, J. B. & Sanchez, R. J. (2006, May). The Effects of Feedback and Leadership on Virtual Performance. Paper presented at the 21st annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX.

Sanchez, R. J., Olson-Buchanan, J. B., Rechner, P. L., & Schmidtke, J. M. (2006, May). Multiple-Perspective Taking in Team-Member Exchange in a Virtual Environment. Paper presented at the 21st annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX.

Lopez, Y. P., Rechner, P. L., Sundaramurthy, C., & Olson-Buchanan, J. B. (2005, August). Enhancing Ethical Perceptions: Impact of Integrated Ethics Curriculum vs a Stand Alone Ethics Course. Paper presented at the annual meeting of the Academy of Management, Honolulu, HI.

Sanchez, R. J., Olson-Buchanan, J. B., Rechner, P. L., & Schmidtke, J. M. (2005, April). Personality and team-member exchange in a virtual environment. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Olson-Buchanan, J. B. & Boswell, W. R. (2005, April). Blurring Boundaries: Integration

and Segmentation Between Work and Nonwork . Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Olson-Buchanan, J.B., & Boswell, W.R. (2004, April). Correlates and consequences of being tied to an "electronic leash." Presented at the 19th Annual Conference of the Society for Industrial and Organizational Psychology.

Sanchez, R. J., Olson-Buchanan, J. B., Rechner, P. L., & Schmidtke, J. M. (2004, April). The effects of dispositional trust and team-member exchange in the virtual environment. Presented at the 19th Annual Conference of the Society for Industrial and Organizational Psychology.

Sanchez, R. J., Olson-Buchanan, J. B., Rechner, P. L., Schmidtke, J. M. (2003, August). The Effects of Dispositional Trust and Team-member Exchange in the Virtual Environment. Paper presented at the annual meeting of the Academy of Management, Seattle, WA.

Schmidtke, J. M., Rechner, P. L., Olson-Buchanan, J. B., & Sanchez, R. J. (2003, August). Virtual Teams: Process Matters. Paper presented at the annual meeting of the Academy of Management, Seattle, WA.

Olson-Buchanan, J.B., & Boswell, W.R. (2003, April). Experiencing mistreatment at work: The role of voice, type, and employee withdrawal. Paper presented at the 18th Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Lopez, Y. P., Olson-Buchanan, J. B., & Rechner, P. L. (2002, August). Antecedents of Moral Awareness: An Empirical Assessment of the Influence of Business Education, Culture, and Demographic Factors. Paper presented at Academy of Management, Denver, CO.

Olson-Buchanan, J. B. & Boswell, W. R. (2001, August). Voicing Discontent: The Role of Employee Loyalty and informality. Academy of Management Conference, Washington, D.C.

Boswell, W. R. & Olson-Buchanan (2001, June). International Association for Conflict Management Conference, Paris, France.

Boswell, W. R., Olson-Buchanan, J. B., Cavanaugh, M. (2000, August) Investigation of the Relationship Between Work-Related Stress and Work Outcomes: The Role of Felt-Challenge, Psychological Strain, and Job Control. Paper presented at the Academy of Management Conference, Toronto, Canada.

AWARDS

Distinguished Service Contributions Award,

Society for Industrial and Organizational Psychology, 2011

Coke Hallowell Award for Faculty Service

Craig School of Business, California State University, Fresno, 2009-2010

Provost's Award for Teaching Excellence

Award given for the "most outstanding faculty member on campus," 2008-2009

Outstanding Faculty Publications

California State University, Fresno, 2005, 2003, 2002, 1999

CSB Faculty Award for Research & Scholarship

Craig School of Business, California State University, Fresno, 2002, 2005

Best Papers Proceedings,

Academy of Management, 2001

Laval Award for Faculty Research

Craig School of Business, California State University, Fresno, 1998

Kessler Award for Classroom Excellence

Craig School of Business, California State University, Fresno, 1996

Edwin E. Ghiselli Award for Research Design

Award for outstanding research design, Society for Industrial and Organizational Psychology, 1992.

Best Paper Award

Award for the best paper in the Organizational Conflict track at the 1992 International Association

of Conflict Management Conference, 1992.

Janet Tritsch Memorial Award recipient

Award for the most outstanding research paper in Psychology submitted by an undergraduate, University of Illinois, 1987.

PROFESSIONAL SERVICE & CONTRIBUTIONS

Executive Board, 2011- Present

Society for Industrial and Organizational Psychology

Portfolio Officer, Conference and Programs

Associate Editor

Journal of Business and Psychology, 2008-Present

Editorial Board

Journal of Management, 2008-2010

Conference Chair

Society for Industrial and Organizational Psychology, 2008-2010

Conference Chair in Training

Society for Industrial and Organizational Psychology, 2007-2008

Committee Member, Strategic Program Planning Subcommittee

Society for Industrial and Organizational Psychology, 2002- Present

Committee Member, Future Conference Programming Task Force ("Advance")

Society for Industrial and Organizational Psychology, 2006-2007

Committee Member, Strategic Planning, Membership Cluster

Society for Industrial and Organizational Psychology, 2006

Past Past Program Chair

Society for Industrial and Organizational Psychology, 2007-2008

Past Program Chair

Society for Industrial and Organizational Psychology, 2006-2007

Program Chair

Society for Industrial and Organizational Psychology, 2005-2006

Committee Member, Strategic Planning,

Society for Industrial and Organizational Psychology, 2005

Program Chair in Training

Society for Industrial and Organizational Psychology, 2004-2005

Chair, 3 Day Conference Task Force

Society for Industrial and Organizational Psychology, Spring 2005

Chair, Sunday Seminars

Society for Industrial and Organizational Psychology, 2004-2005

Chair, Strategic Program Subcommittee on Sunday Special Sessions 2002-2003

Society for Industrial and Organizational Psychology 2002-2003

Emergency Reviewer

Society for Industrial and Organizational Psychology, 2001 - Present

Program Committee

Society for Industrial Organizational Psychology, 1992-Present

Program Committee

International Association for Conflict Management (1993 to 1997, 2001, 2002, 2003)

Secretary & Newsletter Editor

Academy of Management Conflict Division, 1997-2000

Awards Committee

Society for Industrial and Organizational Psychology, 1992-1995

Conference Reviewer

Academy of Management (Conflict Division), 1996-2006
Ad Hoc Reviewer

Academy of Management Review
Human Relations
Academy of Management Journal
International Journal for Conflict Management
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Business & Psychology
Journal of Business Ethics
Journal of Vocational Behavior

OTHER ACADEMIC HONORS

Bronze Tablet (Top 2 % of graduating class, University of Illinois)
Phi Beta Kappa (National Honor Society)
Golden Key Honor Society (National Honor Society)
Psi Chi (Psychology Honor Society)
Alpha Lambda Delta (Freshman Honorary)
Phi Kappa Phi (Faculty induction)
Beta Gamma Sigma (Business Honor Society, Honorary membership)

UNIVERSITY AND COMMUNITY SERVICE

Department Service

Human Resource Collegiate Competition, Coach (1992 - 2006)
Coached to two 1st place National Championships (2001; 2005)
Chair, Mentor Committee, Dr. Rudy Sanchez (2001-2005)
Assessment Coordinator, HRM, 2001-2003
Undergraduate HRM Coordinator, 2001-present
Reighard Selection Committee (2000 – Present)
Chair, Lecturer Search & Review Committee (1998 - 2003)
Society for Human Resource Management, Advisor (1992 - 2001)
Faculty Search Committee (1999 – 2000)
Chair, Faculty Search Committee (2000-2001)
Faculty Merit Committee (1999 – 2000)
HRM Internship Program (1993-1996)

School Service

Committees

Dean Search Committee (2003-2004)
Faculty Executive Committee (2000 – 2005)
CSB Undergraduate Programs Committee (2000 – 2003)
Chair, Craig Honors Program Council (1998-2005)
CSB Board on Retention and Tenure (1998 - 2000)
Chair, Craig School of Business & Psychology Department Task Force (1998 - 2000)
Task Force, Focus 2000 & Beyond (1999 - 2000)
Student Affairs Committee (1993- Spring, 1997, Fall, 1998-2000)
CSB Honors Program Taskforce (Fall, 1996 – Spring, 1998)
CSB Reaccreditation Taskforce (Spring, 1995 to Fall, 1998) Convocation Moderator, 1997
Focus Group Interviews, 1997

Graduate School Information Night, 1994, 1995, & 1996
BAC Mentor Program Participant
Graduate Equity Fellowship / MAGIC Program Mentor
CSB Honors Program Taskforce (Fall, 1996 to 1998)
Search Committee for Instructional Support Assistant II Position (Fall, 1994)
Ethics Workshop Planning Committee (1993).
SOBAS Research Colloquium (1992 - 1993)

University Service

University Personnel Committee, Fall, 2006 -- 2011
RFP Task Force, Fall 2008
Department Chair, 2005- Present
Coalition Urban Metropolitan University Conference Program Committee (Track Co-Chair)
2009-Present
DPELFS Core Faculty Member (2010-Present)
DPELFS Committee Member (2008 - Present)
DPELFS Admissions Committee Member (2010 - Present)
Doctoral Committee Member:
 Marc Hammack (2009-2010)
 Andrea Mora (2009-Present)
 Jennifer Watson (2010 - 2011)
Master's Thesis Chair
 Laura Gaffery (2010 - Present)
Honor's Thesis Mentor
 Melissa Freeman (2008-2009)
 Juanita Aguilar (2009-2010)
McNair Mentor
 Melissa Freeman (2009 - Present)
Co-Chair, University Strategic Plan Taskforce, Employees & Workplace Development
University Honors Council (1998 - Present)
Employee Assistance & Development Council (1996 - 2001)
Employee Assistance & Development Executive Council (1998 - 2001)
Professional Development Committee (1992 - 1997)
Blue Ribbon Committee on the Teacher-Scholar Model, (Spring, 1995 to Fall, 1995)
Provost's Committee on Teaching Excellence (1994-1995)
Mentoring Task Force (Professional Development Subcommittee, Spring, 1994)
Extended Education Advisory Committee ("Contemporary Issues and Concerns in Human
 Resource Management") (1993)
University Promotion Campaign Participant (1998 & 2000)

Community Service

Board of Directors, Community Food Bank, 2008-Present
 Chairperson-Elect, Board of Directors Elect, 2011-Present
 Human Resources Committee, Chair 2008-2011
 Co-Chair, CEO Selection Committee
Co-Leader, Golden Valley Girl Scout Council
 Troop 551, August 2004 to Present
 Troop 999, August 2004 to 2010
Community Food Bank (Feeding America), Fall, 2006 to Present

Formed partnership with local food bank to provide

Job analyses & revised job descriptions

Performance management system

Compensation & rewards system

Revise employee handbook

Benchmark management policies and procedures

Additional work

Provided customer service training to 176 food pantries served by Community Food Bank

Coordinated Food Drive (on campus and at a football game) that raised 119,242 pounds of food in 2007, 166,999 pounds in 2008, and 172,343 pounds in 2009 (with Department of Management, Fresno State Football team, Sierra Pacific Orthopaedic Center).

Saint Agnes Institutional Research Review Board (January, 2004 – January, 2006)

CONSULTING

Executive/Managerial Training

Pelco (2005 - Present)

Fairness in Management

Performance Appraisal

Regional Jobs Initiative Training (2006 - Present)

Performance Appraisal

Fairness in Management

Community Medical Centers (2007-2008)

Fairness in Management

MuniServices (2008-2009)

Fairness in Management

Superior Court of California, County of Fresno (2008 - Present)

Fairness in Management

Randy Schultz Ed.D

108 Chaparral St.

Tehachapi, Ca 93561

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(661) 428-2809 Cell

rschultz@csub.edu

QUALIFICATIONS

4+ years full time experience teaching at the university level, face-to-face and online

Extensive experience with creating staff development programs for teachers and administrators

Extensive experience in grant writing and reading

Variety of K-12 experiences from teaching in the classroom to administration

EDUCATION

May 2002 Ed.D Educational Administration Dissertation: *Veteran teachers, innovation and change: A study of veteran teachers in a beginning technology staff development program*

University of the Pacific, Steven Davis Ed.D. Chair

May 2002 Tier Two Administrative Credential CSU Bakersfield as part of UOP-CSUB Joint Doctorate program

May 2000 Tier One Administrative Credential CSU Bakersfield

May 1994 MA Curriculum and Instruction CSU Bakersfield

May 1986 Clear Credential K-12 Multi-subject CSU Northridge

May 1980 B.A. Drama University of Dallas

EMPLOYMENT

2006 – Present California State University, Bakersfield
Assistant Professor, Antelope Valley Center - Coordinator for the Multiple Subjects program.

2009 – Present Co Principal Investigator for “Edvention Partners” a 12 million dollar, federally funded Teacher Quality Partnership grant. Edvention Partners is a quality improvement grant with a vision to reform of teacher education driven by research-based clinical and coursework experiences.

2006 – Present California State University, Bakersfield
Assistant Professor, Curriculum and Instruction Master’s program, Extended Studies

2001 – 2006 California State University, Bakersfield
Adjunct Instructor, Curriculum and Instruction Masters program

2004 – 2006 California Technology Assistance Project (CTAP) Region 8 Director. CTAP is a statewide educational technology leadership initiative, providing assistance to schools and districts in integrating technology into teaching and learning. Funded by the Education Technology Local Assistance Program, CTAP focuses on promoting the effective use of educational technology

2003 – 2004 Principal, Community Learning Center, Tech – an Alternative Education high school with a focus on using technology in the classroom. Run by the Kern County Superintendent of Schools

2002 – 2004 Coordinator, Instructional Technologies
Coordinating and providing staff development, technology purchases and grants management for the Alternative Education programs at Kern County Superintendent of Schools Office.

2001 – 2002 iLearn Project Coordinator
iLearn was an Educational Technology Professional Development Program funded by the California State University Chancellor’s office. Responsibilities include: Developing iLearn curriculum, recruitment of participants and technology training staff, coordination of trainings throughout Kern county. In 2001-2002 we trained over 400 teachers in classroom technology integration.

2000 – 2001 Vice -Principal Tompkins Elementary School

1999 - 2000 Sixth grade teacher Wells Elementary School

1995 - 1999 Teacher-leader Anvil Program (a self-contained 5th, 6th and 7th)
The program consisted of fifty middle school aged students and two teaching staff. We wrote the curriculum based on the educational theories of Dr. Howard Gardner (Multiple Intelligence Theory), Alfie Kohn (Intrinsic Motivation Theory) and others.

1986 - 1995 Sixth grade teacher, Tehachapi Unified School District

CONSULTATION

2006 - 2008 External Evaluator California Technology Assistance Project Regions 7 & 8
2006 – 2008 Data Teams Trainer for Kern County Superintendent of Schools
2006 – 2008 Coach for Pivot Learning (formally Springboard) Schools in Richland CA school district

EDUCATIONAL PROGRAM SUPPORT EXPERIENCE

2006	Implications Wheel Training, a strategic exploration tool that draws upon group wisdom to quickly and effectively uncover the short and long term implications of any change.
2005	Data Teams Certification training by the Center for Performance Assessment. Trained to facilitate the regular and systematic collection of data to support continuous Data-Driven Decision Making in a school setting.
2002 – 2004	Teacher co-presenter for “Do The Math” a live broadcast program on KETV (Kern Educational Television) designed to help students with mathematics homework
2001 - 2004	Evaluator for CLRN project, evaluating software, websites and video to see if they meet with California Educational Standards.
2000 - 2001	Co-Coordinator, developer and consultant for "In on the Ground Floor", a website hosted by KCSOS that ties powerful real world mathematical content to the California Mathematics Standards.(www.creativille.org)
1999 - 2001	Technology Mentor for California Technology Project Co-Planned and implemented two separate week long technology workshop for teacher in Kern County.
1999 - 2001	Nicknamed "Techboy" by the members of my UOP doctorate cohort
1993 - 1994	California Technology Leadership Academy Co-leader. Responsible for developing a week long technology camp for teachers interested in technology integration. Participants were K-12 teachers.
1996 - 1999	Internet Mathematics Methods Instructor for Bank St. College, New York- provided online staff development for New York area Middle School Teachers.
1996 - 1997	Adjunct Instructor in Mathematics Education CSUB Designed and taught teacher credentialing courses in elementary mathematics
1999 - 2000	Student Assistance Team Facilitator: Wells School
Summer 1998	Raised \$8000 and rode a bicycle across the United States for the American Lung Association

PUBLICATIONS

Schultz, R. & Hultsman, J. (2010) The dark side of technology: a textual interpretation of school organizations. *Teaching and Learning*, 24(2), 87-95

Schultz, R. & Doyle, C. (2010) Technology certification in one California county: a story of diffusion, innovation and teacher development. Accepted by: *National Social Science Association Journal*

Simkins, M & Schultz, R. (2010) Using web 2.0 tools at school. *Leadership*, 39(3), 12 -14,38

Schultz, R. (2009) A response to modern technologies: how Christians can respect ownership in a technological world. *Human Development*, 30(2), 45-49

Schultz, R. (2009) Content First: The YouTube Generation and Student Video Projects. *National Social Science Association Journal*, 32(2),175-179

Schultz, R. & Patterson, P (2008) *Elephant in the Room: Unauthorized Staff Use of Computers*. National Association of Secondary Principals Retrieved from
[www.principals.org/s_nassp/sec.asp?CID=1220&DID=55231]

CONFERENCE PRESENTATIONS

- 2010 *"How I failed at Web 2.0"* July 2010 International Society of Technology Educators Conference
Denver.
- 2010 *"The Image Bazaar: A Plethora of Online Resources for Photographers"* March 2010 Computer
Using Educators Conference.
- 2009 *" 2.0? I Never Learned what 1.0 was!"* presented at the March 2009 Computer Using Educators
Conference.
- 2009 *"Web 2.0 for Dummies"* presented at the March 2009 Computer Using Educators Conference..
- 2009 *"Technology certification in one California county: a story of diffusion, innovation and teacher
development."* Presented at the 25th National Technology and Social Science Conference, Las
Vegas NV April 2009
- 2009 *"Using Web 2.0 Tools at School – The Obstacles and How to Overcome Them"* Presented at the
Leadership 3.0 Conference April 3, 2009
- 2008 *"One Picture Equals a Thousand Words"* California League of Middle Schools, California
League of High Schools, National High School Association
- 2008 Pearls of Learning Computing-Using Educators Conference
Presentation title *"A Beginners Guide to Web 2.0"*
- 2008 National Technology and Social Science Conference
Paper Title *"Putting Content First: Student Videos with Meaning"*
- 2007 Digital Immigrants, Digital Natives Conference California League of Middle Schools, California
League of High Schools, National High School Association
Presentation title *"Putting Content First: Student Videos with Meaning"*
- 2006 California Educational Technology Professionals Association (CETPA) Conference
Presentation title: *"An Online School Technology Observation Tool"*

AWARDS

- 2002 Inducted into Phi Kappa Phi Honor Society
- 1994 Central California Recipient: Presidential Award for Excellence in Mathematics Teaching
- 1991 Jacobson Jr. High Teacher of the Year, Tehachapi CA

PROFESSIONAL MEMBERSHIPS

- Association for Supervision and Curriculum Development
- International Society for Technology in Education
- Computer Using Educators
- California Council on Teacher Education
- Phi Kappa Phi Honor Society

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School of Social Sciences and Education
California State University, Bakersfield
Bakersfield, CA 93311

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Cell: (661) 204-9655

Tel: (661) 663-8163 (H)

Fax: (661) 664-2199

E-Mail: MSULEIMAN@CSUB.EDU

EDUCATION

Ph.D. Elementary Education. Arizona State University, Tempe, Arizona, May, 1993.

M.A. English (TESL); Field: Linguistics; ESL Teaching Methods, Applied Linguistics. Arizona State University, Tempe, Arizona, August, 1987.

B.A. English/Education; An-Najah National University, Nablus, West Bank, Spring, 1985.

AREAS OF EXPERTISE

Elementary Education, Teacher Education (traditional and field-based), ESL/Bilingual Education, Multicultural/International Education, Language/Literacy and Linguistics (literature, applied linguistics, methods of language teaching, first and second language acquisition, sociolinguistics, psycholinguistics), Social Sciences, Linguistic and Cultural Literacy Development, Professional and Academic Writing, Language Arts, Reading and Writing, Instructional Leadership, Educational Research (qualitative, quantitative, action), Program Review and Development, and Distance Learning including ITV, online and hybrid, Internet, and Multimedia instruction.

PROFESSIONAL EXPERIENCE

8/08 - **Professor**, Teacher Education Programs, Curriculum
present and Instruction, California State University, Bakersfield, CA.
Staff development, inservice training, consulting and grant writing, and
community service.

6/05 - **Professor and Chair**, Department of Teacher Education,
present California State University, Bakersfield, CA.
Responsibilities: Overseeing a large department with various credential and graduate
programs at the SOE. Serve as part of a leadership team as conduit between the
administration, faculty, stakeholders, and students. Serve as an

8/02 - **Director**, Multiple Subject Credential Program, California State University, 6/05
Bakersfield, CA.

- 8/99 - **Associate Professor**, Teacher Education, Curriculum and Instruction, California State University, Bakersfield, CA.
- 8/95 - **Assistant Professor**, Teacher Education, Curriculum
7/99
- 8/93 - **Faculty Associate**, Curriculum and Instruction, Arizona State University,
7/95 Tempe, AZ. Responsibilities:
- 8/93 - **Faculty Associate**, English Department, Arizona State University,
7/95 Tempe, AZ.
- 8/93 - **Adjunct Faculty**, ESL Programs, Phoenix College, Phoenix,
7/95 Arizona.
- 8/94 - **Faculty Associate**, Extended Graduate Programs, Northern Arizona
7/95 University, Flagstaff, Arizona.
- 1/92 - **Adjunct Faculty**, English Department; Institute for Language and
7/95 Culture Learning, Rio Salado Community College, Phoenix,
Arizona.

CURRENT PROFESSIONAL TTRAININGS, CERTIFICATES:

- 2008-present, Board of Institutional Review, Member.
- 2008--present, Ventures for Excellence in Teacher Selection, certified
- 2007-present, Teacher Performance Assessment Training. certified in the four tasks as well as Lead Assessor.
- 2002-present, Beginning Teacher Support and Assessment (BTSA) and Formative Assessment for California Teachers (FACT), Performance Assessment Training. certified Trainer.
- 2001-present, California Technology Assistance Project (CTAP). A series of technology workshops for Level I & Level II CTAP Certification.

RESEARCH/SCHOLARLY ACTIVITIES

PUBLICATIONS:

Advisory Board Member/Juror for National Journals

- 2009-present, Reviewer/Juror, Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights—Book Series
- 2009-present, Governing Board Member, National Social Science Association.

- 1999-2004, Reviewer/Advisor, Critical Inquiry in Curri. and Instruc Journal
- 1998-2004, Reviewer/Juror, Bilingual Review Journal
- 1997-2002, Reviewer & Contributor, NAME Magazine

Books:

Suleiman, Mahmoud. (2009). *Instructional leadership in multicultural settings*. El Cajon, CA: National Social Science Press.

Edited Works:

1996-1999, Editor and Contributor, KATE-Newsletter

1996-1999, Guest Editor and Contributor, K-ASCD RECORD

1995-1996, Editor and Contributor, FHSU's Diversity News

Book Chapters:

- Suleiman, Mahmoud. (2004). *Multicultural education: A blueprint for educators*. A Lead Chapter in G. Goodman & K. Carey , *Critical multicultural conversations*, (pp. 9-21). Cresskill, NY: Hampton Press, Inc.
- Suleiman, Mahmoud. (2004). *Image making and invisible minorities*. In G. Goodman & K. Carey, *Critical multicultural conversations*, (pp. 79-91). Cresskill, NY: Hampton Press, Inc.
- Suleiman, M. (2001). Leading to empower, empowering to lead: Implications for teachers in diverse settings. In C. Grant (Ed.), *Creative Partnerships: Gateway to Embracing Diversity* (pp.87-97). Washington, DC: National Association for Multicultural Education.
- Suleiman, M., Campbell, K., & Vaz, P. (2001). Talking the talk, walking the walk: Teaching diversity in a monocultural setting. In C. Grant (Ed.), *Creative Partnerships: Gateway to Embracing Diversity* (pp.123-132). Washington, DC: National Association for Multicultural Education.
- Stafford, K., Sagehorn, A., & Suleiman, M. (1997). Learning to teach, teaching to learn: Evaluative and pedagogical tools for teaching native American literatures. In C. Grant (Ed.), *National Association for Multicultural Education Proceedings* (pp. 161-170). San Francisco, CA: Caddo Gap Press.
- Suleiman, M. (1997). Empowering Arab American students: Implications for multicultural teachers. In C. Grant (Ed.), *National Association for Multicultural Education Proceedings* (pp. 60-70). San Francisco, CA: Caddo Gap Press.

- Suleiman, M., & Moore, R. (1997). Teaching math and science multiculturally: Implications for teachers. In C. Grant (Ed.), National Association for Multicultural Education Proceedings (pp. 241-251). San Francisco, CA: Caddo Gap Press.

Book Reviews for Publishers: (solicited)

- Teaching children to read: Putting the pieces together, (4th ed.) Upper Saddle River, NJ: Merrill.
- Teaching Applying multicultural and global concepts to the classrooms and beyond, 2000. New York , NY: Addison Wesley Longman.
- Building words: Resource manual for teaching word analysis and spelling skills and strategies, 2000. Needham Heights, MA: Allyn & Bacon.
- Bridging multiple worlds: Case studies of diverse educational communities, 2000. New York , NY: Addison Wesley Longman.

Articles:

Non-refereed

Suleiman, Mahmoud. (2005). Writing recovery for pre-service teachers. *National Social Science Perspectives Journal*, 29(1), 143-148.

Refereed and Juried

Suleiman, Mahmoud. (2003). Empowering teachers in the digital age through confluent education. *National Social Science Journal*, 20(1), 102-105.

Suleiman, M. (2002). Confluent Language Online Pedagogy: Implications for Integrating Technology in Literacy Classroom. *The National Social Science Journal*, 18(1), 149-154.

Non-refereed

Suleiman, M. (2000). Standards based pedagogy: Implications for social studies teachers in diverse schools. *National Social Science Perspectives Journal*, 17(1), 133-138.

Suleiman, M. (2000). Implementing standards in the field: A blueprint for teacher and student support. *National Social Science Perspectives Journal*, 17(2), 126-131.

Selected Book Reviews Published: (solicited)

Suleiman, Mahmoud. (2003). *Quality Learning Experiences for ALL Students*, by Tonya Huber. Book review published in *Multicultural Education Journal*, Volume 10, Number 3, p. 32.

Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education*. White Plains, NY: Longman. In *National Association of Multicultural Education Magazine*, Summer 2000.

Selected Electronic Publications: (solicited)

Suleiman, M. (2001). *Beyond Multiple Intelligences: Implications for Multicultural Teachers*. New York: American Association of Colleges for Teacher Education (AACTE), (ERIC Clearinghouse on Teaching and teacher Education).

Suleiman, M. (2001). *Technology and Teacher Preparation: Towards a Humanistic Framework*. New York: American Association of Colleges for Teacher Education (AACTE), (ERIC Clearinghouse on Teaching and teacher Education).

Suleiman, M. (2000). *Standards-Based Induction Programs: Implications for Teacher Training and Support*. ERIC Clearinghouse on Teaching and Teacher Education.

Suleiman, M. (2000). *The Process and Product of Writing: Implications for Elementary School Teachers*. Chicago, IL: Central University (ERIC Clearinghouse on Language and Linguistics).

Suleiman, M. (2000). *Teaching Social Studies Multiculturally: Implications for Teachers*. New York: Teachers College, Columbia University (ERIC Clearinghouse on Urban Education).

Suleiman, M. (2000). *Teaching About Arab Americans: What Social Studies Teachers Should Know*. New York: Teachers College, Columbia University (ERIC Clearinghouse on Urban Education).

SELECTED PAPERS AND PRESENTATIONS

NATIONAL/INTERNATIONAL

Suleiman, Mahmoud. (2012). *Teacher reflective practice: From reflection to action*. A paper presented at the National Technology and Social Science Conference, April 1-3, 2012. Las Vegas, ND.

Suleiman, Mahmoud, & Abu-Loghod, Reem. (2010). *Race, Gender, and Ethnicity Issues: Preparing Liberal Studies Candidates for Success in Diverse Settings*. A paper presented at the National Technology and Social Science Conference, April 17-19, 2010. Las Vegas, ND.

Suleiman, Mahmoud. (2009). Professional development for instructional leaders: A global perspective. A paper presented at the National Technology and Social Science Conference, March 28-30, 2009. Las Vegas, ND.

Suleiman, Mahmoud with Lisa Winsted. (2008). Identity crisis of immigrants: A comparison between the U.S. and Europe. A paper presented at the National Technology and Social Science Conference, April 6-8, 2008. Las Vegas, ND.

Suleiman, Mahmoud, & (Paetchow, Beth). (2005). Writing recovery: Implications for teacher educators. A paper presented at the National Technology and Social Science Conference, April 6-8, 2005. Las Vegas, ND.

Suleiman, Mahmoud, Hughes, Ron, & (Paetchow, Beth). (2005). Measuring the Teacher Performance Expectations. A paper presented at the National Technology and Social Science Conference, April 6-8, 2005. Las Vegas, ND.

Suleiman, Mahmoud. (2005). Promoting English language development through technology. (2002). A paper presented at the National Technology and Social Science Conference, April 10-12, 2002. Las Vegas, ND.

Suleiman, M. (2001). "Preparing the Best Teachers Through Field Based Induction Programs." A Paper Presented at the Association of Teacher Educators (ATE) Annual Summer Workshop, August 4-8, 2001. Portland, OR.

Suleiman, M. (2001). "Meeting Literacy Standards Through Technology Based Instruction." A Paper Presented at the Association of Teacher Educators (ATE) Annual Summer Workshop, August 4-8, 2001. Portland, OR.

Suleiman, M. (2001). "Towards a Multicultural Assessment Approach in Literacy Classrooms". A Paper Presented at the National/International Association for Multicultural Education (NAME), November 7-11. Las Vegas, ND.

Suleiman, M. (2001). "Advocating All Students Through Multicultural Literature." A Paper Presented at the National/International Association for Multicultural Education (NAME), November 7-11. Las Vegas, ND.

Suleiman, M. (2001). "Promoting Literacy Education Through Technology". A Paper Accepted at the National Social Science Association Conference, April 18-20. Las Vegas, ND.

Suleiman, M. (2001). "The Role of Induction Programs in Meeting Professional Standards in Schools." A Paper Presented at the Association of Teacher Educators (ATE) Annual Meeting, February 17-21, 2001. New Orleans, LA.

Suleiman, M. (2000). "Learning to Teach, Teaching to Learn: Toward a Standard Based Pedagogy." A Paper Presented at the National Social Science Association Conference, March 26-28, Las Vegas, ND.

Suleiman, M. (2000). The University's Role in BTSA and CFASST." A Paper Presented at the National Social Science Association Conference, March 26-28, Las Vegas, ND.

REGIONAL/STATE

Suleiman, Mahmoud. Promoting socio-historical literacy through literature: Implications for K-12 teachers. (2002). A paper presented at the Central California History-Social Science Project Showcase Conference, April 27, 2002. Bakersfield, CA

Suleiman, Mahmoud. (2001). "ELD Standards in BTSA and CFASST: What New Teachers Should Know". A Workshop Presented at the California Association for Bilingual Education (CABE), January 31-February 2, 2001. Los Angeles, CA.

Suleiman, Mahmoud, & Borrego, Irene. (2001). "Using Multiple Intelligences in Linguistically Diverse Settings". A Workshop Presented at the California Association for Bilingual Education (CABE) Region II, January 31-February 2, 2001. Los Angeles, CA.

Suleiman, Mahmoud. (2001). "Layers of Language and the Development of Second Language Skills". A Workshop Presented at the California Association for Bilingual Education (CABE) Region II, October 24, 2001. Bakersfield, CA.

Suleiman, Mahmoud. (2001). "Understanding English Language Learners: What Reading Teachers Should Know". A Workshop Presented at the Kern Reading Association (KRA), October 20, 2001. Bakersfield, CA.

Suleiman, Mahmoud. (2001). "Teaching Language Arts: SDAIE Strategies". A Workshop Presented at the Annual English Language Development Professional Institute (ELDPI), August 6-10, 2001, Bakersfield, CA.

Suleiman, Mahmoud. (2001). "Teaching Language Arts: Literary Strategies". A Workshop Presented at the Annual English Language Development Professional Institute (ELDPI), August 6-10, 2001, Bakersfield, CA.

Suleiman, Mahmoud. (2000). "Meeting Social Studies Standards Through Literature". A Workshop Presented at the Kern Reading Association (KRA), October 21, 2000. Bakersfield, CA.

Suleiman, Mahmoud. (2000). "Bridging Cultural Gaps Through Literature". A Workshop Presented at the Kern Reading Association (KRA), October 21, 2000. Bakersfield, CA.

Suleiman, Mahmoud. (2000). "Engaging English Language Learners Through Multicultural Literature". A Workshop Presented at the California Association for Bilingual Education (CABE) Region II, November 1, 2000. Bakersfield, CA.

Suleiman, Mahmoud. (2000). "Reading/SDAIE Methodology". A Workshop Presented at the Annual English Language Development Professional Institute (ELDPI), August 7-11, 2000, Bakersfield, CA.

Suleiman, Mahmoud. (2000). "Social Science Thematic Units". A Workshop Presented at the Annual English Language Development Professional Institute (ELDPI), August 7-11, 2000, Bakersfield, CA.

Suleiman, Mahmoud. (2000). "Peace and Unity and Religion". An Invited Speech and Panel Discussion Presented at the Third Annual Interfaith Symposium, September 30, Bakersfield, CA.

LOCAL

Suleiman, M. (2001). "Reading Workshop". A Workshop presented at Arvin High School sponsored by ELL Programs, Migrant Program and CSUB's EXCEL Program. April, 20, 2001. Arvin, CA.

Suleiman, M. (2001). "Rainbow of Friends". A Key Presenter at the presented at Spring BECA Project Workshop, April 28, 2001, KCSOS, Bakersfield, CA.

Suleiman, M. (2001). "Second Language Strategies". A Workshop presented at the SLICK Leadership Institute, June 12-15, 2001. Bakersfield, CA.

Suleiman, M. (2000). "Islam: Implications for Peace and Unity". A Paper presented at the Third Annual Interfaith Symposium, September 30, 2000, Bakersfield, CA.

HONORS, APPOINTMENTS, & AWARDS

Recipient—Fulbright Scholarship Award, 2009/2010, Bahrain's Teacher College, University of Bahrain, Kingdom of Bahrain.

Recipient-- Faculty Honors Award. Category: School and University Research and Scholarship, California State University, Bakersfield, 2009.

Recipient—Scholarship, Excellence, and Creativity Honoree (CSUB) , Spring 2007

Nominee— Wang Family Excellence Award, California State University, 2004-2005.

Recipient-- Faculty Honors Award. Category: School and University Service, California State University, Bakersfield, 2003.

Recipient-- Faculty Honors Award. Category: School and University Service, California State University, Bakersfield, 2000.

Recipient—Mortar Board National Senior Honor Society Award Top Professor, 1999.

Recipient-- National Social Science Association Executive Director Distinguished Member of the Year Award, 1997-1998.

Recipient-- An Outstanding Mediated Instructor of the Year Award, Fort Hays State University, 1997-1998.

Nominee-- The Outstanding Teacher/Advisor of the Year, Fort Hays State University, 1996-1997.

Recipient --Title VII Bilingual Education Fellowship, U.S. Department of Education, Washington, D.C., 1990-1993.

Recipient --Regents Graduate Scholarships, Arizona State University, Tempe, Arizona, 1988-1993.

Recipient --Dissertation Research Award, Arizona State University, Tempe, Arizona, 1992-1993.

Service Award, An-Noor Elementary School, Tempe, Arizona, 1990-93.

CONSULTING/INSERVICE/GRANTS

2000-present Second Language Instruction for Central California (SLICC) principal evaluator, consultant, and grant participant. Working on the California Foreign Language Project through SLICC grant to establish CSUB partnership with district offices, state agencies, and public schools dealing with second/foreign language pedagogy and training.

2001-2002 Kern/Eastern Sierra Writing Project (KESWP) participant. Working with KESWP grant to establish CSUB partnership with **district** offices, state agencies, and public schools dealing with process writing and other pertinent literacy issues.

2000-2001 English Language Development Institute, KCSOS, Bakersfield, CA.

Working as a consultant for a grant participant and providing services and inservices in the area of ESL/multiculturalism for to meet the educational needs of English Language Learners in Kern County schools.

PROFESSIONAL AFFILIATIONS

Association of Teacher Educators
California Reading Association
California Council of the Education of Teachers
Kern Reading Association
Kansas Association of Teacher Educators
Kansas Board of Education Folio Review Team Member/Reviewer
National Social Science Association
National Social Science Association Governing Board Member
National Council for Social Studies
Kansas Council for Social Studies
National Association for Multicultural Association
Kansas Association for Multicultural Association
Phi Delta Kappan
National Association for Bilingual Education

Penelope Walters Swenson

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Tehachapi, California 93561

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pswenson@csub.edu

1. Personal Information:

Education:

1994-96 Ph.D. Claremont Graduate University. Education: Curriculum Leadership, Anthropology, Evaluation, Philosophy, Teacher Education.
Dissertation: *Talking About Teaching: A Model to Encourage Teacher Discussion and Reflection*

1983-89 Doctoral student. Claremont Graduate School. Education: Curriculum Leadership, Anthropology, Evaluation, Philosophy, Teacher Education.

1975 M.A. Claremont Graduate School. Education, Anthropology.

1965-66 Doctoral student. Brigham Young University. History.

1964-65 Graduate student. University of Southern California. History.

1960-64 B.A. University of Southern California. International Relations.

Current and prior academic appointments:

California State University, Bakersfield

School of Social Sciences and Education, Advanced Educational Studies: Educational Administration

Professor, 2008 to present

Associate Professor, 2000 to 2008

Coordinator of Curriculum and Instruction Program, 2002 to 2011

Interim Ed.D. Program Chair 2007-2009

Director of Technology, School of Education, 2005 to 2008
California State University, Fresno

Doctoral Program in Educational Leadership, Affiliated faculty, Bakersfield cohort, 2010-

Other Professional Experience:

- 1985-2000 Assistant Superintendent, Educational Services. Mojave Unified School District.
- 1983-85 Writer, consultant, radio news. Puffinworks. Quincy, CA.
- 1981-83 Teacher--grades 5 and 1.QuincyElementary School. Plumas Unified School District.
- 1976-81 Principal--grades 7-12.QuincyJunior-SeniorHigh School. Plumas Unified School District.
- 1974-76 Assistant Principal--grades 7-8.HillcrestSchool. Redondo Beach City School District.
- 1973-74 Director/Teacher--grades 4-12. Therapeutic School. Adolescent Growth Center. Pomona Psychiatric Hospital.
- 1970-73 Staff Associate. Education Faculty. Claremont Graduate School. Supervision/instruction/program administration for teacher interns.
- 1972 Lecturer--Social Studies Teaching Methods, Supervision. School of Education. California State University, Fullerton.
- 1971,72 Coordinator/Instructor. Teacher Education Summer. Claremont Graduate School. K-12 curriculum integration, technology.
- 1971 Teacher—Non-graded primary (Pre-K, Kindergarten and Grade 1). Mary B. Eyre School at the Claremont Graduate School.
- 1968-70 Teacher—Journalism, English, Social Science, History. Garey High School. Pomona Unified School District.
- 1965-66 Teaching Assistant. History Department. Brigham Young University.

2. Research, Scholarly, and Creative Activities

- **Books, chapters, entries within books.**

Swenson, P. (2006) . Contracts with teacher unions. In F. English (Ed.),

Encyclopedia of Educational Leadership and Administration. Thousand Oaks, CA: Sage.

Swenson, P. (2006). Delphi technique: History and applications. In F. English (Ed.), *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, CA: Sage.

Swenson, P. (2006). Favoritism. In F. English (Ed.), *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, CA: Sage.

Swenson, P. (2006). History as a School Subject, Trends. In F. English (Ed.), *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, CA: Sage.

Swenson, P. (2006). Online learning: Concept, application, potential. In F. English (Ed.), *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, CA: Sage.

Swenson, P. & Curtis, L. (2005). Creating an online constructivist learning environment: a work in progress. In M. Orey, J. McClendon, & R. M. Branch (Eds.), *Educational Media and Technology Yearbook (Vol 30)*. Englewood: Libraries Unlimited. (75%)

Curtis, L. & Swenson, P. (2005). What works: Video for online presentation, formats, methods, and notes from the field. In M. Orey, J. McClendon, & R. M. Branch (Eds.), *Educational Media and Technology Yearbook (Vol 30)*. Englewood: Libraries Unlimited. (25%)

Swenson, P. & Evans, M. (2003). Hybrid Courses as Learning Communities. In S. Reisman (Ed.), *Electronic Learning Communities – Issues and Practices* (pp. 27-72). Charlotte, NC: Information Age Publishing. (90%)

Swenson, P., Hoven-Severson, L., Parrish, A., Bollinger, H., Manuel, K., Haley, L., Park, M., & Yribarren, N. (1993). *Exploring Science*, Grades K-6 Student and Teacher Texts and Ancillary Materials for Hands-On science. (Seven student texts, seven teacher editions with materials). Macro Press. (35%)

- **Articles and published papers.**

Swenson, P. (2011). iPad—the third hand. *National Social Science Technology Journal*, 1:3. National Social Science Association. (Refereed)

Swenson, P. & Redmond, P. (2009). Online, hybrid, and blended coursework and the

- practice of technology: Integrated teaching and learning within teacher education. *Issues in Teacher Education*, 18. San Francisco: California Council on Teacher Education. (50%)
- Swenson, P. (2009). Learning from the best. *Leadership*. Sacramento, CA: Association of California School Administrators. (Selection process)
- Swenson, P. (2007). Metaphor and Online Learning Communities. In C. Montgomerie & J. Seale (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007* (pp. 3073-3075). Chesapeake, VA: AACE. (Refereed)
- Swenson, P. & Bragg, K. (2007). Assessment of Online and Hybrid Courses--beginning with two questions. In C. Montgomerie & J. Seale (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007* (pp. 2325-2328). Chesapeake, VA: AACE. (Refereed) (55%).
- Swenson, P. & Curtis, L. (2006). SWOT + Delphi = Strategic Plan with Buy-In. In P. Redmond (Ed.), *Higher Education Forum*. (pp. 19-20). Oakland, CA: ASTUTE and CUE. (Refereed) (90%).
- Swenson, P. & Curtis, L. (2006). Select and Implement an ePortfolio System—NOW! In P. Redmond (Ed.), *Higher Education Forum*. (pp. 19-20). Oakland, CA: ASTUTE and CUE. (Refereed) (90%).
- Swenson, P. (2005). WebQuests: Web-based Lessons in a Box. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2005* (pp. 169-171). Chesapeake, VA: AACE. (Refereed)
- Swenson, P. (2005). Handheld computer use and the 'killer application'. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2005* (pp. 1621-1626). Chesapeake, VA: AACE. (Refereed)
- Swenson, P., & Curtis, L. (2005). Assessment and Online Courses: improving practices. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2005* (pp. 617-620). Chesapeake, VA: AACE. (Refereed)
- Swenson, P. & Curtis, L. (2004). Twenty-one Ways (and more) to Use a Handheld Computer. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2004* (pp. 1872-1874). Chesapeake, VA: AACE.(80%) (Refereed)

- Swenson, P. & Curtis, L. (2004). Course Management Systems to Learning Enhancement Systems a Necessary Evolutionary Step in Online Education. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2004* (pp. 717-721). Chesapeake, VA: AACE.(50%) (Refereed)
- Swenson, P. & Howell, C. (2003). Workshops that work: delivering powerful professional development. Online course developed for and published on the web by Connected University, Classroom Connect. Foster City, CA. (60%) (Invited)
- Curtis, L. & Swenson, P. (2003). Video Production for Internet-Based Courses using 56K Connections and Below: Windows Media Player WMV Format. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2003* (pp. 45-48). Chesapeake, VA: AACE. (30%) (Refereed)
- Curtis, L. & Swenson, P. (2003). Video/Audio Production for Internet-Based Courses: An Overview of Technologies for Use on both Desktop and Handheld Devices. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2003* (pp. 417-419). Chesapeake, VA: AACE. (30%) (Refereed)
- Swenson, P. & Curtis, L. (2003). Strategies for Encouraging High Levels of Engagement in Online Courses. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2003* (pp. 749-750). Chesapeake, VA: AACE. (80%) (Refereed)
- Swenson, P. & Curtis, L. (2003). Designing and Using a Constructivist Learning Environment in an Online Course. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2003* (pp. 1209-1212). Chesapeake, VA: AACE. (70%) (Refereed)
- Swenson, P. & Curtis, L. (2003). Rubrics to Handhelds: From State Standards to Palm to Useful Information. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2003* (pp. 2220-2223). Chesapeake, VA: AACE. (80%) (Refereed)
- Curtis, L. & Swenson, P. (2003). Hybrid Courses Plus: Blending F2F, online and handheld computer for effective learning. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2003* (pp. 520-523). Chesapeake, VA: AACE. (80%) (Refereed)

Georgi, D. & Swenson, P. (2002). How electronic portfolios add coherence to educational programs. *Proceedings of ICCE 2002*. International Conference on Computers in Education, December 2002, Auckland, New Zealand. (45%) (Refereed)

Swenson, P. (2002). Handheld computers and the standards, assessment, accountability movement." *Proceedings of ICCE 2002*. International Conference on Computers in Education, December 2002, Auckland, New Zealand. (Refereed)

Swenson, P. (2002). Handheld Computers and Standards, Assessment and Accountability. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2002* (pp. 913-914). Chesapeake, VA: AACE. (Refereed)

Swenson, P., Ryder, L., Woken-Rowley, K., & Swenson, M. (2002). Standards, rubrics, grades and schedules in the palm of your hand." *Online Proceedings of TechEd Long Beach 2002*. TechEd and the Community College Foundation, February, 2002. Long Beach, CA. (80%) (Refereed)

- **Papers in progress**

Swenson, P. (2012). Flipping class: Infusing practical ethics into credential programs. (Reviewer requested revision in progress).

Swenson, P. & Guaglianone, C. (20__). A Process for Strategic Planning: Does Participation Equal Buy-in? *Submitted*. (55%).

d. Editorial experience:

- Co-guest editor, Technology Themed Edition, *Issues in Teacher Education*, Fall 2009.
- Reviewer for Corwin Press 2000-present.
- Reviewer for *Issues in Teacher Education* 2009-present.
- Reviewer, *Eye on Education*, 2001-2003.

e. Talks, Abstracts, and Professional Presentations.

1). Invited presentations.

Leafstedt, J., Swenson, P. & Parker, J. (2012, June). Presentation and Panel Discussion. Creating a vision: Summit on the integration of digital media into teacher preparation. California Teacher Advisory Council (CalTAC), San Jose.

- Swenson, P., Ross, D. & Baron, D. Birds Eye detectives: Geospatial technologies for multidisciplinary, locally-relevant, and project-based K-12 instruction. Google Redux, Mountain View, CA.
- Swenson, P. (2012, February). iPad adoption and use: pre-service and teacher education. ISTE-SIGTE Webinar <https://sites.google.com/site/ipadwebps/> and webpage <https://sites.google.com/site/ipadwebps/>
- Swenson, P. (2012, February). iPad adoption and use: pre-service and teacher education. ISTE-SIGTE Webinar <https://sites.google.com/site/ipadwebps/> and webpage <https://sites.google.com/site/ipadwebps/>
- Swenson, P. & Krey, B. (2009, March). Web 2.0, California Parks, and Standards. Focus presentation. California League of Middle Schools Conference, San Diego.
- Sucher, K., Yancey, K. & Swenson, P. (2009, February). Assessment & Accountability: How are they different? What is the role of ePortfolios? Where do we see things moving in the future for programs and individuals? Panel. Day of Dialogue, San Francisco, CA.
- Brent, W., Kortemeyer, G., Sandoval, W. & Swenson, P. (2004, June). Research Methodologies & Assessment Frameworks for the Practitioner. National Learning Infrastructure Initiative, Summer Focus Session (Educause), Los Angeles, CA.
- Swenson, P. (2002, March). Educator Uses of PalmOS Handheld Computers. Focus presentation. California League of Middle Schools Conference, San Francisco, CA.
- Swenson, P. & Purcell, B. (1995, April). Read, Write, Achieve--A Partnership. Eleventh Annual Achieving Schools Conference. Monterey, CA.
- Swenson, P. & Hoven-Severson, L. (1995, March). Starting with Science is Good Teaching. CTA Good Teaching Conference. Los Angeles, CA.
- Swenson, P. & Hoven-Severson, L. (1994, February) Integrating Literature and Science. Featured speaker. Missouri Department of Education Interface Conference. Lake of the Ozarks, MO.

2). Contributed talks and other presentations:

- Parker, J., Dodge, B., Ross, D. & Swenson, P. (2012, June). BirdsEye detectives: Incorporating geospatial perspectives in pre-service teaching. International Society for Technology in Education (ISTE), San Diego. (Refereed)
- Swenson, P. (2012, April). Engaging students: Google Earth in college classes across

- the curriculum. National Technology and Social Science Conference, Las Vegas. (Refereed)
- Swenson, P. (2011, October). iPad adoption and use by student teachers. National Evaluation Institute (CREATE). Oxford, MS. (Refereed)
- Swenson, P. (2011, May). K-12 Education in the 21st Century: change and possibility. 60+ Club, Bakersfield.
- Swenson, P. (2011, April). iPad: The third hand. National Technology and Social Science Conference, Las Vegas. (Refereed)
- Swenson, P. (2010, October). e-Delphi consensus model in strategic planning: A case study. National Evaluation Institute (CREATE). Williamsburg, VA. (Refereed)
- Swenson, P. (2009, April). Podcasts, vidcasts, webquests and local history. National Technology and Social Science Conference, Las Vegas. (Refereed)
- Swenson, P. (2008, October). ePortfolios: Evaluating reflective learning. National Evaluation Institute (CREATE). Wilmington, NC. (Refereed)
- Swenson, P. (2007, June). Metaphor and online learning communities. EdMedia, Vancouver, BC. (Refereed)
- Swenson, P. & Bragg, C. K. (2007, June). Assessment of online and hybrid courses--beginning with two questions. EdMedia, Vancouver, BC. (60%) (Refereed)
- Swenson, P. & Bragg, C. K. (2006, October). Two questions that promote in-depth course assessment. Educause, Dallas, TX. (50%) (Refereed)
- Swenson, P. (2006, March). Select and implement an ePortfolio system. Community of Academic Technology Staff (CATS) Annual Conference, Monterey Bay, CA. (Selection process)
- Bragg, C. K. & Swenson, P. (2006, March). Two questions that promote in-depth assessment. TechEd, Pasadena, CA. (50%) (Refereed)
- Swenson, P. & Guaglianone, C. (2006, January). Strategic planning utilizing technological affluence: E-Delphi consensus model. American Association of Colleges for Teacher Education, San Diego, CA. (50%) (Refereed)
- Swenson, P. (2005, October). WebQuests: Web-based lessons in a box. E-Learn, Vancouver, BC. (Refereed)

- Van Hooft, M., Berson, M., Descy, D., Swan, K., Swenson, P., & Unger, D. (2005, June). Trends in mobile technology for higher education/teacher preparation. Papers and panel presented at the National Educational Computing Conference, Philadelphia, Pennsylvania. (Refereed)
- Swenson, P. (2005, April). Technology integration through WebQuests. Educause Western Regional Meeting, San Francisco, CA. (Refereed)
- Swenson, P. (2005, March). Handheld computer use and the killer app. TechEd, Pasadena, CA. (Refereed)
- Swenson, P. (2005, March). Handheld computer use. SITE, Phoenix, AZ. (Refereed)
- Swenson, P. & Curtis, L. (2005, March). Assessment and online courses: Improving Practices. SITE, Phoenix, AZ. (80%) (Refereed)
- Bragg, C. K. & Swenson, P. (2004, August). Engagement with WebQuest. Merlot International Conference. Costa Mesa, CA. (50%) (Refereed)
- Swenson, P. & Curtis, L. (2004, July). Assessment in online courses. National Evaluation Institute (CREATE). Colorado Springs, CO. (85%) (Refereed)
- Curtis, L. & Swenson, P. (2004, July). Practical application of data-base driven websites. National Evaluation Institute (CREATE). Colorado Springs, CO. (25%) (Refereed)
- Swenson, P. & Curtis, L. (2004, July). Handheld computers and their role in assessment. National Evaluation Institute (CREATE). Colorado Springs, CO. (85%) (Refereed)
- Swenson, P. (2004, June). Handheld computers as support for k-12 teachers and administrators in the age of accountability. Association for Educational Communications and Technology. Denton, Texas. (Refereed)
- Swenson, P. (2004, June). Increasing engagement in online learning: A case study. Association for Educational Communications and Technology. Denton, Texas. (Refereed)
- Swenson, P. & Curtis, L. (2004, March). Twenty-one ways (and more) to use a handheld computer. Society for Information Technology and Teacher Education. Atlanta, GA. (80%) (Refereed)
- Swenson, P. & Curtis, L. (2004, March). Course management systems to learning enhancement systems: a necessary evolutionary step in online education. Society for Information Technology and Teacher Education. Atlanta, GA. (50%)

(Refereed)

Bragg, C. K., Canfield, J. & Swenson, P. (2004, January) Constructivist learning environments: Active online learning. National Learning Infrastructure Initiative and Educause, NLII Annual Meeting, San Diego, CA. (34%) (Selection process)

Bragg, C. K. & Swenson, P. (2003, November). Introduction to WebCT: Hybrid courses. (Co-facilitator.) CSUB Teaching and Learning Center, Bakersfield, CA.

Swenson, P. & Curtis, L. (2003, November). Video production for internet-based courses using 56K connections and below: Windows Media Player WMV format. eLearn Annual Meeting, Phoenix, AZ. (60%) (Refereed)

Swenson, P. & Curtis, L. (2003, November). Video/audio production for internet-based courses: An overview of technologies for use on both desktop and handheld devices. eLearn Annual Meeting, Phoenix, AZ. (60%) (Refereed)

Swenson, P. & Curtis, L. (2003, November). Strategies for encouraging high levels of engagement in online courses. eLearn Annual Meeting, Phoenix, AZ. (90%) (Refereed)

Swenson, P. & Curtis, L. (2003, November). Designing and using a constructivist learning environment in an online course. eLearn Annual Meeting, Phoenix, AZ. (90%) (Refereed)

Swenson, P. (2003, October). Lesson planning and the handheld computer. Norton School District, Norton, MA.

Bragg, C. K. & Swenson, P. (2003, September). WebCT question/answer workshop.(Co-facilitator.) CSUB Teaching and Learning Center, Bakersfield, CA.

Bragg, C. K. & Swenson, P. (2003, September). Web support workshop. University Day. (Co-facilitator.) CSUB Teaching and Learning Center, Bakersfield, CA.

Swenson, P. (2003, October). Handheld computers for K-12 school administrators. Norton School District, Norton, MA.

Swenson, P. (2003, October). Handheld computers for K-12 teachers. Norton School District, Norton, MA.

Swenson, P. (2003, June). Bringing it home: Personalizing history in an online course." Respecting Diversity in Distance Higher Education: A Multicultural and Curriculum Conference, Flagstaff, AZ. (Refereed)

- Swenson, P. (2003, May). Palm handhelds as a teacher tool. CSUB Teaching and Learning Center Technology Showcase.(Invitation)
- Swenson, P. (2003, May). From standards document to the Palm of my hand: Rubrics and handhelds. Computer Using Educators Annual Conference, Anaheim, CA. (Selection committee process)
- Swenson, P. (2003, March). Rubrics to handhelds: from state standards to palm to useful information." Society for Information Technology and Teacher Education, Albuquerque, NM. (Refereed)
- Swenson, P. (2003, March). Hybrid courses plus: Blending F2F, online and handheld computer for effective learning." Society for Information Technology and Teacher Education, Albuquerque, NM. (Refereed)
- Swenson, P., Ryder, L., Curtis, L, Woken-Rowley, K., & Swenson, M. (2003, March). Benchmark to rubric to Palm = improvement data." California League of Middle Schools Annual Conference, San Diego, CA. (Selection committee process)
- Swenson, P. (2002, December). Handheld computers and the standards, assessment, accountability movement. International Conference on Computers in Education, Auckland, New Zealand. (Refereed)
- Georgi, D. & Swenson, P. (2002, December). How Electronic Portfolios Add Coherence to Educational Portfolios. International Conference on Computers in Education, Auckland, New Zealand. (45%). (Refereed)
- Swenson, P. (2002, September). The Best Second Banana—Lessons Learned." 16th Annual Women in Educational Leadership Conference, Lincoln, NE.(Selection committee process)
- Swenson, P., Grimes, K. & Swenson, M. (2002, July). PalmOS Handheld Computers—Classroom Tools for Teachers. PT3 Annual Grantee Meeting. Washington, D.C., (45%) (Selection committee process)
- Swenson, P. (2002, May). Online Learning Communities. Technology Teach-In, Teaching and Learning Center, California State University, Bakersfield, CA.
- Swenson, P. (2002, March). Handheld Computers, Standards, Assessment, and Accountability. SITE 2002--Society for Information Technology & Teacher Education International Conference to be held in Nashville, TN. (Refereed)
- Swenson, P. (2002, February). Standards, Rubrics, Grades and Schedules in the Palm of Your Hand" and "Using Palm OS Handheld Computers in Classrooms." TechEd

- 2002, Long Beach, CA. (Selection committee process)
- Swenson, P. (2002, February). Reading and Language Arts Online. Bellflower Unified School District. Bellflower, CA. (Invited)
- Rolley, M., & Swenson, P. (2001, November). Palm Basics. Classroom Connect Conference, Long Beach, CA. (Invited)
- Swenson, P., Ryder, L., Woken-Rowley, K., & Swenson, M. (2001, October). Assessment and Accountability in the Palm of My Hand." Computer Using Educators Conference, Sacramento, CA. (Selection committee process)
- Swenson, P. (2001, October). Courage and Integrity. Charlottesville Ethics in School Leadership Conference, University of Virginia, Charlottesville, VA.(Refereed)
- Swenson, P. (2001, June). Palm Handhelds for Professors. CSUB School of Education Inservice, Bakersfield, CA.
- Swenson, P. (2001, April). Integrating a Palm OS Handheld Computer into Faculty Work. CSUB Teaching and Learning Center presentation. (Invited)
- Swenson, P. (2001, March, April). Using Technology to Meet Standards. Bellflower Unified School District. Bellflower, CA. (Invited)
- Swenson, P. (2001, April). Reaching out with Caring. Delano Union School District Professional Development Day. (Invited)
- Swenson, P., Ryder, L., Curtis, L, Woken-Rowley, K., & Swenson, M. (2001, March). Assessments, Rubrics, and Shortcuts with my PDA. California League of Middle Schools, San Diego, CA. (Selection committee process)

3. Grants:

Birds Eye Detectives: Geospatial Technologies for Multidisciplinary, Locally-Relevant, and Project-Based K-12 Instruction. 2010-11. Google Foundation. Provide pre-service teachers with experience in creating lesson plans and geospatial learning objects using Google Earth, Maps, Fusion Tables, and similar tools for classroom use. P. Swenson, co-principal investigator. **\$23,300.**

Allensworth: In Pursuit of a California Dream. 2007-8. Develop multiple complete on-line units of study based on the Colonel Allensworth State Historic Park. Units will demonstrate best practices in podcasting and other technologies within academic units

designed for K-12 students. P. Swenson, principal investigator. **\$11,520.**

Central Valley Podcasts Plus: Podcasts and Plans Bringing History to Schools and California Families. 2007-8. Design and produce a series of podcasts, based on best practices within the related technologies, featuring stories of the land and the people of the Central Valley focusing on developments and history encapsulated within California State Parks. P. Swenson, principal investigator. **\$19,200.**

Across the Boundaries and Outside the Box. CSU Commission on the Extended University Grant, awarded for 2001-2002. Technology-based model for reaching underserved areas. **\$40,000.**

4. Service

a. Intramural: University, School

System level

- CSU ePortfolio Advisory Group. 2008-2010.
- CSU Task Force on ePortfolios. 2005-2007.
- CSU Digital Marketplace Initiative, Alpha Pilot member. 2005-2007.
- CSUB Representative to CSU system wide meetings on LMS, Open Source. 2005-2006.

University level

- CSUB Institutional Review Board for Human Subjects Research (IRB/HSR) Member, 2012.
- CSU Fresno, DPELFS Graduate Group member (Ed.D. program). Sub-committee assignment-Academic Policy and Planning.2011-current.
- RTP committee in Nursing. 2011.
- Local Operating Unit member, Edvention Partnership Grant. 2010-current.
- CMS (Common Management Systems) Project Director Search Committee. 2010.
- On-Line Task Force., 2010-2011.
- Graduate Studies Fellow (Title V, Part B project).2010-2012.
- Moodle pilot for two courses. Winter 2009.
- LMS Committee.2008-2009.
- CSU Bakersfield Ed.D. steering committee 2006-2010, interim Ed.D. Program Chair. 2008-09.
- Associate Vice President, Instructional Research and Assessment Search Committee, Chair. 2007-08.
- Associate Vice President, Academic Programs Search Committee. 2007-08.
- CSUB Enterprise Systems Committee. 2006-2010.
- CSUB Accessible Technology Initiative Task Force. 2007-2010.
- Presentations and presentation support at the Teaching and Learning Center. 2000-

present.

- CSUB Information Resources Advisory Committee. 2006-08.
- CSUB Task Force on Evaluation of Teaching and Teaching Methods. Chair 2005-06.
- CSUB Distance Education Committee. 2002-2005.
- CSUB Academic Technology Task Force. 2002-2005.
- CSUB Bookstore Advisory Committee. 2003-2005.
- CSUB Mission, Goals, and Objectives Strategic Planning Committee. 2002-2003.

School level

- SS&E Curriculum Committee. 2011-current.
- RTP Committee Advanced Educational Studies, Teacher Education, Social Work. 2011.
- SS&E Education Programs NCATE Writing Team, Conceptual Framework, Knowledge Base. 2011-
- SOE-NCATE/CCTC Accreditation Leadership Team. 2006-08.
 - Primary writer for NCATE documents: Conceptual Framework, Standard 6, Knowledge Base.
 - Technology liaison.
- Doctoral proposal/dissertation committee member, CSUB-UOP Collaborative Doctorate. 2001-2011. (11 committees.)
- SOE Accreditation Leadership Committee. 2006-08.
- SOE Assessment Committee. 2006-08.
- Teacher Education Advisory Committee. 2005-08.
- Department Chairs/Directors Council. 2005-08.
- Doctoral program chair search committee. 2007.
- Doctoral program curriculum committee. 2006-08.
- Advanced Education Department Retention, Tenure, Promotion Committee. 2004-07.
- SOE Technology Committee. Member 2000-2010.
 - Chair 2002-03, 2007-08.
- School (of Education) Academic Council. 2000-present. Chair 2005-2006, Vice-chair 2004-2005.
- School of Education Strategic Planning Committee. Chair. 2005, 2006.
- Special Education Department Retention, Tenure, Promotion Committee, external member. 2004-05.
- Supervising faculty for Edmund S. Muskie Graduate Fellow in Education, Siranush Chubaryan, sponsored by the Open Society Institute. Fall, 2004.
- SOE Educational Research Council. Co-Chair. 2001-2003. Chair 2001-2002.
- SOE Graduate Studies Council. 2000-2010.
- Project TNT Learning Circle, "Tools for Schools" chair. 2000-2003.
- Advanced Education representative on Teacher Education RPT discussion group. 2002.

b. Extramural: Community, Profession

- Member, Steering Committee, Kern Technology Conference co-sponsored by Kern CUE, ACSA, and Edvention Partnership/CSUB
- Captain, ISTE Conference Poster Session Team, 2011-12
- Coordinator, Refereed acceptance process, Kern CUE Conference, 2011
- Institutional Delegate, California Council on Teacher Education, 2009-11
- External RTP reviewer in educational technology for Judith L. Lewandowski of University of Indiana, South Bend, 2007.
- Marketing, Volunteers, and Partnerships Committee, ISTE (International Society for Technology in Education), National Educational Computing Conference'06. 2005-2006.
- Kern County Curriculum Advisory Committee. 1985-present.
- Association of California School Administrators, West Kern Charter, board member 2001-present.
- Kern County Advisory Council, California Technology Assessment Project. 1998-2011.
- Kern Advisory Council, National Board Certification of Teachers. 2002-2003.
- Professional Development Committee for the Kern County Teacher Initiative. 2002-2003.
- Judge for California State PTA Reflections Contests, Kern County Science Fair, History Day, Congressional Hearings, and Oral Language Events.
- Association of California School Administrators, East Kern Charter, past president, board member 1985-2000.
- "Together We Can" community improvement task force 1991-2000.
- Past member of two regional tobacco and substance abuse boards of directors 1987-1994.

5. Courses Taught, Course Development:

a. Courses Taught at CSUB – Graduate

EDCI	690	Thesis in C&I
EDCI	691	Project in C&I
EDCI	692	Examination in C&I
EDAD	572	Legal Aspects of Education
EDAD	671	Governance & Politics of Education
EDAD	674	Supervision of Instruction
EDAD	677	The Principalship
EDAD	679	School-Community Relations
EDAD	683	Legal & Political Policy Analysis *
EDAD	685	Management & Policy in Multi-Cultural Settings *
EDAD	680	Administrative Internship
EDAD	686-9	Fieldwork in EDAD, Professional Clear Credential Program
EDAD	693-4	Fieldwork in EDAD, Preliminary Credential Program

EDAD	698	Culminating Activity in EDAD
EDAD	600	Administrative Induction
EDAD	692	Administrative Assessment

b. Courses in CSUB-UoP Collaborative Doctorate

Dissertation committees (served on 11)
Courses as noted above

6. Awards, Honors:

- Sabbatical, Fall 2012
- CSU Digital Learning Ambassador, Spring 2012
- Google Faculty Fellow, 2011-2012
- African American Student Union Cornerstone Nominee, 2011
- Presidential Teaching Award (\$2,000), 2011
- Alpha Group, Digital Marketplace, CSU, Office of the Chancellor 2006-2007
- Service Award, School of Education, 2006
- Kegley Institute of Ethics Associate, 2002-Current
- Dean's Faculty Award, School of Education, 2004
- Teacher of the Year Award, School of Education, 2003
- Association of California School Administrators, Professor of the Year, Region XI, 2002
- Kegley Institute of Ethics Scholarship, 2000-2001
- Association of California School Administrators, Curriculum Administrator of the Year, Region XI, 1996

7. Other Activities and Accomplishments

a. Certifications and Trainings

- (583)Google Faculty Fellow, Google Faculty Institute (first cohort), 2011-12.
- (584)California General Teaching Credentials--Elementary, Secondary for life.
- (585)California Standard Secondary--Social Studies, Humanities--English for life.
- (586)California General School Services Credential--General Administration.
- (587)California Commission on Teacher Credentialing, Board of Institutional Review trained, 2011.
- (588)IRIS Special Education Resources for Inclusion training, 2010.
- (589)iPad training and trainer.
- (590)Serious games and game development for education.
- (591)Live Text ePortfolio trainer of trainers.
- (592)E-portfolio training with Helen Barrett.
- (593)Guide Certification (online facilitating and teaching), Connected University.
- (594)Palm Educational Training Course, certified trainer (PETC).
- (595)California Technology Assistance Project, Region 8, Level III Technology Leader

Certification.

(596)Teacher Training for Teachers of Ethics, Practical Ethics Center, University of Montana, Summer 2001.

(597)Technology training taken and offered: BlackBoard 9, Moodle, iMovie, information literacy, copyright and intellectual property, N6 qualitative analysis software, administrative software, word processing, databases, spreadsheets, communication/ conferencing software, software for students, Internet, presentation software, connectivity, multimedia, WAN and LAN use, teacher utilities, podcasting, personal information management software, troubleshooting hardware and software, integration of software and other technology into curriculum K-12.

(598)Curriculum Management Audit, level 1 training.

(599)Coordinated Compliance Review Training as California Department of Education Field Colleague.

(600)Trainer of Trainers--Developing Capable People

(601)Other trainings include: Program Quality Review, Middle School Concept Implementation, at risk, gifted, and other special needs, presentation strategies, strategic planning, use of rubrics and portfolios, academic standards, parent involvement, "what to do Monday" for new elementary teachers, hands-on, minds-on science for K-6, sexual harassment in the school and workplace, standards, evaluation and assessment.

b. Association Memberships

- California Council on Teacher Education, CSUB representative 2009-present
- Association for Supervision and Curriculum Development, national and state organizations
- Computer Using Educators, Kern SIG
- California League of Middle Schools.
- Society for Information Technology and Teacher Education
- National Social Science Association
- American Educational Research Association
- American Association of School Administrators
- Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE)
- International Society for Technology in Education
- Community of Academic Technology Staff (CATS)
- Association of State Technology Using Teacher Educators (ASTUTE)

David E. Tanner
Educational Research and Administration
The Kremen School of Education
Reserach
davidt@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
PhD	Texas A&M University	Measurement
MA	Brigham Young University	International Relations
BA	Brigham Young University	Political Science

Professional Experience:

Dates	Position/Institution
August 1985 - present	Ass't Prof, Assoc. Prof., Professor, California State University, Fresno
August 1993 - present	Adjunct Professor, California School of Professional Psychology/Alliant International University
August 1984 - June 1985	Ass't Prof., the University of Texas at Tyler
August 1981 - August 1984	Lecturer, Texas A&M University
August 1977 - June 1981	Secondary School Teacher, Jordan School District

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
ERA 153 Educational Statistics	0	ERA 153 Educational Statistics	0
C&I 152 Educational Psychology (two sections)	0	EDL 209 Advanced Research and Measurement	0
chaired the University Board on Promotions	0	C&I 152 Educational Psychology (two sections)	0

Community Service

Dates	Organization	Activity/Accomplishments
1993 - 2011	Alliant International University	Multiple doctoral committees, unreimbursed

University/School Service

Dates	Committee	Activity/Accomplishments
2004-2011	University Board on Promotions	
2007-2011	School of Education Assessment Committee	Analysis of Student Assessment Data for FAST

Professional Association Memberships

Dates	Association/Organization	Role
2006-2011	Association of Psychological Science	Member
1985-2011	National Council on Measurement in Education	Member

Publications (Selected)

Books

- Tanner, D.E. (2012). Using Statistics to Make Educational Decisions. Thousand Oaks, CA: Sage.
- Tanner, D.E. (2011). Statistics for Behavior Science Professionals. San Diego, CA: Bridgepoint Education.
- Torgerson, C., Macy, S., Beare, P. and Tanner, D. (2009). Fresno Assessment of Student Teachers: A Teacher Performance Assessment that Informs Practice. Issues in Teacher Education, 18(1), 63-82.
- Tanner, D.E. and Magdaleno, K. (2008). Group polarization and educational reform. Jointly published in NCPEA Connexions, <http://cnx.org/content/m18203/latest/> and the International Journal of Educational Leadership Preparation, 3 (3), <http://ijelp.expressacademic.org/>
- Tanner, D.E. (2011). [Review of the book The neighbor's kid: a cross-country journey in search of what education means to Americans.] Choice, 48.
- Tanner, D.E. (2011). [Review of the book How students come to know, and do" a case for a broad view of learning.] Choice, 47.
- Tanner, D.E. (2010). [Review of the book The problem with boys' education: beyond the backlash.] Choice, 47.
- Tanner, D.E. (2010). [Review of the book The Latino Educational Crisis: The Consequences of Failed Educational Policies.] Choice, 47.
- Tanner, D.E. (2010). [Review of the book Teaching the female brain: How girls learn math and science.] Choice, 47.
- Tanner, D.E. (2009). [Review of the book Literacy with an attitude: educating working-class children in their own self-interest.] Choice, 47.
- Tanner, D.E. (2009). [Review of the book Measurement and statistics for teachers.] Choice, 46.
- Tanner, D.E. (2009). [Review of the book Quiet desperation: the effects of competition in school on abused and neglected children.] Choice, 46.
- Tanner, D.E. (2008). [Review of the book Schoolwide prevention models" lessons learned in elementary schools.] Choice, 46.
- Tanner, D.E. (2008). [Review of the book Measuring up: what educational testing really tells us.] Choice, 46.
- Tanner, D.E. (2007). [Review of the book Teaching city kids: understanding and appreciating them.] Choice, 45.
- Tanner, D.E. (2007). [Review of the book The Sage handbook of gender and education.] Choice, 45.
- Tanner, D.E. (2006). [Review of the book Raising student achievement through rapid assessment and test reform.] Choice, 44.
- Tanner, D.E. (2006). [Review of the book Help seeking in academic settings: goals, groups, and contexts.] Choice, 44.

Papers and Presentations (Selected)

- Tanner, D.E. (2011). Let us reason together: Discussing what divides us. The annual meeting of the Association of Psychological Sciences, 27 May, 2011. Washington, D.C.

- Tanner, D.E. (2008). The role of the department chair in promotion recommendations. Presented as past chair of UBOP to the council of university department chairs. 8 October.
- Tanner, D.E. (2008). Group polarization as an explanation of school reform failure. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, 24 May.
- Tanner, D.E. (2007) The Educator's Duty. Annual KSOEHD Character Education Conference, Fresno Convention Center, 20 April.
- Tanner, D.E. (2006). The consequences of evaluation: The more things change . . . The annual meeting of the American Evaluation Association, Portland Oregon, 2 November, 2006.
- Tanner, D.E. (2006) Beyond testing and grading: Assessing student learning. A session for new faculty at Fresno State University. 27 September, 2006.
- Tanner, D.E. (2006) Group polarization as an explanation of the failure of educational reform. The 13th Annual International Conference on Learning, Montego Bay, Jamaica, 24 June.
- Tanner, D.E. (2006) It's a matter of principle. Annual KSOEHD Character Education Conference, Fresno Convention Center, 28 April.

Paul J. Terry, Ed.D.

1770 Mulberry Drive

Hanford, California 93230

Education

Doctor of Education

1997 – 2001

Dissertation Title:

Joint Doctoral Program in Educational Leadership

University of California, Davis/California State University, Fresno

The Effect of Rating Context on the Holistic Assessment of
Student Writing

Master of Arts

1977 – 1980

Psychology

San Francisco State University

Bachelor of Arts

1975 – 1977

Psychology

University of California, Berkeley

Administrative Credential

1986– 1992

Tier I & Tier II

Fresno Pacific College

Professional Experience

Superintendent

2007 – Present

Hanford Elementary School District

Hanford, California

Superintendent

2003 - 2007

Lemoore Union High School District

Lemoore, California

Assistant Superintendent

1999 – 2003

Lemoore Union Elementary School District

Lemoore, California

Principal

1996-1999

Liberty Middle School

Lemoore Union Elementary School District

Lemoore, California

Director, Special Services

1995-1996

Lemoore Union Elementary School District

Lemoore, California

Assistant Principal

1991 – 1995

Lemoore High School

Lemoore Union High School District

Lemoore, California

Director, Student Services

1987 – 1991

Kings County Office of Education

Hanford, California

School Psychologist

1986 – 1987

Kings Canyon Unified School District

Reedley, California

Program Specialist 1983 – 1986	Kings County Office of Education Hanford, California
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Professional Experience (continued)

School Psychologist 1980 – 1983	Kings County Office of Education Hanford, California
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School Psychologist 1979 – 1980	Santa Clara County Office of Education San Jose, California
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Additional Professional Experience

Lecturer 2010 - Present	Doctoral Program in Educational Leadership California State University, Fresno
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Private Practice 1985 – 1996	Licensed Marriage and Family Therapist
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Private Practice 1983 – 1996	Licensed Educational Psychologist
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Crisis Counselor Intern 1978-1979	Tenderloin Outreach Clinic County of San Francisco, Department of Mental Health
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Instructional Aide 1977 – 1978	Robert Louis Stevenson Elementary School San Francisco Unified School District
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Credentials/Licenses

California Professional Administrative Services Credential

Pupil Personnel Services – Psychology Authorization
Life Credential

Licensed Educational Psychologist
License #ES1373

Licensed Marriage and Family Therapist
License #MS19810

Professional Memberships

Association of California School Administrators
1987 – Present

American Educational Research Association
2001 - 2010

Susan M. Tracz
Educational Research & Administration
Kremen School of Education & Human Development
Research
susant@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	Southern Illinois University	Statistics and Measurement
M.A.	Southern Illinois University	English Literature
M.S.	California State University, Fresno	Marriage, Family and Child Counseling
B.A.	DePaul University	English Education
Teaching Licenses	State of Illinois and Chicago Board of Education	English 6-12

Professional Experience:

Dates	Position/Institution
1984-present	Professor, Graduate Programs Coordinator, Coordinator of Research, CSU Fresno, Educational Research and Administration Dept.

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
EDL 204	4.5	EDL 299	2
EDL 299	2	EAD 298	2
EAD 298	1	Graduate Programs Coordinator	3
Graduate Programs Coordinator	3	Coordinator of Research	3
Coordinator of Research	3	Release Time for Research	3

Community Service

Dates	Organization	Activity/Accomplishments
1994-96, 2000-present	Measurement and Evaluation in Counseling and Development	Editorial Board
1986-91, 1994-97, 2008-present.	Multiple Linear Regression Viewpoints	Editorial Board

University/School Service

Dates	Committee	Activity/Accomplishments
1985-93, 1995-present	KSOEHD Graduate Committee, Chair 2004-present	Advise graduate programs on policy and procedures; coordinate admissions, advancement to

		candidacy, and graduation of graduate and post baccalaureate students
1993-96, 2003-present	KSOEHD Personnel Committee, Chair 1995-96, 2004-07	Review and make recommendations on tenure and promotion
2009-present	KSOEHD Dandoy Research Committee, Chair 2009-present	Review and make recommendations on faculty research proposals
2004-present / 1999-present	JDPEL Executive Committee Member / JDPEL Graduate Group Member	Review and make recommendations on JDPEL policies
11/01/2008	University Graduate Curriculum Subcommittee	Review and advise on syllabi and curriculum issues

Professional Association Memberships

Dates	Association/Organization	Role
1984-present	American Education Research Association	SIG Officer/ Program Chair for Multiple Linear Regression/General Linear Model

Publications (Selected)

- Beare, P., Marshall, J., Torgerson, C., Marshal, J., Tracz, S., & Chiero, R. (2012, In Press). Examination of alternative programs of teacher preparation on a single campus. *Teacher Education Quarterly*.
- Boyer, K., & Tracz, S. M. (2012, In second review). Effects of the ASSETS after-school program on Hmong high school students.
- Chiero, R., Tracz, S., Marshall, J., Torgerson, C., & Beare, P. (2011, In Press). Learning to Teach: Comparing the Effectiveness of Three Pathways. *Action in Teacher Education*.
- Benninga, J. S., Sparks, R. K., & Tracz. (2011). Enhancing teacher moral judgment in difficult political times: Swimming upstream. *International Journal of Educational Research*, 50(1), 177-183.
- Benninga, J., & Tracz, S. M. (2010). Continuity and Discontinuity in Character Education. In Lovat, T. and Toomey, R. (Eds.), *Handbook of Values Education and Student Wellbeing*. New York: Springer.
- Vuong, M., Brown-Welty, S., & Tracz, S. M. (2010). The effects of self-efficacy on academic success of first-generation college sophomore students. *Journal of College Student Development*, 51(1), 50-64. f first-generation college sophomore students. *Journal of College Student Development*, 51(1), 50-64.

Papers and Presentations (Selected)

- Marcellin, J., & Tracz, S. M. (2012, April). Teacher and school practices as predictors of reading proficiency and language acquisition for English learners. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Soria, M. & Tracz, S. M. (2012, April). The impact of collaboration in after-school programs on achievement and attendance. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Yergat, J., & Tracz, S. M. (2012, April). The augmented efficacy of PBS (Positive Behavior Supports) implementation. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

- Harmon, T., Magdaleno, K., & Tracz, S. M. (2012, April). Analyzing college remediation using regression discontinuity. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Beare, P., Marshall, J., Torgerson, C., Chiero, R., & Tracz, S. M. (2012, February). Assessing program effectiveness: Comparing traditional and alternative teacher preparation pathways using surveys, TPAs, and K-12 student achievement. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL.
- Abode, I., & Tracz, S. M. (2011, April). The impact of student response system on third graders' learning, motivation and engagement. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Tanner-McBrien, L., & Tracz, S. M. (2011, April). Impact of school mobility on academic achievement for homeless, foster, and housed students. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Boyer, K., & Tracz, S. M. (2011, April). Investigating differences among Asian American youth participating and not participating in after-school programs. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Melocik, E., S., Wise, D., & Tracz, S. M. (2010, May). The impact of administrative support on secondary teacher retention. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Grants and Research

Dates	Activity/Agency	Amounts
12/01/2011	Central Valley Partnership: A follow-up research study. CSUF, Provost Research Award	\$5000

Collaborative Works/Projects (with public schools, community agencies, etc.)

Central Valley Partnership Research: Conducted research on the CSUF Partnership with school districts to train multiple subject pre-service teachers. Conducted focus groups with student teachers, master teachers and principals in four districts.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Pathways to Teacher Preparation Writing Group: Conducted research on the three pathways toward multiple subject credentialing and participated in a writing group with four other colleagues which now has two articles in press and another manuscript in progress.

Professional Development

March 5-7, 2012 EARDA Research Development Working Group – Grant Writing
Fall 2011, March 2012 iPad Workshops

Honors (Optional)

Provost's University Graduate Teaching and Mentoring Award, CSUF, 2011-2012
SoLT (Scholarship of Learning and Teacher) Scholar, 2010-2012
Bud & Jan Richter Award for Excellence in Education, 2007

Jianjun Wang
Advanced Educational Studies
School of Social Sciences and Education
EDAD, EDRS
jwang@csu.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	Kansas State University	Research Method/Science Education
M.S.	Kansas State University	Statistics
M.S.	Beijing Normal University	Physics
B.S.	Hefei Teacher's College	Physics

Professional Experience:

Dates	Position/Institution
July, 2009 - Present	Principal Investigator/Senior Research Scientist, The Corporation for Standards and Outcomes/First 5 Kern
September, 2007 - Present	Board of Examiner for the National Council for Accreditation of Teacher
May, 2005 - Present	Review panel member/Proposal Reader of National Science Foundation
2005	Review panel member of the Australian Research Council
2000	Fellow of the National Center for Education Statistics

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
EDRS 680: Educational Statistics	0	EDRS 680: Educational Statistics	0
EDRS 680: Educational Statistics	0	EDRS 680: Educational Statistics	0
EDRS 681: Research Design and Analysis	0	EDRS 681: Research Design and Analysis	0

Community Service

Dates	Organization	Activity/Accomplishments
Monthly Grant Advisory Committee Meetings	First 5 Kern	Design strategic plans for \$14 million annual spending on local services to support children ages 0-5
Quarterly Commission	First 5 Kern	Present quarterly and annual reports through public hearings

Meetings		
Weekly Evaluation Meetings	The CS&O/First 5 Kern	Review/develop/validate instruments for site visits covering 44 funded programs
Quarterly IRB Reviews	CSUB/First 5 Kern	Present quarterly reports on consent form administration, confidentiality training, and ongoing monitoring of program performance
Monthly Meetings with Staff of the Talent Search Grant	ETS	Guide ongoing data collections to meet requirements of the federal TRIO grant

University/School Service

Dates	Committee	Activity/Accomplishments
Monthly NCATE Preparation Meetings	Compliance Coordinator	Run unit operation system for NCATE documentation
Vary across quarters	RTP committee	Review performance of faculty and lecturers for RTP purposes
Ongoing	NSF NOYCE Grant	Evaluate the local NOYCE grant and write annual report for NSF
Quarterly	Institutional Review Board	Serve as an alternate member of IRB to review research protocols for CSUB
Quarterly	Language advisor	Review student writings for CSUB's Foreign Language Department

Professional Association Memberships

Dates	Association/Organization	Role
1992-Present	American Statistical Association	Member and reviewer of ASA journals
1992-Present	American Educational Research Association	Board member for IS SIG
1991-2010	National Association for Research in Science Teaching	Member (JRST article reviewer and contributor)
1998-Present	School Science and Mathematics	Member (SSM article reviewer and contributor)
1996-1999	National Council of Teachers of Mathematics	JRME reviewer and contributor

Publications (Selected)

- Wang, J. (in press). A comparative study of science achievement and self-concept during a historical transition. *International Education Studies*.
- Wang, J. (2011). Re-examining test item issues in the TIMSS mathematics and science assessments. *School Science and Mathematics*, 111 (7), 334-344.
- Wang, J. (2010, May). Outsourcing the HSD computing for SPSS application. *InterStat*, [Online] Available at <http://interstat.statjournals.net/YEAR/2010/abstracts/1005001.php>
- Wang, J. & Luo, X. (2010). Toward enhancing scholarship of science education in college teaching. *The Journal of Effective Teaching*, 10 (1), 56-64.
- Wang, J. (2008). Effect size and practical importance: A non-monotonic match. *International Journal of Research & Method in Education*, 31 (2), 125-132.
- Wang, J., Oliver, J. S., & Staver, J. (2008). Self-concept and science achievement: Investigating a reciprocal relation model across the gender classification in a cross-cultural context. *Journal of Research in Science Teaching*, 45 (6), 711-725.
- Wang, J. (2007). A trend study of self-concept and mathematics achievement in a cross-cultural context. *Mathematics Education Research Journal*, 19 (3), 33-47.
- Wang, J., Smith, T., & Oliver, J. S. (2006). An empirical examination of gender stereotype from the result of National Board certification. *Teacher Education & Practice*, 19 (3), 365-379.
- Wang, J. (2006). An empirical study of gender difference in the relationship between self-concept and mathematics achievement in a cross-cultural context. *Educational Psychology*, 26 (5), 689-706.
- Wang, J. & Zhu, C. (2003). An in-depth analysis of achievement gaps between 7th and 8th grades in the TIMSS database. *School Science and Mathematics*, 103 (4), 186-191.
- Wang, J. (2001, August-September). TIMSS primary and middle school data: Some technical concerns. *Educational Researcher*, 17-21.
- Wang, J. (2001). An empirical study of structural relations between science education and student career aspiration. *Research in the Schools*, 8 (1), 51-60.
- Wang, J. & Staver, J. (2001). An examination of relationships between factors of science education and student career aspiration. *The Journal of Educational Research*, 94, 312-319.
- Wang, J. & Ma, X. (2001). Effects of educational productivity on career aspiration among American high school students. *Alberta Journal of Educational Research*, XLVII (1), 75-86.
- Ma, X. & Wang, J. (2001). A confirmatory examination of Walberg's model of educational productivity in student career aspiration. *Educational Psychology*, 21 (4), 443-453.
- Wang, J. (1999). Reasons for Hierarchical Linear Modeling (HLM): A reminder. *Journal of Experimental Education*, 68 (1), 89-93.
- Wang, J. (1999). A structural model of student career aspiration and science education. *Research in Schools*, 6 (1), 53-63.
- Wang, J. (1998). A content examination of TIMSS items. *Phi Delta Kappan*, 80 (1), 36-38.
- Wang, J. (1998). International achievement comparison: Interesting debates on inconclusive findings. *School Science and Mathematics*, 98 (7), 376-382.
- Wang, J. (1998). Toward standardizing standards. *The Math Science Connector*, 28 (4), 3 4.
- Wang, J. (1998). A comparative study of student science achievement between U.S. and China. *Journal of Research in Science Teaching*, 35 (3), 329 336.
- Wang, J. (1997). A contextual examination of school physics in China. *Science Education*, 81 (3), 333 354.
- Wang, J. (1997). Using SAS PROC MIXED to demystify hierarchical linear model. *Journal of Experimental Education*, 66 (1), 84 93.
- Wang, J. & Calhoun, G. (1997). A useful table for assessing the effect of guessing on true-false and multiple-choice tests. *Educational and Psychological Measurement*, 57 (1), 179-185.
- Wang, J. & Staver, J. (1997). An empirical study about Chinese adolescent science achievement: gender differences. *Journal of Educational Research*, 90 (4), 252 255.

- Wang, J., Oliver, S., & Lumpe, A. (1996). The relationship of student attitudes toward science, mathematics, English and social studies in U.S. secondary schools. *Research in Schools*, 3 (1), 13-22.
- Wang, J., Wildman, L., & Calhoun, G. (1996). The relationships between parental influence and student achievement in seventh grade mathematics. *School Science and Mathematics*, 96 (8), 395-399.
- Wang, J. (1996). Correspondents. *Journal for Research in Mathematics Education*, 27, 619-621.
- Wang, J. (1996, November). Re assessment of a learning gap. *Phi Delta Kappan*, 234-239.
- Wang, J. & Staver, J. (1996). An empirical approach toward the prediction of students' science achievement in the United States and Hubei, China. *Journal of Research in Science Teaching*, 33 (3), 283-301.
- Wang, J. & Wildman, L. (1995). An empirical examination of effect of family commitment in education on student achievement in seventh grade science. *Journal of Research in Science Teaching*, 32 (8), 833-837.
- Wang, J. (September, 1993). Simple and hierarchical model for test misgrading. *Educational and Psychological Measurement*, 53, 597-603.

Papers and Presentations (Selected)

- Wang, J. (2011). A comparative study of science achievement and self-concept during a historical transition. Paper presented at the 2011 annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Bhattacharjee, D., & Wang, J. (2010, November). Assessment of facility deprivation in the households of the north eastern states of India. Paper presented the annual conference of Indian Association for the Study of Population.
- Wang, J. (2010, April). Research tool augmentation: Outsourcing the HSD computing for SPSS users. Paper presented at the 2010 annual meeting of the American Educational Research Association (AERA), Denver, Colorado.
- Wang, J., Guaglianone, C., & Kelsey, C. (2010, April). Assessment of unit operations for the NCATE accreditation. Paper presented at the 2010 annual meeting of the American Educational Research Association (AERA), Denver, Colorado.
- Wang, J. (2009, April). A trend study of self-concept and mathematics achievement in a cultural comparative contest. Paper presented at the 2009 annual meeting of the American Educational Research Association (AERA), San Diego, California.
- Wang, J. & Tam, H. P. (2008, March). A follow-up study of self-concept and mathematics achievement in a cross-cultural context. Paper presented at the 2008 annual meeting of the American Educational Research Association (AERA), New York.
- Wang, J. (2007, April). Research methodology and result interpretation on students' learning in math, science and technology: comparative studies between China and the United States. Symposium discussant at the 2007 annual meeting of the American Educational Research Association (AERA), Chicago.
- Wang, J. (2006, April). A trend study of self-concept and mathematics achievement in a cross-cultural context. Paper presented at the 2006 annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Wang, J. & Ma, X. (2006, April). A study of correlation between the NAEP scores and student coursework in science. Paper accepted for presentation at the 2006 annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Wang, J. (2005, April). An empirical study of gender difference in the relationship between self-concept and mathematics achievement. Paper presented at the 2005 annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

- Smith, T., Wang, J., & Oliver, J. (2005, April). Gender stereotype investigation: A validity study of the NBPTS certification. Paper presented at the 2005 annual meeting of the American Educational Research Association (AERA), Montreal, Canada.
- Wang, J. (2004, April). Self-concept and mathematics achievement: Modeling the relationship under the language pressure in Hong Kong. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Wang, J., Oliver, S., & Garcia, A. (2004, April). An empirical study of relationships between student self-concept and science achievement in Hong Kong. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Zhao, Y. & Wang, J. (2004, April). An empirical study of contextual factors on Chinese female access to higher education. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Wang, J. (2003, April). An analysis of relationships between mathematics and science achievement in TIMSS and TIMSS-R. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Wang, J. (2003, April). An in-depth analysis of achievement gaps between 3rd and 4th grades in the TIMSS database. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Wang, J. & Santos, S. (2003, April). A comparative study of relationship between mathematics and science achievement at the 8th grade. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Wang, J. (2002). Stochastic models of quality control on test misgrading. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, CA.
- Wang, J. (2002). An in-depth analysis of achievement gaps between 7th and 8th grades. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, CA.
- Wang, J. (2001, June). Secondary analyses of the NCES databases. An invited presentation at University of California, Santa Barbara (reference: Professor Jules Zimmer).
- Briegel, T., Wang, J., et al. (2001, April). An examination of digital dividing factors on teacher's access to Internet resources in rural schools. Paper presented at the 2001 annual meeting of the American Educational Research Association, Seattle, Washington.
- Wang, J. (2000, April). Relevance of the hierarchical linear model to TIMSS data analyses. Paper presented at the 2000 annual meeting of the American Educational Research Association, New Orleans, LA.
- Wang, J. & Staver, J. (1999, March). A content examination of the TIMSS science items. Paper presented at the 1999 annual meeting of the National Association for Research in Science Teaching (NARST), Boston, MA.
- Wang, J. (1999, April). A content examination of the TIMSS mathematics and science tests. Paper presented at the 1999 annual meeting of the American Educational Research Association (AERA), Montreal, Canada.
- Wang, J. (1999, April). An illustration of the Least Median Squares (LMS) regression using PROGRESS. Paper presented at the 1999 annual meeting of the American Educational Research Association (AERA), Montreal, Canada.
- Wang, J. & Turner, D. (1999, April). An empirical study between student career aspiration and science education. Paper presented at the 1999 annual meeting of the American Educational Research Association (AERA), Montreal, Canada.
- Wang, J., & Zhu, C. (1999, April). A cross-examination of science teaching in Shenzhen, China. Paper presented at the 1999 annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

- Wang, J. (1998, December 12). The condition of the U.S. education: A multiculture perspective. An invited speech at Nanjing Normal University, Nanjing, China. Contact person: Professor Liu Bingsheng, Department of Physics, Nanjing Normal University.
- Wang, J. (1998, December 14). Learning cycle and life-long learning: A review of the constructivist epistemology. An invited speech at Nanjing Normal University, Nanjing, China. Contact person: Professor Liu Bingsheng, Department of Physics, Nanjing Normal University.
- Wang, J. (1998, April). Downplaying TIMSS horse race: An analysis of percentage correct responses' data in the seventh and eighth grades. Paper presented at the 1998 annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Wang, J. (1997, April 18). Some contextual observations on the Third International Study of Mathematics and Science (TIMSS). An invited speech at Emory University, Atlanta, Georgia. Contact Person: Professor Sandy Damico, Director of the Division of Educational Studies, Emory University.
- Wang, J. (1997, April 18). Outliers in multivariate data analyses. An invited speech at Emory University, Atlanta, Georgia. Contact Person: Professor Sandy Damico, Director of the Division of Educational Studies, Emory University.
- Wang, J. (1997, March). Demystification of hierarchical linear model using SAS PROC MIXED. Paper presented at the 1997 annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Wang, J., Greathouse, B., & Falcinella, V. (1997, March). An empirical assessment of self esteem enhancement in a CHALLENGE service learning program. Paper presented at the 1997 annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Wang, J. & Brie, R. (1997, March). An empirical study of sibling effect on student science achievement in the People's Republic of China. Paper presented at the 1997 annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Wang, J. (1996, April). A comparative study of gender differences in student achievement between physical and biological sciences in China and the United States. Paper presented at the 1996 annual meeting of the American Educational Research Association (AERA), New York, NY.
- Wang, J. (1996, April). Evolution of school physics in the People's Republic of China. Paper presented at the 1996 annual meeting of the American Educational Research Association (AERA), New York, NY.
- Wang, J. (1995, April). Critical values of guessing on true false and multiple choice tests. Paper presented at the 1995 annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Wang, J. (1995, April). An empirical study about China: Gender equity in science education. Paper presented at the 1995 annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Wang, J. (1995, April). An empirical study of student science achievement in the People's Republic of China. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Wang, J. & Staver, J. (1994, April). An empirical model for prediction of students' science achievement. Paper presented at the 1994 annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Wang, J. & Staver, J. (1994, March). An empirical approach to explore ceiling effects on students' science achievement in the U.S. and China. Paper presented at the 1994 annual meeting of the National Association for Research in Science Teaching (NARST), Anaheim, CA.
- Rong, R., Wang, J., Oliver, J. S. & Lumpe, A. T. (1993, April). A Longitudinal Study of American Youth: Students' attitudes toward science, math, English and social studies. Paper presented at the 1993 annual meeting of the National Association for Research in Science Teaching (NARST), Atlanta, GA.

- Wang, J. & Staver, J. R. (1993, April). A comparative study between the U.S. and China: School equity in science education. Paper presented at the 1993 annual meeting of the National Association for Research in Science Teaching (NARST), Atlanta, GA.
- Wang, J., Oliver, J. S. & Lumpe, A. T. (1992, March). The relationship among students' attitudes toward science, math, English and social studies. Paper presented at the 1992 annual meeting of the National Association for Research in Science Teaching (NARST), Cambridge, MA.
- Lumpe, A. T., Krestan, R. M. & Wang, J. (1992, March). Gender difference in predicting 10th grade students' attitudes toward science: Results from the Longitudinal Study of American Youth. Paper presented at the 1992 annual meeting of the National Association for Research in Science Teaching (NARST), Cambridge, MA.
- Lumpe, A. T., & Wang, J. (1991, January). The attitudes of American youth: A Look at the Longitudinal Study of American Youth (LSAY). Paper presented at the 1991 annual meeting of the Southwest Association for Education of Teachers of Science. Colorado Springs, CO.

Grants and Research

Dates	Activity/Agency	Amounts
2009 – 12	Evaluator/The Noyce grant funded by the NSF	\$897931
2009 – Present	Principal Investigator/First 5	0
2008 -- Present	Consultant/ETS	\$1.35 million for four years
2004 – 06	Co-PI/The NAEP Secondary Data Analysis Program	96878
0	Evaluator & Consultant/Missouri State University's OPTEI grant funded by the U.S. Department of Education	0

Collaborative Works/Projects (with public schools, community agencies, etc.)

- Smith, T., Gorden, B., Colby, S., & Wang, J. (2005). An examination of the relationship between depth of student learning and National Board certification status. Boone, NC: Appalachian State University. [Online] Available at http://www.nbpts.org/Userfiles/File/Appalachian_State_Study_Smith.pdf [January 12, 2012]
- Wang, J., Greathouse, B., & Falcinella, V. (1998). An empirical assessment of self esteem enhancement in a CHALLENGE Service Learning Program. *Education*, 119 (1), 99-105.
- Wang, J., Saunders, M., & Kellenberger, L. (1998). An empirical study of the effect of Diagnostic Training and Guided Reading in teacher education. *Reading Improvement*, 35 (4), 178-183.
- Wang, J., Greathouse, B., & Kellenberger, L. (1997). An empirical study of student recruitment in teacher education. *Education*, 117 (2), 252-261.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

The First Annual DPELFS Faculty Research Colloquium –

Made a presentation entitled "Completing Dissertations without Data Gathering: An Exploration of Secondary Data Analyses to Meet the Local Needs".

Professional Development

2009 Mplus Software Training: Cross-sectional and longitudinal analyses with categorical latent variables (AERA 2009, PDC02)

2009 Using the TIMSS 2007 international database for secondary data analysis (AERA 2009, Professional Development Course)

2008 Certificate for the NAEP transcript data analysis (issued by the National Center for Educational Statistics).

2003 Certificate for NHES and ECLS data analysis (issued by the National Center for Educational Statistics).

2001 Certificate for the NAEP data analysis (issued by the National Center for Educational Statistics).

2001 Certificate for the TIMSS-R data analysis (issued by the National Center for Educational Statistics).

1999 Participant of an Advanced Institute for Research on Hierarchical Linear Modeling (sponsored by the AERA Research Grant Program).

Honors (Optional)

2010 Research Award, School of Education, California State University, Bakersfield.

2005 Bakersfield Educator of the Year Award, The Heritage of America Educational & Cultural Foundation.

2004 University and School Service Award, California State University, Bakersfield

2003 Publication Award, School of Education, California State University, Bakersfield.

2001 Early promotion to the full professor rank.

1999-2000 Publication Award, School of Education, California State University, Bakersfield.

1997-98 Grant Award, School of Education, California State University, Bakersfield; Early tenure.

1996-97 Publication Award, School of Education, California State University, Bakersfield; Early promotion to Associate Professor.

1992 Recognition for special contributions to the National Science Foundation Elementary Preparation Project for Teachers of Science, Mathematics and Technology (NSF Grant No. TPE-8851003), Kansas State University, Manhattan, KS 66506

Donald Wise
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Educational Leadership and Administration
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Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	University of Alabama	Educational Administration
M.A.	University of Alabama	Educational Leadership (concentration in Elementary Education)
B.S.	Humboldt State University	Natural Resources

Professional Experience:

Dates	Position/Institution
1999-present	Associate Professor CSU Fresno
1996-98	Superintendent, Cotopaxi Academy (Quito, Ecuador)
1995-96	Consultant/Professor Universidad de Monterrey (Monterrey, Mexico)
1994-95	Director General American School of Torreon, Mexico
1991-94	Superintendent American School of Monterrey, Mexico

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
EAD 262	3	EAD 262	3
EDL 299	2	EDL 211	1.5
EAD 269	3	EDL 299	2
EAD 298	1.5	EAD 298	1.5
Program Coordination	3	Program Coordination and Dandoy Research Grant	3 + 3

Community Service

Dates	Organization	Activity/Accomplishments
11/01/2010	Encourage Tomorrow Kirk Elementary School Fresno Unified	Mentor to 4th grade student
11/01/2010	California Association of Professors of Education Administration	President
11/01/2020	Holy Family Church	Senior Warden and Secretary
2007	Mentoring Institute	International student mentor
2006-present	Alternative Governing Board of 6 different schools	Board member

University/School Service

Dates	Committee	Activity/Accomplishments
10/01/2009	Equity Committee of the KSOEHD	Co-chair
2011-present	Executive Committee of the Doctoral Program in Educational Leadership (DPELFS)	committee member
2009-10 and 2011-present	Advisory Board of the ISSP	Member
2004-present	International Committee of the KSOEHD	member
2000-present	Bonner Center for Character Education	Advisory Board member

Professional Association Memberships

Dates	Association/Organization	Role
1999-present	California Association of Professors of Education Administration	President (2010-11), Treasurer (2009-10)
2008-present	National Association of Professors of Education Administration	editorial review board member
2000-present	Association of California School Administrators	Advisor for student charter
2009-present	California Association of Latino Superintendents and Administrators	member
1990-present	Association for Supervision and Curriculum Development	member

Publications (Selected)

- Wise, D. & Avendaño, K. (2011). Coaching para el Liderazgo Educativo (School leadership coaching). Book (in Spanish) accepted for publication by Juarez and Associates, Guatemala.
- Marcos, T., Foland, R., Vouga, R., Wise, D., & Witmer, M. (2011). The Principal's Academy: A Collaborative California University Initiative on Congruence of Principal Training To Urban School leadership Practice. Accepted for publication by the Journal of Urban Learning, Teaching, and Research.
- Gallegos, C. & Wise, D. (2011). Leadership for English learners: Challenges and questions. Educational Leadership and Administration: Teaching and Program Development. 23, 37-55. Wise, D. & Zwiers, J. (2011). Instructional coaching in Guatemala: Reflection for reform. Manuscript submitted to International Review of Education, April 2011.
- Wise, D. & Hammack, M. (2011). Leadership coaching: Coaching competencies and best practices, Journal of School Leadership, 21(3), 449-477.
- Davis, S., Erickson, D.E., Kinsey, G.W., Lindsey, D., Moore-Steward, T., Padover, W., Thomas, C., Wildman, L., & Wise, D. (2011). Reforming the California public school administrator licensure system through the alignment of research, policy, and practice. Educational Leadership and Administration, 22, 66-82.
- Wise, D. & Jacobo, A. (2010). Towards a framework for leadership coaching. School Leadership and Management, 30(2), 159-169.

- Wise, D. (2010, January). School leadership coaching: What does it look like? *International Journal of Educational Leadership Preparation*, 5(1), <http://ijelp.expressacademic.org/article.php?autoID=338&issueID=73>
- Wise, D. & Leon, R. (2009, March). How leadership coaching has enhanced our teaching. *International Journal of Educational Leadership Preparation*, 4(1), <http://ijelp.expressacademic.org/article.php?autoID=261&issueID=68>
- Ward, J., Daughtrey, J., & Wise, D. (2007). A turning point for inner-city youth. *Leadership*, 36(4), 12-14.
- Basurto, I., Wise, D., & Unruh, R. (2006). California School Principals' Perceptions of the Effects of Proposition 227. *Educational Leadership and Administration*, 18, 99-108.
- Wise, D. & Unruh, R. (2004). School principals in California: What do districts require? *Educational Leadership and Administration*, 16, 23-36.
- Duvall, S. & Wise, D. (2004). Time to support instruction. *Leadership*, 34(1), 23-25.
- Dodd, C. & Wise, D. (2002, September/October). Extended-day programs: Time to learn. *Leadership*, 32(1), 24-25.
- Wise, D. & Hatch, K. (2002). The relationship between instructional supervision and student achievement: Teachers' perceptions. *National Forum of Educational Administration and Supervision Journal*, 20(1), 20-26.
- Wise, D. (2002). A leadership preparation program for educational administrators. *Educación y Ciencia*, 6(12), 87-101.

Papers and Presentations (Selected)

- Elder, D., Leon, R., & Wise, D. (2011). Various Perspectives of Coaching: From Teacher to Superintendent. Paper presented at the annual conference of the National Association of Professors of Education Administration (NCPEA), August 3, Portland, OR.
- Wise, D. (2011, July). Coaching para el Liderazgo. (Leadership Coaching). One-week master's degree course taught in Merida, Mexico.
- Wise, D. (2011, June). Introducción al Liderazgo Educativo (Introduction to Educational Leadership). Three-day workshop for authorities from the Guatemalan Ministry of Education. Guatemala City, Guatemala.
- Wise, D. (2011, June). Las Competencias Académicas y Las Comunidades de Aprendizaje (Standards and Professional Learning Communities). Two day course for professors and administrators of the Universidad del Valle de Guatemala, Guatemala City, Guatemala.
- Wise, D. (2010-2011). Técnicas de coaching para el Liderazgo. (Coaching techniques for Leadership). Course comprised of twelve interactive video sessions of one-hour each every two weeks (November 2010 to May 2011) for professors and administrators of the Universidad del Valle de Guatemala, Guatemala City, Guatemala.
- Wise, D. (2010, October). Del Liderazgo Académico al Liderazgo de Aprendizaje (From Academic Leadership to Leadership for Learning). Benjamin Bloom Lecture, Universidad del Valle de Guatemala, Guatemala City, Guatemala. Invited lecture presented to university professors and students.
- Wise, D. (2010, July). Nuevas Tendencias en el Liderazgo Educativo (New Horizons in Educational Leadership). One-week master's degree course taught in Merida, Mexico.
- Wise, D. (2010, June/July). Coaching para la Reforma Educativa (Coaching for Educational Reform). One-week course presented in Quiché, Guatemala, to 28 leadership coaches from the Ministry of Education.
- Wise, D. (2010, June). Introducción al Coaching para el Liderazgo (Introduction to Leadership Coaching). One-week course presented in Quiché, Guatemala, to 28 leadership coaches from the Ministry of Education.

- Wise, D. (2009, August). Assessing the Effectiveness of Leadership Coaching. Paper presented at the annual conference of the National Association of Professors of Education Administration (NCPEA), San Antonio, TX.
- Leon, R.J. & Wise, D. (2009, August). Coaching for Educational Leaders. Paper presented at the annual conference of the National Association of Professors of Education Administration (NCPEA), San Antonio, TX.
- Wise, D. (2009, July). Desarrollo Profesional Efectivo: Investigaciones Recientes (Effective Professional Development: Recent Research). Benjamin Bloom Invited Lecture, Guatemala City, Guatemala, July 29. Presentation to 340 professors and students at the Universidad San Carlos de Guatemala.
- Wise, D. (2009, July). Los Estándares y Evaluaciones para el Mejoramiento Educativo (Standards and Assessment for Educational Improvement). Invited presentation to officials of the Ministry of Education and national teacher organizations. Guatemala City, Guatemala, July 28.
- Wise, D. (2009, May). Finding the path. Presentation to approximately 600 seventh grade students as keynote presenter at Career Day for Reyburn Intermediate School, Fresno, CA.
- Marcos, T., Witmer, M., Louque, A., Wise, D., & Phillips, D. (2009, April). The Principal's Academy: A collaborative California university initiative on congruence of principal training to urban school leadership practice. Presentation at the annual conference of the American Educational Research Association (AERA). San Diego, CA.
- Bossi, M., Leon, R.J., & Wise, D. (2008, November). Leadership coaching for school principals. Presentation at the annual conference of the Association of California School Administrators (ACSA). San Diego, CA.
- Wise, D. (2008, July). The effectiveness of selected coaching components utilized on the performance of California school principals. Paper presented at the annual conference of the National Association of Professors of Education Administration (NCPEA), San Diego, CA.
- León, R.J. & Wise, D. (2008, July). Executive coaching for school superintendents and principals: from research to practice. Paper presented at the annual conference of the National Council of Professors of Education Administration (NCPEA), San Diego, CA.
- Wise, D. (2008). Using a rubric for assessment of student projects and theses: Issues and recommendations. Roundtable presentation for the conference of the California Association of Professors of Education Administration, San Francisco, March 15.
- Birdsell, J. and Wise, D. (2008). Assessment for educational leadership programs. Presentation to the annual conference of the California Association of Professors of Educational Administration, San Francisco, March 14.
- Wise, D. (2007). Using the Seven-Cap Coaching Method for School Principals. Roundtable presentation for the conference of the California Association of Professors of Education Administration, Sacramento, March 9.
- Wise, D. (2006). La Supervisión como Instrumento de Mejoramiento Escolar (Supervision as a Tool for School Improvement). Presentation to 51 school supervisors from all 17 states of Guatemala. Guatemala City, Guatemala, June 26-27.
- Wise, D., Eckman, D., Jones, M., Moua, M., Sanders, L., & Saucedo, P. (2006). Ethical dilemmas for school leaders and teachers. Presentation and workshop for student teachers at the annual Conference for Character and Civic Education, April 28, Fresno, CA.
- Wise, D. (2006). Leadership for Learning. Keynote presentation to approximately 200 members of the Association of California School Administrators. March 15, Visalia, CA.

Grants and Research

Dates	Activity/Agency	Amounts
Fall 2011	Dandoy Research Grant	\$5,000 (equivalent)

Collaborative Works/Projects (with public schools, community agencies, etc.)

Served as member of the Alternative Governance Board of 6 schools in three districts (serve on one currently). As a board member, I provide input into the reform efforts of the schools.

Coordinated Interactive Video Conferences (5) with Dr. Rick and Rebecca DuFour on Professional Learning Communities for 15 local school superintendents and leadership teams, through Central Valley Educational Leadership Institute September 2006- May 2007).

Served on Advisory Board of the Fresno Unified School District Aspiring Administrators Academy (2002-09)

Evaluator for schools of character for the Bonner Center for Character Education (2000-present)

Member, Study, Assistance, and Review Team of Clovis West High School (2000-03)

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Currently working on article for publication with Dr. Juan Carlos Gonzalez

Have published articles with two doctoral students and currently working on a third article.

Have presented with Dr. Ron Unruh, Dr. Walt Buster, Dr. Curt Guaglianone, and other colleagues in the department and school

Was the co-director of the Central Valley Educational Leadership Institute for 4 years.

I have been a mentor for a new faculty member

Professional Development

Attended and presented at the annual meeting of the National Council of Professors of Education Administration, Portland, OR, August 3-5, 2011.

Presided over the meeting of the conference of the California Association of Professors of Education Administration, Sacramento, March 4-6, 2011

Attended and presented at the conference of the California Association of Professors of Education Administration, Pomona, Oct. 1-2, 2010.

Attended regional training of Pivot Learning Partners, Fresno, March 18, 2010.

Attended the Research Conclave of the California Association of Latino Administrators and Superintendents, Fresno, March 12, 2010.

Attended and presented at the California Association of Professors of Education Administration spring conference, Sacramento, CA, March 5-6, 2010.

Attended regional training of Pivot Learning Partners, Fresno, September 24, 2009.

Attended and presented at the annual conference of the National Association of Professors of Education Administration, San Antonio, August 1-4, 2009.

Attended statewide conference of Springboard Schools, Pomona, June 3-5, 2008

Attended and presented at the annual conference of the American Educational Research Association, San Diego, April 13-17, 2009.

Attended regional training of Springboard Schools, Fresno, March 11, 2009.

Attended and presented at the Association of California School Administrators conference, San Diego, Nov. 6-8, 2008.

Attended regional training of Springboard Schools, Fresno, September 24, 2008.

Attended and presented at the California Association of Professors of Education Administration Fall conference, Pomona, CA, October 3-4, 2008.

Attended the annual conference of the National Council of Professors of Education Administration, San Diego, July 29-Aug. 1, 2008.

Attended statewide conference of Springboard Schools, Pomona, June 5-6, 2008.

Attended regional training of Springboard Schools, Fresno, March 28, 2008.

Attended conference on teaching and learning by Mike Schmoker, Fresno, Feb. 14, 2008.

Attended training in SIOP (Sheltered Instruction Observation Protocol) with Madera High School, Fresno, Jan. 3, 2008.

Attended regional training of Springboard Schools, Fresno, Dec. 13, 2007. Attended the annual conference of the Association of California School Administrators in Santa Clara, Nov. 8-10, 2007.

Attended and presented at the California Association of Professors of Education Administration Fall conference, Sacramento, October 12-13, 2007.

Attended the Kremen School of Education state conference on Teaching and Learning, Fresno, CA, October 10-11, 2007.

Invited participant (60 persons total invited throughout the US) to the Vail conference on Leadership and Learning, Vail, Colorado, September 18-21, 2007.

Attended the Springboard Schools statewide summer retreat and training on coaching and student achievement, Fresno, August 1-3, 2007.

Attended the Springboard Schools regional Best Practices Institute on High School English Learners, Fresno, June 13 and 14, 2007.

Attended the Springboard Schools regional training on coaching and student achievement, Fresno, June 1, 2007.

Attended the Springboard Schools regional training on coaching and student achievement, Fresno, April 11, 2007.

Attended the Association for Supervision and Curriculum Development annual conference, Anaheim, CA, March 17-19, 2007.

Attended the California Association of Professors of Education Administration Spring conference, Sacramento, March 8-9, 2007.

Attended the workshop, The High Performance Governance Team: Raising Achievement and Closing the Gap, Springboard Schools, Fresno, CA, February 8, 2007.

Attended the Springboard Schools regional training on coaching and student achievement, Fresno, January 31, 2007.

Attended the “School of the Future” presentation by Microsoft and the Central Valley Educational Leadership Institute, Fresno, January 19, 2007.

Attended the Sanger Unified School District Professional Development Conference, “Professional Learning Communities”, November 20, 2006.

Attended the Riverside County Office of Education training on Professional Learning Communities, Palm Desert, CA, November 8-9, 2006.

Attended the California Association of Professors of Education Administration Fall conference, Pomona, CA, October 13-14, 2006.

Attended the Springboard Schools statewide training on coaching and student achievement, Fresno, September 13-14, 2006.

Coordinated the Dr. Richard and Rebecca DuFour interactive video conference with local superintendents, Fresno, August 8, 2006 through May 1, 2007.

Attended the Walkthrough training by Carolyn Downey and Virginia Boris, Clovis Unified School District, August 6, 2006 through May 2007.

Attended the Springboard Schools 3-day statewide training in equity and executive coaching. Fresno, April 19-21, 2006.

Attended the California Association of Professors of Education Administration conference, Sacramento, March 10, 2006.

Attended and served as master of ceremonies of the Phi Delta Kappa regional conference on “Guaranteed and Viable Curriculum”, Fresno, March 9, 2006.

Attended DataWorks workshop on the use of data and Explicit Direct Instruction. Fresno, CA, January 20, 2006.

Honors (Optional)

Special Recognition as Professor of Education, 2010, Association of California School Administrators, Region IX. Named as University Professor of the Year, 2006, Fresno chapter of the Association of Mexican-American Educators, received May 11. Received the Provost’s Award for Faculty Service, 2004, California State Univ., Fresno. Named as Professor of Education of the Year, 2004, Association of California School Administrators, Region 11. Named as Tulare County Professor of Education of the Year, 2004.

Paul Beare
Dean
Kremen School of Education and Human Development
Special Education
pbeare@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
B.A.	University of Missouri - Columbia	Sociology
M.Ed.	University of Missouri - Colombia	Special Education - Emotional/Behavioral Disorders
Ph.D.	University of Missouri - Columbia	Special Education - Emotional/Behavioral Disorders
Credential	Moorhead State University	School Psychology

Professional Experience:

Dates	Position/Institution
July 2003-Present	Dean, Kremen School of Education and Human Development, California State University, Fresno
July 2000 - July 2003	Dean, College of Education, Armstrong Atlantic State University
August 1979 - May 2000	Professor, Department Chair, Director of Teacher Education, Moorhead State University
August 1976 - June 1979	Teacher, Program Director, Wellsville - Middletown School District, Wellesville, MO
August 1973 - June 1974	Special Education Teacher, Shawnee Mission School District, KS

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>	<u>Fall 2011</u>
SpEd 233 The Special Educator as Researcher	SpEd 233 The Special Educator as Researcher
Dean - 12 months	Dean - 12 months

Community Service

Dates	Organization	Activity/Accomplishments
2005 - Present	University High School	Board Member, Board Chair; in 2011 named 35th best high school in the U.S out of 21,000 by Washington Post
2004 - Present	Pivot Learning Partners (formerly Springboard Schools)	Board Member, \$8M/year school reform non-profit

2008 - Present	Sierra Foothills Conservancy	Board Member, land conservation non-profit currently protecting over 20,000 acres
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Professional Association Memberships

Dates	Association/Organization	Role
2003 - Present	CSU Education Deans	Past President, Executive Committee, Assessment Committee
2000 - Present	Teacher Education Consortium of State Colleges and Universities	member, former executive board member
1979 - Present	Council for Exceptional Children	member, former Minnesota Federation President
2000 - Present	American Association of Colleges for Teacher Education	Institutional Representative

Publications (Selected)

- Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly* (accepted – proofs available on request)
- Chiero, R., & Beare, P. (2010). An Evaluation of online versus campus-based teacher preparation programs. *Journal of Online Learning and Teaching*, 6, 780-790.
- Beare, P., Torgerson, C., & Dubois-Gerschak, K. (2010). Using video modeling to increase compliance in the general education classroom. In G. Goodman (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 75-87). New York: Peter Lang Publishing Group.
- Beare, P. & Torgerson, C. (2009). Where to place Wally? A special education due process case study. *TEACHING Exceptional Children Plus*. 6(2), 1-13.
- Torgerson, C., Macy, S., Beare, P., & Tanner, D. (2009). Fresno Assessment of Student Teachers: A teacher performance assessment that informs practice. *Issues in Teacher Education*, 16. 62-82.
- Beare, P., Torgerson, C., & Creviston, C. (2008). Increasing verbal behavior by a student who is verbally mute. *Journal of Emotional and Behavioral Disorders*, 16, 248-255.
- Beare, P., Severson, S., & Brandt, P. (2004). The use of a positive procedure to increase engagement on-task and decrease challenging behavior. *Behavior Modification*, 28, 28-44.
- Firman, K. B., Beare, P., & Loyd, R. (2002). Enhancing self-management in students with mental retardation: Extrinsic versus intrinsic procedures. *Education and Training in Mental Retardation and Developmental Disabilities*, 37, 163-171.

Papers and Presentations (Selected)

- February 26, 2011 American Association of Colleges for Teacher Education Annual Conference. "Assessing Program Effectiveness and Analyzing Variables that Influence Teacher Quality: Dispelling Myths of Teacher Preparation." San Diego, CA
- February 24, 2011 American Association of Colleges for Teacher Education Annual Conference. "The Renaissance Group, Past and Present: Signature Projects and Best Practices for Educator Preparation Programs." San Diego, CA
- October 4, 2010 The Renaissance Group Annual Conference, "A Blueprint for Improving Teacher Education Programs" Washington, DC

April 22, 2010 The Renaissance Group Spring Conference, “Designing a Teacher Residency Program: Putting our PSDs on Steroids” Kansas City,

April 22, 2010 The Renaissance Group Spring Conference, “CalState TEACH Online-Supported Credential Program: Preparing “Future Teachers from a Distance” Kansas City, MO

February 20, 2010 American Association of Colleges for Teacher Education Annual Conference. “Utilizing Teacher Performance Assessment: Informing Practice, Informing Teachers, and Improving Achievement.” Atlanta, GA

February 7, 2009 American Association of Colleges for Teacher Education Annual Conference. “Leadership for Diverse Communities: Partnerships in Closing the Achievement Gap” Chicago, IL

February 7, 2009 American Association of Colleges for Teacher Education Annual Conference. “The Proof is in the Pudding: Using Data to Document Change.” Chicago, IL

October 8, 2007 The Renaissance Group Annual Conference, “Partnerships in Producing Science Educators,” Washington, DC

February 25, 2007 American Association of Colleges for Teacher Education Annual Conference, “Relationships, Resources, and Research: Implementing the Three R’s in a University/P-12 Partnership for Exemplary Teachers” New York City, NY

February 23, 2007 American Association of Colleges for Teacher Education Annual Conference, Pre-Conference Workshop, “The NCATE Team is Coming! The NCATE team is Coming!” New York City, NY

January 30, 2006 American Association of Colleges for Teacher Education Annual Conference, “A University P-12 Partnership for Exemplary Teachers: Vision to Action” San Diego, CA

Barbara Bartholomew
Department of Teacher Education
California State University Bakersfield
Reading and Literacy
bbartholomew@csub.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D. Applied Linguistics/TESOL	New York University	Thesis work in the acquisition of knowledge in reading and writing
M.S. Science and Technical Writing	Polytechnic Institute of New York, Brooklyn, NY	Research fellow
B.A. Comparative Literature	San Diego State University, San Diego, CA	

Professional Experience:

Dates	Position/Institution
2005 - Present	Associate Professor, California State University
2004-2005	Adjunct Assistant Professor, CUNY City College
1983-1992	Adjunct Lecturer, Polytechnic University, Brooklyn NY
2002-2005	Regional Director of School Improvement for over 80 schools in Harlem, Washington Heights (Spanish Harlem), and the Upper West Side of Manhattan New York City Department of Education, New York, NY Regional Director of Literacy, Region 10, New York City Department of Education, New York, NY District ESL Coordinator, Region 7 New York City Department of Education, Staten Island, NY Assistant Principal, Interim Acting, Intermediate School 2 New York City Department of Education, Staten Island, NY
1995-2002	Teaching, Public School Reading ESL Elementary Secondary English New York City Department of Education, New York, NY

Community Service

Dates	Organization	Activity/Accomplishments
2006 - Present	Kern County Superintendent of Schools	Migrant Education staff development
2007	California State University, University Day	Envisioning the Ideal Teaching, Working, and Learning Experiences at CSUB, breakout session moderator for faculty and staff
2010		

University/School Service

Dates	Committee	Activity/Accomplishments
2009-2010	At-large member, Academic Senate	

2008	Delegate, Academic Senate
2007	Single Subject Search Committee (by special permission of Provost)
2007	University-wide Academic Calendar Task Force
2005-2007	School of Education NCATE committee work

Professional Association Memberships

Dates	Association/Organization	Role
	AERA	
	International Reading Association	
	Association of Supervision and Curriculum Development	
	National Council of Teachers of English/English Leadership	
	California Reading Association	

Publications (Selected)

- Bartholomew, B. (2012). On the Folly of Rewarding A While Hoping for B (Revisited): Where the Common Core Standards Could Take Us. *Educational Leadership*. (December, 2012, in press).
- Kurz, T. and Bartholomew, B. (2012). Writing Children's Literature to Support Mathematical Learning. *Kappa Delta Pi*. (in press).
- Bartholomew, B. (2011) Research Update: Who Are Only Undefeated, *California English*, 17, 2, 25-27. (PISA scores and why Shanghai students prevail)
- Bartholomew, B. (2011). Research Update: Honey, Vinegar and Solutions that Hide in Plain Sight, 17, 1, 22-24. (Common Core Standards and technology)
- Bartholomew, B. (2010). How to Conduct Your Own Research. *California English*, 16, 2, 24-27. (Five data gathering designs for classroom teachers, Part 2 of 2)
- Bartholomew, B. (2010). Research Update: Getting to the Other Side. *California English*, 16, 1, 22-24. (Research and the classroom teacher, principal, and administrator, Part I of 2)
- Bartholomew, B. (2010). Research Update: Navigating the Waters. *California English*, 15, 5, 28-30. (Piaget as inspiration for two schools of thinking)
- Bartholomew, B. (2010). Research Update: Diane Ravitch on what students need to know, why we fail to deliver, and life in the blogosphere. *California English*, 15, 4, 29-31. (Interview with educational historian Ravitch)
- Bartholomew, B. and Lopez, M.F. (2009). Research Update: Who will guard the guardians? *California English*, 15, 2, 30-31. (Washington interference in schools' rights)
- Bartholomew, B. (2009). Research Update: Grapes of wrath. *California English*, 14, 5, 29-30. (California Master Plan and student opportunity)
- Bartholomew, B. (2009). Research Update: Bringing the craft in for a landing. *California English*, Bartholomew, page 3 of 5 14, 4, 29-31. (Effect of budget cuts on retaining expert teachers)
- Bartholomew, B. (2009). Research Update: Moving beyond the usual suspects. *California English*, 14, 3, 29-30. (Surveys as an instrument in effecting school change)
- Reprinted in Cauley, K. and Pannozzo, G. (Eds.) (2009) McGraw-Hill's Annual Editions, *Educational Psychology*

- Bartholomew, B. (2008). Research Update: They school. *California English*, 14, 1, 27-30. (Student disengagement)
- Bartholomew, B. (2008). Research Update: Getting smart about legal literacy. *California English*, 13, 4, 26-28.
- Bartholomew, B. (2008). Sustaining the fire. *Educational Leadership*, 65, 6, 55-60. (invited)
- Bartholomew, B. (2008). Research Update: Legal literacy--Do you know the ABC's? *California English*, 13, 3, 26-28.
- Bartholomew, B. (2007). Research Update: Is reading dead? *California English*. 13, 2, 33-35.
- Bartholomew, B. (2007). Research Update Special Report: Teacher attrition and retention in California—Looking between the lines. *California English*. 13, 1, 32-36.
- Bartholomew, B. (2007). Research Update: Getting down to facts. The Stanford University Research Institute Report. *California English*. 12, 5, 27-28.
- Bartholomew, B. (2007). Why we can't always get what we want. *Phi Delta Kappan*. 88, 8, 593-98. Reprinted in Schultz, F. (Ed.) (2007). *McGraw-Hill's Annual Editions: Education*, 35th Edition. Permission granted for posting on Arizona State Department of Education, K-12 Literacy website, Fall, 2007.
- Bartholomew, B. (2007). Lost in the promised land. *California English*, 12, 4, 24-27. (Closing the achievement gap.)

Papers and Presentations (Selected)

- Bartholomew, B. (2008). Is that bird wearing a tuxedo? What twenty-five years of change have failed to deliver to English Education. National Council of Teachers of English Conference on English Leadership, San Antonio, TX, November.
- Bartholomew, B. (2008). Motivation as a core component in reading programs for adolescents and their teachers. California State Department of Education Secondary Literacy Summit VIII, San Francisco, CA, April.
- Bartholomew, B. (2007). Literacy and motivation of the adolescent English language learner. An invited presentation to New York City Department of Education Division of English Language Learners, New York, NY.
- Bartholomew, B. (2007). Reading and educational research review, trends, and resources guide from 2006/2007. Presentation and distributed annotated bibliography, 2006-2007, California State Universities Center for the Advancement of Reading, Los Angeles, CA.
- Bartholomew, B. (2007). Motivation in the age of accountability. American Association of Colleges for Teacher Education. New York, NY.
- Bartholomew, B. (2007). Nonsense English 101: Developmental learning and word play. California Association of Teachers of English. Fresno, CA.
- Bartholomew, B. (2006). Like making lasagna: Cognitive layering in the multi-level classroom. California Association of Teachers of English. Anaheim, CA.
- Panel Member, Reading and Language Arts Specialist Credential Requirements and Program Standards Review (2008-2011). California Department of Education. Sacramento, CA (writing educational standards for Reading Specialist credential)
- Advisory Panel Member. Burns, Smith, and Roe. (2008). Teaching reading in today's elementary schools, Houghton Mifflin, Boston, MA.
- Bartholomew, Barbara. (2008). Academic assessment study and report/Arts, science, and education. Migrant Education, Kern County Superintendent of Schools.
- Bartholomew, Barbara. (2007). Academic assessment study and report/Cornerstone Migrant Education theater project. Kern County Superintendent of Schools.

Honors (Optional)

Faculty Honors Award for Excellence in Teaching, School of Education, California State University Bakersfield (2008)

Outstanding Research and Scholarship Award, School of Education, California State University Bakersfield (2007)

Educator of the Year, Science Council of New York, NY (2002)

Virginia Ruth Boris
Education Administration and Research
Kremen School of Education and Human Development
Doctoral
vboris@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ed.D.	University of San Francisco	Curriculum & Instruction
Masters	Fresno Pacific University	
Bachelors	University of California, Berkeley	

Professional Experience:

Dates	Position/Institution
2008 to Present	Lecturer, Education Administration and Research, Kremen School of Education and Human Development, California State University, Fresno
2008 to Present	Co-Director, Central Valley Educational Leadership Institute, California State University, Fresno
1971 - 2008	Clovis Unified School District, Clovis, CA
2001 - 2008	Associate Superintendent, Curriculum and Instruction, Clovis USD
1971 - 2000	Clovis USD: High School Mathematics Teacher

Publications (Selected)

- Boris, V. (2006). Reading Comprehension for High Stakes Testing, Johnston, IA: Curriculum Management Systems, Inc.
- Boris, V. (2006). Vocabulary Development for High Stakes Testing. Johnston, IA: Curriculum Management Systems, Inc.

Papers and Presentations (Selected)

Honors (Optional)

- Fresno County Top Ten Women of the Year (2006)
- ASCA Administrator of the Year for Curriculum and Instruction (2004)

TERRANCE P. BRADLEY, Ed.D.

Business address/phone number:

School Business Consulting, Inc.
5286 East Home
Fresno, CA 93727
(559) 251-3517 (office)
(559) 217-4888 (cell)

Educational Preparation:

University of Wisconsin	B.A.(Education/Accounting)	January, 1966
University of Wisconsin	M.S. (School Business Management)	January, 1970
University of LaVerne	Ed.D. (School Management)	June, 1986

Credentials:

California Administrative Services: Life
Secondary Teaching (Business): Life
Registered School Business Administrator
(Issued by Association of School Business Administrators International)

Teaching and Administrative Experiences:

2002-2009	Superintendent	Clovis Unified School District Clovis, CA
1989-2002	Deputy Superintendent Administrative Services	Clovis Unified School District Clovis, California
1986-1989	Associate Superintendent, Administration	Clovis Unified School District Clovis, California
1979-1986	Assistant Superintendent, Business	Clovis Unified School District Clovis, California
1976-1979	Administrator for Business Services	Clovis Unified School District Clovis, California
1969-1976	District Business Administrator	J.T. School District #8 Fox Point, Wisconsin
1968-1969	Assistant Business Manager	Sheboygan Public Schools Sheboygan, Wisconsin
1967-1968	Teacher (Business Education)	Hartford High School Hartford, Wisconsin
1966-1967	Teacher (Business Education)	Oshkosh High School Oshkosh, Wisconsin

University Teaching Experience:

Part-Time Professor, California State University, Fresno, California (Current)
Part-Time Professor, Fresno City College, Fresno, California
Part-Time Professor, University of San Francisco, San Francisco, California
Guest Lecturer - California State University, Fresno, California
Guest Lecturer - Fresno Pacific College, Fresno, California
Guest Lecturer - University of Southern California, Los Angeles, California

Consultant Experiences

2009-2010	Vice President, Facilities	School Innovation & Advocacy Sacramento, California
July, 2010-Present	President	School Business Consulting, Inc. Fresno, California

Publications:

The Emerging Role of the Chief School Business Official in California
Public Schools (Dissertation)

Technical Reports

Construction Management in School Building Construction

A State Aid Comparison of the Wisconsin General School Aid Formula
With and Without Negative Aid

Conference Presenter for Several Organizations including:

American Association of School Administrators
Association of School Business Officials International
California Association of School Business Officials
Coalition for Adequate School Housing (CASH)
Wisconsin Association of School Business Officials
Illinois Association of School Business Officials
American School Finance Association
Association of California School Administrators
California School Boards Association

Professional Affiliations:

Association of School Business Officials International
California Association of School Business Officials
Coalition for Adequate School Housing
American Association of School Administrators

WALTER L. BUSTER, Ed.D.

3036 W. Pembroke Loop
Fresno, CA 93711

96 Hill Avenue
Woodacre, CA 94973

Home: 559.435.9127

Cell: 559 696 9872

wbuster@csufresno.edu

(602)

**EDUCATION
CREDENTIALS**

- Ed.D. - Curriculum Development
University of Montana
Missoula, MT (1979)
 - M.A. - Curriculum
Chapman College
Orange, CA (1967)
 - B.A. - English
Westmont College
Santa Barbara, CA (1964)
- Administrative Services
California
 - Standard Secondary, Life
California
Major: English
 - Standard Elementary, Life
California

(603) ADMINISTRATIVE EXPERIENCE

- **7/02-Present**

CO-DIRECTOR

Central Valley Educational Leadership Institute
California State University at Fresno
www.csufresno.edu/cveli

ADJUNCT PROFESSOR

Kremen School of Education

- **7/95 – 6/02**

SUPERINTENDENT

Clovis Unified School District
Clovis, CA

Clovis is located in the Central San Joaquin Valley near Fresno, California. Responsible for all district operations and programs for approximately 32,000 K-12 students, in addition to adult and continuation education programs. Chief Executive Officer for a seven-person Board of Education. Implemented Community of Readers, Anytime Anywhere Learning, and CHARACTER COUNTS!sm Programs.

7/91-6/95

SUPERINTENDENT

Cotati-Rohnert Park Unified School District
Cotati, CA

Responsible for all district operations and programs for a 7,400 student K-12 district approximately one hour north of San Francisco in Sonoma County. Chief Executive Officer for a five-person Board of Education.

- 7/86 - 6/91

SUPERINTENDENT
Tamalpais Union High School District
Larkspur, CA

Responsible for all district operations and programs for a 3,000 student 9-12 district near San Francisco in Marin County, an affluent, suburban area. Chief Executive Officer for a five-person Board of Education. Coordinated the district parcel tax with a successful 71% positive vote. Instituted non-adversarial bargaining with the teacher's union.

Walter L. Buster, Ed.D.

- 7/84 - 6/86

ASSISTANT SUPERINTENDENT
San Rafael City Schools
San Rafael, CA

Responsible for curriculum and instruction for a K-12 district with 6,000 students in central Marin County. Wrote a successful grant for the first *English as a Second Language program*.

- 7/81 - 6/84

SUPERINTENDENT
Fairfax School District
Fairfax, CA

Chief Executive Officer for a K-8 district with 600 students in Marin County. Developed a plan for consolidation with the San Anselmo School District that was approved by the voters. Responsible for cooperatively merging the Fairfax School District and the San Anselmo School District into the new Ross Valley School District.

- 9/77 - 6/81

PRINCIPAL
San Anselmo School District
San Anselmo, CA

Responsible for two sites during the four years. For two years as a building principal of a K-6 school with SIP and other categorical programs and for two years principal of a 7-8 school.

- 6/76 - 8/77

GRADUATE ASSISTANT
University of Montana
Missoula, MT

Taught undergraduate education courses at the University of Montana and completed the residence requirements for doctorate.

- 9/71 - 5/76

ASSISTANT PRINCIPAL
Fullerton Union High School District
Fullerton, CA

Responsible for attendance, discipline, and student activities in a high school of 2,700 students.

- 9/68 - 6/71

ENGLISH TEACHER
Fullerton Union High School District
Fullerton, CA

Taught 9-12 English and journalism in a large suburban high school.

- 9/65 - 6/68

ELEMENTARY TEACHER
Fullerton Elementary School District
Fullerton, CA

Taught self-contained sixth grade for two years and junior high English for two years in suburban schools in Orange County, California.

UNIVERSITY TEACHING EXPERIENCE

- 1999 – present – Full-time Adjunct Professor at California State University Fresno – *Kremen School of Education, Doctoral Program in Educational Leadership and Masters Program in Educational Leadership and Administration*
- 2001-2002 Session – University of La Verne – *Doctoral Program*
- 1983 Summer Session - University of Montana - *Curriculum Theory and Personnel Management*
- 1987 to 1995 - Sonoma State University - *Curriculum Theory and School Organization*
- 1988 to 1995 - San Francisco State University - *Education Planning and Evaluation and Curriculum Planning*

(604)

(605)

PUBLICATIONS

Association of California School Administrators Thrust for Educational Leadership

- “Humility—the Best and Safest Way to Excellence” Vol. 27, No. 1, September 1997
- “The Journey to Understanding the Value of Diversity Can Be Painful” Vol. 27, No. 2, Oct. 1997
- “Why Phil Jackson Gets to Coach Michael Jordan” Vol. 27, No. 3, November/December 1997
- “Let's Ace the State's New Test, Then Ask for More!” Vol. 27, No. 4, January 1998
- “Innovations Must be Founded on Traditional Values” Vol. 27, No. 5, February/March 1998
- “Can Politicians Make Good Friends?” Vol. 27, No. 6, April 1998
- “Building and Sustaining Leadership Teams” with Rene Townsend & Jim Brown, Vol. 28, No. 5, May/June 1999
- “WestEd’s Tools Help Build Champions for Students” Vol. 30, No. 5, May/June 2001
- “Listen & Learn” with James Bushman, Vol. 31, No. 3, January/February 2002
- *A Practical Guide to Effective Board Meetings* with Rene Townsend & Jim Brown, Corwin Press, 2005.

MEMBERSHIPS

- Phi Delta Kappa
- Association of California School Administrators (ACSA)
- ACSA Northern California Superintendents’ Association
- Association of Supervision and Curriculum Development (ASCD)
- American Association of School Administrators (AASA)
- California School Leadership Academy (CSLA)
- Clovis Chamber of Commerce
- Clovis Exchange Club
- Clovis Sunrise Rotary (1997-98 *President*)
- Executive Leadership Center (ELC)

- Fresno Chamber of Commerce
- Board Member, California Endowment

AWARDS

- 1995 Robert Alioto Award for Instructional Leadership from the California School Leadership Academy
- 1996 Citizen of the Year from the Clovis Chamber of Commerce

COMMITTEES/COUNCILS

- Fresno Compact Board of Directors (*past*)
- Strategic Planning Committee, Marin General Hospital
- California State University, Fresno, Superintendents' Advisory Council
- ACSA/CSLA Executive Leadership Center Planning Committee (*past*)
- ACSA/CSLA Executive Leadership Center Seminar Facilitator (*past*)
- ACSA Superintendents' Symposium Planning Committee (*past*)
- Fresno County Welfare Reform Task Force (*past*)
- Fresno Leadership Foundation Advisory Board (*past*)
- Foundation for Clovis Schools Board of Directors (*past*)
- Fresno County Interagency Council (*past*)
- Fresno County Area Agency Executives (*past*)
- Center for Advanced Research & Technology (CART) Joint Powers Authority Board (*past*)
- Fresno County United Way Board of Directors (*past*)
- California School Boards Association (CSBA) Superintendents' Advisory Committee (*past*)
- California School Boards Association (CSBA) Charter Schools Task Force (*past*)
- California School Boards Association (CSBA) Coordinated Compliance Review Task Force (*past*)
- California Interscholastic Federation (CIF) State Risk Management Committee (*past*)
- Director, Association of California School Administrators (ACSA) Superintendents' Academy (1998-99 & 1999-2000. Co-Director 2000-2001)
- California School Boards Association (CSBA) *Masters in Governance* Trainer (*past*)
- WestEd Board of Directors – Chair of Human Resources Committee (*past*)
- Microsoft K-12 Advisory Council (*past*)
- IBM Advanced Business Institute Customer Advisory Council (ACAC) (*past*)
- Anytime Anywhere Learning Foundation, Chair, Board of Trustees
- Fresno Coral, Board of Trustees
- Board Member, California Endowment

William A Covino
Provost and Vice President for Academic Affairs
wcovino@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
PhD	University of Southern California	English
MA	University of Southern California	English
MA	California State University, Northridge	English
BA	University of California, Los Angeles	English

Professional Experience:

Dates	Position/Institution
2009 - Current	Provost and Vice President for Academic Affairs, California State University, Fresno
2006-2009	Provost and Vice President for Academic Affairs, California State University, Stanislaus
2001-2006	Dean, Dorothy F. Schmidt College of Arts and Letters – Multi Campus, Florida Atlantic University
2000-2002	Chair, University Academic Programs Institutional Effectiveness Committee Florida Atlantic University
1998-2001	Chair, Department of English, College of Arts and Letters Florida Atlantic University

Professional Association Memberships

Dates	Association/Organization	Role
	American Association of State Colleges and Universities	
	American Council on Education	
	American Council on Education	
	Institute for New Chief Academic Officers	
	Association of American Colleges and Universities	
	Council for Advancement and Support of Education	

Publications (Selected)

- “Engaging the Campus in Accreditation Self-Study.” Dean and Provost 10.6 (February 2009): 4-5. Co-authored by Diana A. Demetrulias, Stephen B. Stryker, Scott C. Davis, and William A. Covino.
- “Eliminate Surprises with a Culture of Dialogue.” Profile of William A. Covino in Dean and Provost 10.5 (January 2009): 3.
- Joshua Gunn, Morgan Reitmeyer, David Blakesley, and William A. Covino, “Get Agrippa: A Comment on Chris Miles's ‘Occult Retraction.’” *Rhetoric Society Quarterly*. 39.4 (2009): 380-387

- "Octavia Butler as Public Intellectual." *Journal of the Fantastic in the Arts* 11.2 (2000): 173-4.
- "Walt Disney Meets Mary Daly: Invention, Imagination, and the Construction of Community." *JAC* 20.1 (2000): 153-66.
- "Jeopardy: The Promise and Perils of the Virtual English Department." *Works and Days* 15.1-2 (Spring/Fall 1997): 267-71.
- "Grammars of Transgression: Golems, Cyborgs, and Mutants." *Rhetoric Review* 14.2 (Spring 1996): 355-73.
- "Author's Response" to Review of Magic, Rhetoric, and Literacy. *Dialogue: A Journal for Writing Specialists* 2.1 (Spring 1995): 75.
- "Magic And/As Rhetoric: Outlines of a History of Phantasy." *Journal of Advanced Composition* 12.2 (1992): 349-58.

Papers and Presentations (Selected)

- Rhetoric in the 21st Century University." James Berlin Memorial Lecture. Purdue University. December 2004.
- "The Rhetorician as English Department Chair." Conference on College Composition and Communication. Denver. March 2001.
- "From Plato to Disney: Magic, Rhetoric, and the Regulation of Memory." Modern Language Association. Washington, D.C. December 2000.
- "Staged Authenticity: Walt Disney World as Cultural Archive." Conference on College Composition and Communication. Minneapolis. April 2000.
- "Walt Disney Meets Mary Daly: Magic Kingdoms and the Dis-Location of Community. Modern Language Association. Toronto. December 1997.
- "The Magician, The Witch, and the Law." "From Boundaries to Borderlands: Intersections of Feminism(s) and Rhetoric(s)," Oregon State University, August 29, 1997.
- "Jeopardy: The Promise and Perils of the Virtual English Department." The Tic-Toc Symposium. University of Illinois at Chicago. May 1997.
- "Dialogue, Persuasion, and Identification: Kenneth Burke meets Jane Austen and Spike Lee." Conference on College Composition and Communication. Phoenix. March 1997.
- "The Abracadabra of WASPS and RAMS: Toward a Rhetoric of Acronyms." Rhetoric Society of America Conference. Tucson. May 1996.
- "Kenneth Burke Meets the Cyborg." Conference on College Composition and Communication. Milwaukee. March 1996.
- "Cyborgs, Mutants, Rhetors: The Limits of Phantasy in Technology." Conference on College Composition and Communication. Washington, D.C. March 1995.
- "Cyborg Rhetoric: Playing the Keyboard of the Giant Self." Rhetoric Society of America. Norfolk. May 1994.
- "Rhetoric in Phantasyland: Thomas De Quincey's Giant Self." UIC Institute for the Humanities. University of Illinois at Chicago. Chicago. October 1993.
- "The Reinvention of Classical Reverie." Conference on College Composition and Communication. San Diego. March 1993.
- "Romantic Magic and the Re-Formation of the Public Mind." Rhetoric Society of America. Minneapolis. May 1992.
- "Rhetoric, Literacy, and the Disappearance of Magic." Modern Language Association. San Francisco. December 1991.

Thomas A. Crow
Doctoral Program in Educational Leadership
Kremen School of Education
Central Valley Educational Leadership Insititute
tcrow@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Doctor of Philosophy	Arizona State University	Secondary Education/Physical Education
Master of Arts	California State University, Fresno	Physical Education
Bachelor of Arts	California State University, Fresno	Physical Education
PostDoctoral Scholar	University of California, Los Angeles	Kinesiology
California Service Credential, Administration; California Standard Teaching Credential; California Standard Services Credential, Supervision	California State University, Fresno	

Professional Experience:

Dates	Position/Institution
2010- present	Associate Director, Central Valley Educational Leadership Institute, CSUFresno
2003-2010	Chancellor, State Center Community College District
1997-2003	President, Reedley College
1990-1997	Vice Chancellor, State Center Community
1986-1990	Superintendent, Fowler Unified School District

Community Service

Dates	Organization	Activity/Accomplishments
2003-present	Rotary Club of Fresno	
2008-present	Executive Director, Fresno Compact	
2005-present	Selection Committee, Bnai Brith Student Athlete Award	

Publications (Selected)

" Assessing Potential Predisoposition of Elementary School Children to Heart Disease." Journal of School Health. 52(10), December, 1982.

"Application of the AAHPERD 1.5 Mile Run to Teenage Males and Females." CAHPERD Journal, 42(2), November, 1981.

"Correlations Among Children's Academic Achievement, Strength, Motor Skills, and Self-Control." Perceptual and Motor Skills, 1978. 47. 86.

Collaborative Works/Projects (with public schools, community agencies, etc.)

Fresno Area Strive program. In conjunction with five local school districts, leading the program to develop a cradle to career model for student success. Member of the National Cradle to Career Network.

CCLASS. Leadership training program with the State Center Community College District, West Hills Community College District, and Merced College.

CSU REAL. Leadership Training with three CSU campuses, Fresno, Bakersfield, Monterey Bay.

Honors (Optional)

Dr. Harold Haak Award for Educational Leadership, presented by the Fresno Compact, 2008.

Kremen School of Education and Human Development Noted Alumni Special Recognition Award, 2009.

Jeff Cummins
Political Science
Social Sciences
Doctoral Program in Educational Leadership
jcummins@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	Claremont Graduate University	American Politics and Public Policy
B.A.	Westmont College	Political Science

Professional Experience:

Dates	Position/Institution
September 2001-2003	Fiscal and Policy Analyst/Legislative Analyst's Office
September 2003 - August 2004	

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
MPA 230 Public Budgeting	3	EDL 203 Educational Policy Environments	3
PLSI 002 American Government and Institutions	6	PLSI 002 American Government and Institutions	6

Community Service

Dates	Organization	Activity/Accomplishments
Ongoing	Fresno Bee	Commentator
Ongoing	Friends of the Fresno County Library	Fundraiser Host

University/School Service

Dates	Committee	Activity/Accomplishments
Fall 2011	Masters of Public Administration (M.P.A.) Program	Interim Director,
2011-present	College Budget Committee	Chair
2008-present	University Research Subcommittee	Chair

Professional Association Memberships

Dates	Association/Organization	Role
2005-present	American Political Science Association	Member
2005-present	Western Political Science Association	Member

Publications (Selected)

- Cummins, J. (2011). Lobbying strategies, campaign contributions, and the impact on Indian gaming in California. In T. A. Skopek & K. Hansen (Eds.), *The new politics of Indian gaming* (38-56). Reno, NV: University of Nevada Press.
- Cummins, J. (2011). Party control, policy reforms and the impact on health insurance coverage in U.S. States. *Social Science Quarterly*, 92 (1), 246-267.
- Cummins, J. (2010). The partisan considerations of the President's agenda. *Polity*, 42 (3), 398-422.
- Cummins, J. (2010). State of the Union addresses and the President's legislative success. *Congress & the Presidency*, 37 (2), 176-199.
- Cummins, J. (2009). Crime and issue voting in gubernatorial elections. *Social Science Quarterly*, 90 (3), 632-651.
- Cummins, J. (2008). State of the Union addresses and presidential position taking: Do presidents back their rhetoric in the legislative arena? *The Social Science Journal*, 45 (3), 365-381.
- Cummins, J. (2006). The President's domestic agenda, divided government, and the relationship to the public agenda. *American Review of Politics*, 27(Winter), 269-94.

Papers and Presentations (Selected)

- Cummins, J. (2010). Applying method to the madness: An empirical analysis of California budget delays. Western Political Science Association Annual Conference, March, San Francisco, CA.
- Cummins, J. (2009). The politics of health insurance coverage in U.S. States. Western Political Science Association Annual Conference, March, Vancouver, Canada.
- Cummins, J. (2008). Term limits, electoral competition, and the impact on state fiscal conditions. Western Political Science Association Annual Conference, March, San Diego, CA.
- Cummins, J. (2008). Panel Chair. Presidential leadership. Western Political Science Association Annual Conference, March, San Diego, CA.
- Cummins, J. (2007). Issue voting and accountability in gubernatorial elections. Hawaii International Conference on Social Sciences, May, Honolulu, HI.
- Cummins, J. (2006). The partisan considerations of the President's agenda. American Political Science Association Annual Conference, August, Philadelphia, PA.
- Cummins, J. (2006). The impact of tribal lobbying strategies on Indian gaming in California. Western Political Science Association Annual Conference, March, Albuquerque, NM.

Grants and Research

Dates	Activity/Agency	Amounts
11/01/2010	University Research Award.	\$Course Release
11/01/2010	College Research & Creative Activity Award, College of Social Sciences.	0
10/01/2009	University Research Award.	5000

10/01/2009	College Research & Creative Activity Award, College of Social Sciences	2000
39692	College Research & Creative Activity Award, College of Social Sciences	3000

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

2011 Moderator, Constitution Day Panel. “The National Debt Limit Debate:

Political or Economic Crisis? (with Economics Department)

2010 Moderator/Panelist, Constitution Day Panel. “Obamacare: Landmark Legislation or Dead on Arrival?”

2010 Invited Lecturer, History Project Scholar Series Seminar. “Major Debates at the Constitutional Convention.” (with History Department)

2009 Panelist, Constitution Day Panel. “Reforming the California Constitution.” (with Political Science Department)

Professional Development

2010, 2009, 2008, 2006 Western Political Science Association Conference, Presenter

2006, 2005 American Political Science Association Conference, Presenter

2008 “Fiscal Wake-Up Tour” sponsored by the Concord Coalition and the Maddy Institute, Attendee

2007 Economics Colloquium Series, “Can We Afford to Grow Old? The Retiring Babyboomers and the Future of Social Security”, Attendee

2006-07 CSS Faculty Writing Workshop, Edited Journal Article

BRUCE D. FRIEDMAN

6825 Shelby Loop
Bakersfield, CA 93309
661-832-8514
661-654-2798 (office)
bruce_friedman@rocketmail.com

EDUCATION

CASE WESTERN RESERVE UNIVERSITY Cleveland, Ohio
Mandel School of Applied Social Science
Ph.D. in Social Welfare, May 1993. Dissertation title, *No Place Like Home: a Study of Two Homeless Shelters*. Concentrations in Policy, Management, and Social Network Interventions. Served on Ph.D. Executive Committee.

WASHINGTON UNIVERSITY St. Louis, Missouri
George Warren Brown School of Social Work
Master of Social Work, May 1978. Major concentrations of study in Family Therapy, Chemical Dependency, and Research Applications. Served on Governance Council, Curriculum Committee, and Practicum Advisory Committee.

CASE WESTERN RESERVE UNIVERSITY Cleveland, Ohio
Bachelor of Arts in Religion and Sociology, May 1974.

PROFESSIONAL ACADEMIC EXPERIENCE

PROFESSOR AND DIRECTOR Bakersfield, California
California State University Bakersfield 2007 – present
-Chair Social Work Program

ASSOCIATE PROFESSOR Edinburg,
Texas 2001 – 2007
University of Texas – Pan American
-Chair Social Work Program through accreditation of MSSW program

FACULTY DEVELOPMENT SPECIALIST East Lansing,
Michigan 1998 - 2001
Michigan State University College of Osteopathic Medicine
-SCS-REACH Program (Statewide Campus System – Resources for Education, Administration, & Curriculum in Healthcare)

ADJUNCT PROFESSOR Cleveland, Ohio
Case Western Reserve University – Mandel School of Applied Social Sciences 1998

ASSOCIATE PROFESSOR Detroit, Michigan

Wayne State University School of Social Work 1994 - 1998
-BSW Program Coordinator

ASSISTANT PROFESSOR New Haven, Connecticut
Southern Connecticut State University 1991 - 1994

INSTRUCTOR Danbury, Connecticut
Western Connecticut State University 1993
-Taught Methods I Course (Communication Skills)

ADJUNCT PROFESSOR Bridgeport, Connecticut
University of Bridgeport 1990

ASSISTANT PROFESSOR Fairfield, Connecticut
Sacred Heart University 1988 - 1989

RESEARCH ASSISTANT Cleveland, Ohio
Case Western Reserve University 1986 - 1988

LECTURER III Akron, Ohio
University of Akron 1985 - 1988

PART TIME INSTRUCTOR Minneapolis, Minnesota
Minneapolis Community College 1981 - 1982

PROFESSIONAL PRACTICE EXPERIENCES

THE RESOURCE NETWORK 1998 - 2001

PRIVATE PRACTICE/CONSULTANT 1985 - 2001

PROGRAM DIRECTOR Calgary, Alberta
Calgary Jewish Centre 1984 - 1985

EXECUTIVE DIRECTOR Chicago, Illinois
Northwest Suburban Jewish Community Center 1983-1984

DIRECTOR-ADULT & COMMUNITY SERVICES Minneapolis, Minnesota
Jewish Community Center of Greater Minneapolis 1978 - 1983

PROGRAM ASSISTANT AND GROUP WORKER Akron, Ohio
Akron Jewish Center 1974 - 1976

RELATED PROFESSIONAL PRACTICE EXPERIENCE

HEBREW TEACHER West Bloomfield,
Michigan

Temple Kol Ami 1998 - 1999

HEBREW TEACHER Oak Park, Michigan

Congregation Beth Shalom	1994 - 1997
HEBREW TEACHER Bridgeport Jewish Federation	Bridgeport, Connecticut 1989 - 1994
HEBREW TEACHER Rodeph Sholom Synagogue	Bridgeport, Connecticut 1988 - 1990
EDUCATIONAL COORDINATOR Revere Road Synagogue	Akron, Ohio 1986 - 1988

PUBLICATIONS

Books

How to Teach Effectively: a brief guides. (2008) Chicago, IL: Lyceum Books, Inc.

The Research Tool Kit: Putting it All Together, 2nd ed. (2006) Pacific Grove, CA: Brooks/Cole Publishing Company.

The Ecological Perspectives Cookbook: Recipes for Social Workers. (1999) Pacific Grove, CA: Brooks/Cole Publishing Company.

The Research Tool Kit: Putting it All Together. (1998) Pacific Grove, CA: Brooks/Cole Publishing Company.

Co-Author (with David E. Biegel and others), (1989) *Social Support Networks: A Bibliography, 1983 -1987.* Greenwood Press.

Journal Articles

a Yorke, NJ, Friedman, BD, & Hurt, P (2010) "Implementing a Batterer's Intervention Program in Correctional Setting: A Tertiary Prevention Model," *Journal of Offender Rehabilitation*. Vol. 49: 456-478.

Neuman, KM & Friedman, BD (2010) "The Object of My Affection: Subjective and Objective Learning in the Affective Domain," *Journal of Teaching in Social Work Education*. (in review).

Friedman, BD (2007) "Web CT- an administrative tool," *Journal of Technology in Human Services*. Vol. 25 no. 1 & 2. pages 119 – 124.

Friedman, BD (2007) Book Review -*Changing Welfare Services: Case Studies of Local Welfare Reform Programs* edited by Michael Austin. *Administration in Social Work*. Vol. 31 no. 2 pg.97 – 98.

Friedman, BD (2006) "Response to Felice Permuter," *Administration in Social Work*. Vol. 30 no. 3. pg. 1-4.

Friedman, BD (2005) Book Review – *Biblical Storied for Psychotherapy and Counseling: a Sourcebook*. By Matthew B. Schwartz and Kalman J. Kaplan. *Journal of Religion and Spirituality in Social Work*. Vol. 24, No. 3. pg 112-114.

Friedman, BD (2004) Book Review – *The Invisible Caring Hand: American Congregations and the Provision of Welfare* by Ram A. Cnaan, with Stephanie C. Boddie, Femida Handy, Gaynor Yancey, and Richard Schneider. *Journal of Religion and Spirituality in Social Work*. Vol. 23, No. 3. pg. 133 - 134.

Friedman, BD (2002) "Charity Concepts and the Relationship to Social Work Practice," *Social Thought*. Vol. 21(1) pg. 3 –19.

Friedman, BD, Neuman, K. (2001) "Learning Plans: a Tool for Forging Allegiances in Social Work Education," *Journal of Teaching in Social Work Education*. vol. 21 (3/4) pg. 123 - 138.

Butler, R; Busch, KV; Friedman, BD; Dobbs, KJ; & Johnson, E. (2001) "Evolution of a Faculty Development Program," *Journal of General Internal Medicine*, vol. 16 supplement 1.

Schmidt, PA; Friedman, BD; & Moore, M (2000) "Real Time Journal Club: A Multi-Professional Collaborative Model," *Journal of General Internal Medicine*, vol. 15 supplement 1 pg. 222.

Friedman, BD (2000) "Building A Spiritual Based Model To Address Substance Abuse," *Social Thought*, vol. 19:3. pg. 23 – 38.

Friedman, BD & Neuman, K. (2000) "Individualized Learning Plans: A tool for guiding the student internship experience," in *Center for Teaching Excellence Electronic Journal*, Western Michigan University.

Book Chapters

Friedman, BD & Allen, KM (2011) *Systems Theory* in Jerrold Brandell: *Theory and Practice in Clinical Social Work*. Los Angeles, CA: Sage.

Friedman, BD (2008) *Where have all the social work managers gone* in Leon Ginsberg, *Management and Leadership in Social Work Practice and Education*. Alexandria, VA: CSWE Press.

Friedman, BD (2001) *Judaism* in Mary P. Van Hook, Beryl Hugen, and Marian Aguilar, eds. *Spirituality within Religious Traditions in Social Work Practices*. Pacific Grove, CA: Wadsworth Publishing Co.

Friedman, BD (1997) *Systems Theory* in Jerrold Brandell *Theory and Practice in Clinical Social Work*. New York, NY: Free Press.

OTHER SCHOLARLY ACTIVITIES

Special guest reviewer, *Journal of Social Service Research*.

Hartford Leadership Academy in Aging – inaugural class 2008-9.

Fellow, *Hartford Gero-Ed program*

Editorial Board, *Administration in Social Work*

Consulting Editor, *Journal of Social Work Education*

Editorial Board, *Social Thought: Journal of Religion in the Social Services*.

Pre-publication Reviewer, *Clinical Social Work: Beyond Generalist Practice with Individuals, Groups and Families*. Wadsworth Publishing Company.

Pre-publication Reviewer, *Direct Social Work Practice*, 6th ed. Wadsworth Publishing Company.

Pre-publication Reviewer, *Advocacy in the Human Services*. Wadsworth Publishing Company.

Pre-publication Reviewer, *Teaching and Learning in Medicine*.

Pre-publication Reviewer, *Social Working: Problem Solving in Generalist Practice*. by Phyllis J. Day & Sandra Shelly, Allyn & Bacon .

Pre-publication Reviewer, *Influential Social Work Practice*. Allyn & Bacon.

Pre-publication Reviewer, *Hard Times: Social Work and the Economically Dislocated in Contemporary Society*. Brooks/Cole Publishing Company.

Pre-publication Reviewer, *Stepping to the Dance*. Brooks/Cole Publishing Company.

Pre-publication Reviewer, *Social Work Practice with Groups*, 2nd ed. by Ken Reid, Brooks/Cole Publishing Company.

Pre-publication Reviewer, *Advance Social Work Practice: A Guide for Public, Private, and Managed Care Setting*. By Lambert Maguire, Brooks/Cole Publishing Company.

Pre-publication Reviewer, *Single Systems Design Workbook* by Arlene Conboy and Heidi Heft Laporte, Allyn & Bacon.

Pre-publication Reviewer, *Agency-Based Research Projects*. by Alex Westerfelt and Tracy Dietz, Brooks/Cole Publishing Company.

Pre-publication Reviewer, *Direct Social Work Practice 5th ed.* by Dean H. Hepworth, Ronald H. Rooney, and Jo Ann Larsen, Brooks/Cole Publishing Company.

Pre-publication Reviewer, *Introduction to Social Work and Social Welfare 6th ed.* by Charles Zastrow, Brooks/Cole Publishing Company.

Pre-publication Reviewer, *Case Studies in Generalist Practice*, by Robert Rivas and Grafton Hull, Jr. Brooks/Cole Publishing Company.

Pre-publication Reviewer, *Clinical Interviewing in Action*, Brooks/Cole Publishing Company.

GRANT PROPOSALS & CONTRACTS/ACCEPTED

Principal Investigator - Creating Tomorrow's Futures: A New Framework for Action – California State University Extended University – (submitted March 21, 2008) \$72,015.

Principal Investigator – Enhancing a Jewish Presence at CSUB – M.B. & Edna Zale Foundation – (submitted February 15, 2008) \$5,000.

Principal Investigator – Hartford Partnership Program in Aging Education – New York Academy of Medicine – (2008 – present) \$25,000/year for three years.

Principal Investigator – Henrietta Weill Child Guidance Program Evaluation – (2007 – 2010) \$9600/year for three years.

Co-Principal Investigator – Childhood Obesity – National Institute of Health (2006 – 2008). \$20,000/year for three years.

Principal Investigator CSUB – California Social Work Education Consortium Child Welfare – (ongoing) \$2 million/year.

Principal Investigator CSUB – California Social Work Education Consortium Mental Health – (2007 – 2011) \$160,000/year.

Established Librado DeHoyos Endowed Social Work Scholarship Fund (2006).

Established Max and Alma Barrera Siporin Endowed Social Work Education Fund (2005).

Established Hermila Anzaldua Endowed Social Work Lecture Series (2005).

Principal Investigator – Hidalgo County Continuum of Care to Eradicate Chronic Homelessness – Department of Housing and Urban Affairs (June 2005) - \$102,165.

Co-Principal Investigator - The UT-Pan American & Lower Rio Grande Valley Partnership Conference Series – NIH (March 2005) - \$90,000.

Principal Investigator – Special Initiatives in Mental Health –Rio Grande Valley – Hogg Foundation (2005 - 2006) - \$100,000

Edinburg Housing Opportunity Corporation – Texas Department of Housing Commission – Home Program (2005 – present) \$800,000.

Edinburg Housing Opportunity Corporation – Texas Department of Housing Commission – Bootstrap Program (2005 – present) \$1.6 million.

Co-Principal Investigator with Dr. Rose Marie Penzerro – Migrant Health Promotions Program Evaluation – January 2003 – December 2003 - \$9000.

Principal Investigator – New Beginnings Field Liaison – New Beginnings – Spring 2003 - \$2000.

Principal Investigator – Children’s Defense Fund Field Liaison – Children’s Defense Fund – Spring 2003 - \$2000.

Principal Investigator – New Beginnings Field Liaison – New Beginnings – Fall 2002 - \$2000.

Project Director – Faculty Development in Family Medicine – Train the Trainer (Academic Physician Leader) – HRSA – 2000 – 2002 - \$767,442.

PROFESSIONAL WORKSHOPS AND PAPERS PRESENTED

McCleary, RM; Friedman, BD; Krohn, S (2010) "An Intergenerational Mentor Approach for Achieving Social Policy-Related Gerontology Competencies" 56th Annual Program Meeting Council on Social Work Education, Portland, OR October 17, 2010.

Friedman, BD; Devlin, DJ; & Henry, PM (2010) "Developing Curriculum Competencies for Forensic Social Work," 6th International Conference on Health and Mental Health in Social Work. Dublin, Ireland, June, 29, 2010.

Friedman, BD; Eyamb e, GS; & Rawlings, E (2010) "Perceptions and Attitudes About Childhood Obesity Among Adults in The Lower Rio Grande Valley," 2010 Joint World Conference on Social Work and Social Development. Hong Kong, June 12, 2010.

McCleary, R. & Friedman, BD (2009) "Evaluating Achievement of Advanced Gerontology Skills in a Culminating Experience (Community Project/Thesis)" 55th Annual Program Meeting Council on Social Work Education, San Antonio, TX. November 9, 2009.

Friedman, BD; Devlin, DJ; & Henry, PM (2009) "Curriculum Competencies for Social Workers in Corrections Setting," International Conference on Social Work and Counseling Practice Promoting Harmony and Justice in a World of Conflict. Hong Kong. June 2, 2009.

Friedman, BD & Smith, A (2009) "Succeeding in Turbulent Times through Networking," 20th Institute of the National Network for Social Work Managers. Orlando, FL. May 1, 2009.

Neuman, KM & Friedman, BD (2008) "The Art of Facilitating Professional Socialization in Students through Affective Learning," 54th Annual Program Meeting Council on Social Work Education, Philadelphia, PA. November 1, 2008.

Friedman, BD (2008) "How to Teach Effectively," 54th Annual Program Meeting, Council on Social Work Education Philadelphia, PA. October 30, 2008.

Friedman, BD (2008) "Using PowerPoint," California State University, Bakersfield. Bakersfield, CA April 30, 2008.

Friedman, BD (2008) "Teaching Effectiveness Workshop," California State University, Bakersfield. Bakersfield, CA April 23, 2008.

Friedman, BD (2008) "Teaching Effectiveness Workshop," California State University, Bakersfield. Bakersfield, CA January 16, 2008.

Friedman, BD (2007) "Multigenerational Aging Working with Elders in the Community through a Multigenerational and Intergenerational Framework," California State University, Bakersfield. Bakersfield, CA December 7, 2007.

Friedman, BD (2007) "Advancing Excellence in Social Work Management," Indiana State University and Hamilton Center, Inc. Indianapolis, IN June 20, 2007.

Friedman, BD; Rodriguez, N, Garza, C; Garza, ES; Ramirez, N. (2007) "Service Learning as an integrative teaching tool for Geriatric Education," Gero-Ed Forum, Charleston, SC. February 3, 2007.

Friedman, BD; Crocker, T; Borel, H; De La Rosa, V. (2006) "Intensive Case Management." 5th International Conference of Social Work in Health and Mental Health. Hong Kong, China. December 14, 2006.

Friedman, BD (2006) "Evidence-Based Practice – A Stepwise Approach," NASW-TX Conference, Arlington, TX. October 27, 2006.

Tunney, B & Friedman, BD (2006) "Using the Myers Briggs Type Indicator in Making Hiring Decisions," NASW-TX Conference, Arlington, TX. October 26, 2006

Friedman, BD (2006) "Pack Your Suitcase: Tools and Techniques for Adult Learning" PSTI Training Institute. Austin, TX. July 20, 2006

Friedman, BD (2006) "The Power of Social Work Management," The 17th Management Institute of the National Network of Social Work Managers. Chicago, IL. February 20, 2006.

Friedman, BD (2006) "Utilizing Adult Learning Principles to Enhance Student Development and Learning in Social Work Education," 52nd Annual Program Meeting – Council on Social Work Education, Chicago, IL. February 16, 2006.

Friedman, BD (2005) "Grief and Loss," 3rd Annual Volunteer Movement: Together in Action Conference. Edinburg, TX. November 18, 2005.

Friedman, BD, Kent, M, Marcelino, RD, Hill, G. (2005) "Community Collaborations to Strengthen Families and Prevent Violence," 5th Annual Partners in Prevention Conference, Austin, TX. November 16, 2005.

Friedman, BD & Tunney, B (2005) "Information Technology," NASW – TX Annual State Conference, Galveston, TX. November 11, 2005.

Friedman, BD (2005) "Communication and Interpersonal Relationships," NASW – TX Annual State Conference, Galveston, TX. November 10, 2005.

Friedman, BD (2005) "The Power of Social Work Management," YAI Conference, New York, NY. May 10, 2005.

Friedman, BD (2005) "Utilizing Adult Learning Principles to Enhance Student Development and Learning in Social Work Education," 51st Annual Program Meeting – Council on Social Work Education, New York, NY. February 26, 2005.

Friedman, BD & Marcelino, R (2004) "Coalition Building through Community Collaborations," 4th Annual Partners in Prevention Conference, Austin, TX. November 18, 2004.

Neuman, KM & Friedman, BD (2004) "Awareness, attitude, and appreciation: Revisiting teaching and learning in the affective domain," BPD, Detroit, MI. November 4, 2004.

Friedman, BD (2004) "The Power of Social Work Management," NASW-TX Annual State Conference, Austin, TX. October 22, 2004.

Friedman, BD (2004) "Web CT- an administrative tool," HUSITA 7, Hong Kong, China. August 26, 2004.

Friedman, BD (2004) "Management and Leadership Standards" The 15th Management Institute of the National Network of Social Work Managers. Chicago, IL. April 30, 2004.

Friedman, BD (2003) "The Meaning of Love," Society for Spirituality and Social Work 8th Annual Conference, Austin, TX. June 21, 2003.

Friedman, BD (2003) "Structure of Prayer as a Tool Leading to Repentance and Forgiveness," Society for Spirituality and Social Work 8th Annual Conference, Austin, TX. June 20, 2003.

Friedman, BD (2003) "Developing a Technology-Based Presentation," The 14th Management Institute of the National Network of Social Work Managers. Charlotte, NC. April 25, 2003.

Friedman, BD (2003) "Religion in Social Work Education," Council on Social Work Education 49th Annual Program Meeting, Atlanta, GA. February 28, 2003.

Friedman, BD (2002-3) "Advanced Assessment and Interventions in Family Dynamics," Protective Services Training Institute, Texas Department of Protective and Regulatory Services.

Friedman, BD (2002) "Evidence-Based Practice – A Stepwise Approach," Texas National Association of Social Work Conference. Houston, TX. November 7, 2002.

Friedman, BD (2002) "Evidence-Based Practice - A Stepwise Approach," The Technology Conference. Charleston, SC. August 2002.

Friedman, BD (2002) "Using adult learning techniques within a technological teaching environment," The Technology Conference, Charleston, SC. August 2002.

Friedman, BD (2002) "Using Adult Learning Techniques to Enhance Education with Technology," ITDE Conference, Edinburg, TX. May 16, 2002.

Friedman, BD (2002) "Understanding differences in US immigration practices with its neighbors," Mexican Association of Schools of Social Work, Guadalajara, Mexico. May 3, 2002

Friedman, BD (2002) "Using Adult Learning Techniques to Enhance Social Work Education with Technology," Council on Social Work Education Annual Program Meeting, Nashville, TN February 26, 2002.

Friedman, BD (2001) "Ethics," Texas Chapter National Association of Social Workers. Harlingen, TX. October 20, 2001.

Friedman, BD; Butler, R; & Dobbs, KJ. (2001) "Self-Awareness: the First Step to Cultural Responsiveness," Midwest Society of General Internal Medicine. Chicago, IL. September 7, 2001.

Friedman, BD (2001) "Biblical Therapy," Society of Spirituality and Social Work Conference, Washington, DC. July 1, 2001.

Vogel, HL and Friedman, BD. (2001) "Development of a Behavioral Curriculum for Family Practice Residents," Association of Osteopathic Directors of Medical Education, Phoenix, AZ. May 17, 2001.

Butler, R; Busch, KV; Friedman, BD; Dobbs, KJ; Johnson, E; Pinheiro, S; and Koop-Liechty, D (2001) "Evolution of a Faculty Develop Program," Poster Presentation at Association of Osteopathic Directors of Medical Education, Phoenix, AZ, May 17, 2001.

Butler, R; Busch, KV; Friedman, BD; Dobbs, KJ; Johnson, E; Pinheiro, S; and Koop-Liechty, D (2001) "Evolution of a Faculty Develop Program," Poster Presentation at Society of General Internal Medicine Conference, San Diego, CA. May 4, 2001.

Friedman, BD; Butler, R; Dobbs, KJ. (2001) "Cultural Awareness Begins with Self," Society of General Internal Medicine, San Diego, CA. May 4, 2001.

Vogel, HL and Friedman, BD. (2001) "Development of a Behavioral Curriculum for Family Practice Residents," Society for Teachers of Family Medicine, Denver, CO. May 1, 2001.

Friedman, BD (2001) "Adult Learning Principles within a Technology Environment," Council on Social Work Education Annual Program Meeting, Dallas, TX. March 8, 2001.

Friedman, BD; Ridenour, J; Mussen, D; & Kinloch, K. (2000) "Where is Social Work in Welfare Reform," NASW –MI Chapter SPICE Workshop, Redford MI. October 13, 2000.

Friedman, BD; Dobbs, KJ; Butler, R (2000) "Integrating Cooperative Group Activities into Medical Education," Society of General Internal Medicine Midwest Regional Conference, Chicago, IL, September 23, 2000.

Friedman, BD (2000) "Applying Adult Learning Principles to Social Work Education in a Technology Environment," 4th Annual Technology Conference for Social Work Education and Practice, Charleston, SC, August 29, 2000.

Friedman, BD (2000) "First Testament and Social Justice: the Making of Social Work," Society of Spirituality and Social Work 10th Annual International Conference, Lawrence, KS, June 27, 2000.

Friedman, BD & Ridenour, J (2000) "From WorkFirst to Project Zero: Implications for Welfare Reform and Social Work," Michigan Chapter – National Association of Social Workers – Mt. Pleasant, MI, May 18, 2000.

Friedman, BD; Dobbs, KJ; Butler, R; Schmidt, PA; & Dizon, K (2000) "Integrating Cooperative Group Activities into Medical Education," Society of General Internal Medicine 23rd Annual Meeting, Boston, MA, May 6, 2000.

Schmidt, PA; Friedman, BD; & Moore, M (2000) "Real Time Journal Club: A Multi-Professional Collaborative Model," Society of General Internal Medicine 23rd Annual Meeting, Boston, MA, May 5, 2000.

Friedman, BD (2000) "Using Data Analysis Software," Council on Social Work Education Annual Program Meeting, New York, NY, February 27, 2000.

PROFESSIONAL INVOLVEMENT

National Association of Deans and Directors – Health Disparities Task Force – 2008 – present;
By-laws revision subcommittee – 2010.

California Association of Deans and Directors – Treasurer – 2008 – 2010.

Census Committee of the Kern County Homeless Collaborative - 2007 – present.

Homeless Partnership of the Rio Grande Valley – President -2004 – present.

Institute for Geriatric Social Work (IGSW) – Fellow (present)

Treasurer
National Network of Social Work Managers (NNSWM) – Board member (2000 – 2002) –
(2002 – 2004) – President (2004 –2009) – Immediate Past President (2009 – Present).

Rio Grande Valley Mental Health Coalition – member - 2003 to present.

Coalition for Valley Families – Governing Board Member – 2002 to present.

Community Collaborating Committee – Governing Board – 2002 to present.

Hidalgo County Homeless Coalition – Chair – Continuum of Care Committee – 2003 to present.

Edinburg Housing Opportunity Corporation – Vice Chair – 2003 to present.

Society for General Internal Medicine (1998 – 2002).

Council on Social Work Education – Abstract Review Committee (2000 - present)

Michigan Association of Social Workers in Healthcare (MASH) – Treasurer (2000 – 2001);
Board member (healthcare policy) (1999 – 2000)

Council on Social Work Education - Task Force on Integrating Technology (1997 - 1999)

Commissioner - Council on Social Work Education Commission on Conferences and Faculty
Development (1997 - 2000)

Council on Social Work Education Site Visitor (trained, October 1995, trained to Chair visits
October 2003, February 2006).

COMMUNITY INVOLVEMENT

NASW-CA – Chapter Finance Committee - present

Temple Emanuel – Secretary, Board of Directors – 2003 - 2007.

Food Bank of the Rio Grande Valley – Board Member 2006 – present.

Freedom House - Secretary to the Board of Directors – 1995 - 2001.

Downtown Synagogue - Board Member – 1996 – 2001.

PROFESSIONAL ORGANIZATIONS

National Network of Social Work Managers (NNSWM)

Certified Social Work Manager (CSWM)

Licensed Clinical Social Worker (LCSW TX - #38562)

Licensed Master Social Worker Clinical and Macro (Michigan - #6801069171)

Society of General Internal Medicine

Michigan Association of Social Workers in Healthcare (MASH)

Association of the Advancement of Social Group Work

Society for Spirituality and Social Work

Baccalaureate Program Directors

Council on Social Work Education

National Association of Social Workers - Academy of Certified Social Worker –
-Michigan Chapter - Appointed CCNLI Region IV (1995)

-Connecticut Chapter - Elected to Region IV Nominations and Leadership Identification
Committee (1990). Served on Strategic Planning Committee, 1991.

-Minnesota Chapter - Served on task force for the computerization of social work (1982).

State of Michigan Board of Examiners - Certified Social Worker.

State of Connecticut Board of Education - Provisional Teacher.

Certified Independent Social Worker - State of Connecticut.

Licensed Independent Social Worker - State of Ohio.

Association for the Advancement of Social Work With Groups.

Society for Spirituality and Social Work.

Association of Jewish Center Professionals. Served as national section chairperson for
single/family committee, 1980 - 1984. Served on nominating committee, 1982, 1984.

HONORS

Premiere Who's Who Featured Member – 2009 - 2010

Biltmore Who's Who Featured Member- 2007 – 2008

Cambridge Who's Who – 2007 – 2008.

Who's Who in American Education – 8th edition – 2007 – 2008.

Madison Who's Who of Professionals – 2006 – 2007

Millie Steven Piper and Chancellor's Award Nominee – 2006 – 2007.

Who's Who in American Universities – 2005.

Who's Who among America's Teachers – 2004, 2005, & 2006

Who's Who in America – 2004 & 2005

Steven Hart
Literacy & Early Education
Kremen SOEHD
Reading/Language Arts
smhart@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ph.D.	University of South Florida	Curriculum & Instruction, emphasis in Reading Education
M.A.	College of William & Mary	Reading, Language, and Literacy Development
B.S.	Kutztown University	Elementary Education, Minor in Reading Instruction

Professional Experience:

Dates	Position/Institution
2006-Present	Assistant Professor, California State University, Fresno
2002-2006	Adjunct Instructor, University of South Florida
1997-2002	Classroom Teacher, South San Francisco Unified School District
1993-1997	Reading Specialist, Norfolk Public Schools

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
LEE 154 Content Area Language & Literacy Instruction	3	EDL 280T Advanced Service-Learning Pedagogy and Practice in K-HE	4.5
LEE 224 Assessment/Development of Reading Abilities	3	LEE 298 Master Projects in Reading/Language Arts	1.5
LEE 234 Clinical Experience in Reading Assessment & Instruction	3	ERA 243 Research on Teaching in the Multicultural Classroom: Quantitative and Qualitative Methods	3
LEE 254 Supervised Field Experiences in Reading	3	Urban Civic Education Minor Grant	3

Community Service

Dates	Organization	Activity/Accomplishments
2006-2011	National Education Association Foundation	Reviewer for Student Achievement Grant Program and Learning & Leadership Grant Program
2006-2011	Reading & Beyond	Consultant and Professional Developer for after-school literacy tutoring program
2008-2011	International Association for Research on Service-Learning and Community Engagement	Reviewer for conference proposals
2002-2011	Literacy Research Association	Reviewer for conference proposals
2007	Fresno ACEL Charter School	President of Board of Directors

University/School Service

Dates	Committee	Activity/Accomplishments
2009-2011	Academic Senate Service-Learning Subcommittee	
2010-2011	Academic Senate Graduate Curriculum Subcommittee	
2007-2011	Kremen SOEHD Educational Equity Committee	Chair (2010-11)
2006-2011	Chavez Critical Education Conference Committee	Chair (2008)
2009-2011	Reading Master's Colloquium Committee	Co-Chair

Professional Association Memberships

Dates	Association/Organization	Role
2002-Present	Literacy Research Association	Member
2006-Present	International Association for Research on Service-Learning & Community Engagement (IARSLCE)	Member
2006-Present	California Reading Association	Member
2004-Present	American Educational Research Association	Member

Publications (Selected)

- Hart, S. (2011). Critical openings and possibilities: Navigating challenges for change. In B. Porfilio & H. Hickman (Eds.), *Critical-service learning as a revolutionary pedagogy: An international project of student agency in action* (pp. 249-269). Greenwich, CT: Information Age.
- Hart, S. (2010). Service-learning: A third space for literacy education. In G. T. Papanikos & N. Pappas (Eds.), *Horizons in education* (pp. 381-392). Athens, Greece: Athens Institute for Education and Research.
- Hart, S. (2007). Service-learning and literacy motivation: Setting a research agenda. In S. Gelmon & S. Billig (Eds.), *Advances in service-learning research: Vol. 7. From passion to objectivity: International and cross-disciplinary perspectives on service-learning research* (pp. 135-156). Greenwich, CT: Information Age Publishing.
- King, J., Hart, S., & Kozdras, D. (2007). When is it critical literacy with adolescent learners? In B. Guzzetti (Ed.), *Literacy for the new millennium: Vol. 3. Adolescent Literacy* (pp. 173-187). Westport, CT: Praeger.
- Kelley, K., Hart, S., & King, J. (2007). Negotiating pedagogy development: Learning to teach writing in a service-learning context. *Action in Teacher Education*, 29(2), 94-108.
- Hart, S., & King, J. (2007). Service-learning and literacy tutoring: Academic impact on preservice teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 23, 323-338.
- Hart, S. (2006). Breaking literacy boundaries through critical service-learning: Education for the silenced and marginalized. *Mentoring & Tutoring*, 14(1), pp. 17-32.

Papers and Presentations (Selected)

- Hart, S. (April, 2011). Challenges of Critical Service-Learning for Teacher Educators. H. Hickman and B. Porfilio (Eds.), *Symposium on Critical Service Learning for Social Justice in PK-12 and Teacher Education Classrooms*. American Educational Research Association New Orleans, LA.
- Hart, S. (2009, December). Service-Learning: An Approach to Develop Future Literacy Professionals' Mentoring Skills. Presented at Annual National Reading Conference/Literacy Research Association Albuquerque, NM.
- Hart, S. (2009, December). Impact of Moodle Literature Discussions on Student Literacy Motivation & Achievement. Presented at Annual National Reading Conference/Literacy Research Association Albuquerque, NM.
- Hart, S. (2009, May). Service-learning: A third space for literacy education. Paper presented at the Athens Institute for Education and Research, Athens, Greece.
- Hart, S. (2009, February). Service-learning: A third space for hybrid literacies. Paper presented at the annual National Council of Teachers of English Assembly for Research, Los Angeles, CA.
- Hart, S. (2008, October). Mentoring the tutors: Master's students as service-learners. Poster session presented at the annual International Association for Research on Service-Learning and Community Engagement Conference, New Orleans, LA.
- Hart, S. (2007, November). Engaging disengaged youth: Service-learning, hybrid literacies, and literacy engagement. Paper presented at the annual National Reading Conference, Austin, TX.
- Hart, S., King, J., & Kozdras, D. (2007, November). A critical discourse analysis of critical literacy. Paper presented at the annual National Reading Conference, Austin, TX.
- Hart, S. (2006, December). Service-learning as a pedagogy of literate engagement. Paper presented at the annual National Reading Conference, Los Angeles, CA.
- Hart, S. (2006, October). Service-learning and literacy motivation with middle school students. Paper presented at the annual International Association for Research on Service-Learning and Community Engagement Conference, Portland, OR.

Grants and Research

Dates	Activity/Agency	Amounts
2011-Present	American Association of State Colleges & Universities (AASCU)	\$50000
2006-2007	California State University-Center for the Advancement of Reading	21250

Collaborative Works/Projects (with public schools, community agencies, etc.)

John Sutter Middle School, Fowler, CA, January-May 2010

Collaborated with Sutter Middle School to design service-learning experiences for Reading Master's students. Students administered literacy assessments to struggling 6th and 7th Grade students, identified students' strengths and weaknesses, and designed instructional plans for classroom teachers.

Palo Verde Union School District, Tulare, CA, 2007-2008

Designed and implemented "Improving Student Comprehension through Inquiry-Based Professional Development" project. This project was a high-quality, ongoing, school-based professional development program to improve student reading comprehension achievement. Implementation included weekly onsite professional development, training workshops, teacher observations, and facilitated group seminars.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Professional Development

6/14/2011	Addressing Achievement Gaps Symposium- Washington, DC
3/9/2011	Weaving Service-Learning into an Academic Program- CSUF
2/18/2011	Roots Conference- Visalia, CA
2/10/2011	Using Rich Media to Drive Learning Results- Kaltura Webinar
1/20/2011	Service-Learning Evaluation: An Overview- Learn & Serve Webinar
10/5/2010	Teaching Online for Advanced Users- Wiley Publishers Webinar
9/27/2010	Teaching Online for Beginners- Wiley Publishers Webinar
9/10/2010	Community Renewal Summit- Fresno, CA
8/12-13/2010	Syllabus Redesign Conference- CSUF
8/2009- 5/2010	Participated in Yearlong Blackboard 9 Pilot training
12/11/2008	Moodle Training for pilot professors
12/3-6/2008	National Reading Conference-Orlando, FL
11/5/2008	LecShare Captioning Training
6/20/2008	CSU Learning Management System Workshop-Los Angeles, CA
5/2/2008	Using Media Works for Universal Design
4/30/2008	Universal Design for Blackboard
3/14/2008	Mac OSX Leopard Workshop
2/20/2008	Thesis Advising Workshop
2/6/2008	Creating Web-Based Documents for Blackboard
1/29/2008	Bridge Builders for Credential Students
12/14/2007	Illuminate Workshop
10/10/2007	Critical Pedagogy: Teacher Preparation in California's Unique Context

10/3-7/ 2007	International Research Conference on Service-Learning and Community Engagement- Tampa, FL
09/28/2007	Creating Podcasts Using Profcast
09/21/2007	Creating Websites with iWeb
10/27-28/ 06	Grant Writing Workshop- Kremen School of Education
10/06/06	Service-Learning Workshop
09/28/06	Service-learning Workshop

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Work:

**550 E. Shaw

Fresno, CA

(559) 292-**

EDUCATION

Ed.D. Educational Leadership, University of California Davis/California State University

Fresno Joint Doctoral Program in Educational Leadership, 1995.

M.Ed. Administration & Supervision, Colorado State University, 1985.

B.S. Business, cum laude, University of Colorado, 1975.

PROFESSIONAL EXPERIENCE

2011 - Present Executive Director, Central Valley Higher Education Consortium (CVHEC)

CVHEC is a 28 member consortium including four-year and two-year colleges and universities in the Central Valley of California. Membership includes public, private, non-profit and for-profit institutions. CVHEC's mission is to promote information and access to higher education opportunities in the Central Valley, ultimately increasing the college-going and completion rates in this area of California. CVHEC also works at the state and national levels regarding policy that affects higher education.

2008 - Present

Adjunct Professor, California State University Fresno Doctoral Program in Educational Leadership

2004 – 2011 President, Reedley College

Reedley College: One of two colleges in the State Center Community College District. Reedley College is a comprehensive community college located in Reedley, California, serving a total of 15,000 students. Approximately 7,000 students attend classes on the main campus in Reedley, with the remainder attending large centers in Clovis, Madera, and Oakhurst.

2001 – 2004 President, West Hills College, Lemoore

West Hills College, Lemoore: Founding President of one of two colleges in the West Hills Community College District (WHCCD). WHCCD is a comprehensive community college district in rural Central California serving over 5,000 students.

1997 - 2001 Vice President of Educational Services/Assistant Superintendent, West Hills Community College District (WHC)

Vice President, Educational Services: Serves as Chief Instructional Officer and Assistant Superintendent for West Hills Community College District: Coalinga Campus, Kings County Center, North District Center.

1993 – 1997 Dean of Instructional Services, West Hills Community College District, Coalinga, California.

West Hills Community College District: Chief Instructional Officer

1990 - 1993 Title III Coordinator and Grants Administrator, State Center Community College District (SCCCD)

State Center Community College District: A multi-campus district including Fresno City College (19,000 students); Reedley College (5,000 students)

1988 - 1989 Administrator, Boulder Technical Education Center, Boulder, Colorado

Boulder Technical Education Center: Combination post-secondary/secondary technical education center in the Boulder Valley School District.

Faculty/Teaching Experience

1989 - 1990 Fresno City College, Business Division

- Department Chair, General Office Department.
- Academic Senate Representative.
- Taught in Secretarial Science, General Office, and Computer Information Systems Departments.
- Developed and conducted workshops for Fresno County and for California Community College System.

1975 - 1988 Office Support Technology Program, Boulder Technical Education Center, Boulder,

Colorado

- Department Chair, Office Support Technology
- Structured and taught all phases of comprehensive business/secretarial program with special emphasis in computer applications, word processing, and communications.

PUBLICATIONS IN REFERRED JOURNALS

Oliver, D. E., & Hioco, B. (2012, July). An ethical decision-making framework for community college administrators, *Community College Review*, 40(3), 240-254.

WORKSHOP/CONFERENCE PRESENTATIONS

Association of Community College Trustees Congress
American Association of Community Colleges National Conference
Administration in California Community Colleges, Zhezhang Wanli University, Ningbo, China
Western Association of Schools & Colleges Accreditation Training Workshops
Community College League of California Annual Conference
California Community Colleges Chief Instructional Officers Annual State Conference

SELECTED PROFESSIONAL ACTIVITIES

Chaired WASC Accreditation site visit teams; also served as team member
California Community Colleges Chief Executive Officers
Central Valley Higher Education Consortium; Executive Committee
Executive Board, California Community Colleges Chief Instructional Officers
Chair, California Community Colleges Region V Chief Instructional Officers
Association of California Community College Administrators
American Association of Community Colleges
League for Innovation in Community Colleges
National Institute for Staff and Organizational Development
National Institute for Leadership Development
Community College League of California.
Kings County School-To-Work Coalition
Beta Gamma Sigma
Delta Kappa Gamma, Alpha Psi Chapter
California Business Educators Association
American Association of Women in Community Colleges; past president Fresno City College Chapter.

COMMUNITY ACTIVITIES

Reedley College Foundation Board
Kings Canyon Unified School District Foundation Board
State Center Community College Foundation Board
Member, Reedley Rotary Club
Board of Directors, WHC Foundation
Member, Lemoore Rotary Club
Chair, Rotary District 5230 Leadership Assembly

Editor, Lemoore Rotary Bulletin
Kings County Academic Decathlon Steering Committee
Coalinga City Scholarship Award Committee
NetworKings - Professional Women in Kings County
Board of Directors, Lemoore Chamber of Commerce
Chief Financial Officer, Lemoore Chamber of Commerce
Host Family, Rotary Foreign Student Exchange

AWARDS/HONORS

League For Innovation Executive Leadership Institute, 1998
National Institute for Leadership Development. Leaders Program 1998
Nominated for Central Valley Top 10 Business/Professional Women of the Year Award, 1998
Community College League of California, Award for Outstanding Project: WHC Science Collaboratory, 1998
Community College League of California, Award for Outstanding Project: WHC/California State
University Fresno collaboration: Kings County Campus, 1997
Leader of delegation to China and Hong Kong, 1999
Cum laude designation, University of Colorado

SELECTED COLLEGE ACTIVITIES

Executive Council
President's Council
Partnership for Excellence Task Force
Educational Services Council
Lead master planning and programming for new Kings County Campus
Chair district-wide master planning, program review and accreditation process
Chief Instructional Officer for District
Co-chair Curriculum Committee
Budget Development and Review Committee
College Council
District Collective Bargaining Team

FUNDRAISING ACCOMPLISHMENTS

Title V Developing Hispanic Service Institutions
Student Support Services Grants
Upward Bound Grants
Science, Technology, Engineering, Math Grants
Welfare-To-Work Governor's 15% Set Aside
Industry Specific Training
California CalWorks.
Child Care Facility Grant Award
Math, Engineering, Science Achievement (MESA)
Upward Bound
Project Genesis - Internet-based class development project

Tech Prep Regional Marketing Project
Fund for Instructional Improvement
Underrepresented Students Special Project Fund

Jacquelyn Ann K. Kegley
Philosophy & Religious Studies
Arts and Humanities
Philosophy
jkegley@csub.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
B.A, cum laude	Allegheny College	English & History
M.A. Summa Cum laude	Rice University	Philosophy-
Ph.D.	Columbia University	Philosophy- Philosophy of Science

Professional Experience:

Dates	Position/Institution
1966-1968	Visting Professor University of the Philippines
1969-1973	Adjunct Lecturer, Philosophy, CSU, Bakersfield
1973-1977	Assistant Professor, CSU, Bakersfield
1977-1981	Associate Professor, CSU, Bakersfield
1981- present	Professor of Philosophy, CSU, Bakersfield

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
Philosophy 382-	0	Philosophy 101-	0
Philosophy of Race		Contemporary	
		Moral problems	
Faculty Athletics	0	Faculty Athletics	0
representative		Representative	
Department Chair	0	Department Chair	0
In Winter 2011-	0		
Philosophy 101-			
Contemporary			
Moral Problems			
Winter 2011-	0		
Faculty Athletics			
Representative and			
Special Topcs-			
Athletic mentoring-			
7 quarter units			

Community Service

Dates	Organization	Activity/Accomplishments
1986-present	Kegley Institute of Ethics	Sponsors lectures, workshops, panels on ethical issues for the

2011-present	Institute for Religion, Education and Public Policy	community Sponsors community events to raise issues about religion in education and public policy issues
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University/School Service

Dates	Committee	Activity/Accomplishments
2010-2012	Academic Senator and Chair, Academic Affairs Committee	Participated in the both the senate and Chaired this committee
2010-2012	Committee on Academic Requirements and Standards- CARS	Participated in this committee and Chair Task Force on General Education
2010-2012	Intercollegiate Athletics Advisory Committee	Chaired this committee which makes policy for Intercollegiate Athletics
2009-2012	University Strategic Planning and Budget Advisory Committee	Makes recommendations on strategic plans and budget for the university
2009-present	Access to Success Committee	Works to increase graduation and retention rates for students

Professional Association Memberships

Dates	Association/Organization	Role
2010-2012	Society for the Advancement of American Philosophy	President
1983-present	American Philosophical Association	member
1983-present	American Association for the Advancement of Science	Member
1982-present	Philosophy of Science Association	Member
1982-present	Josiah Royce Society	Member, Past President

Publications (Selected)

Josiah Royce in Focus, Indiana University Press, 2008.
 Informed Consent in an International Perspective: Case Studies, with A. Carmi, J. Arboledo-Flores, & T. LeBlang, UNESCO, 2003.
 Genetic Knowledge, Human Values, and Responsibility, (Editor). New York: Paragon, 1999.
 Genuine Individuals and Genuine Communities: A Roycean Public Philosophy. Nashville, Tennessee: Vanderbilt University Press. 1997.
 Paul Tillich on Creativity, (Editor) Lanham, Maryland: University Press of America. 1989.
 Reasoning with Analogy: The King Returns, CAI Software Package for Critical Thinking. New York: McGraw Hill. 1984.
 Introduction to Logic, (with Charles W. Kegley), Lanham, Maryland, University Press of America. 1982.

Papers and Presentations (Selected)

- “Josiah Royce,” Internet Encyclopedia of Philosophy, May, 2011, <http://www.iep.utm.edu/roycejos/>
- “Rorty as a Critic but not Critical Enough,” International Journal of Cultural Research, 116-119, www.culturalresearch.ru,
- John E. Smith: Recovering the Essential in Philosophy: Experience, Self, and the Fact of Religion, Journal of Speculative Philosophy, Vol. 25:12, winter, 2011.
- “The Ethical Subject/Agent’ as ‘rational individual’ but also as so much more!” to be published in the Journal of Speculative Philosophy, Vol. 25:11, Fall 2011.
- “Mind as Personal and Social Narrative of an Embodied Self,” in Josiah Royce in Dialogue With American and European Values, Proceedings of an International Conference on Josiah Royce, Institute of Philosophy, Opole University, Poland, June 24-28, 2008, edited by Kelly Parker and Krzysztof Piotr Skowronski, in process of publication with Fordham University Press, 2010.
- “John E. Smith,” A Frontiersman, a Humble Interpreter and Advocate for Community,” a chapter to appear in a book on the Philosophy of John E. Smith, edited by Vincent Coalpietro, and published by Penn State University Press, 2010.
- “Peirce and Royce and the Betrayal of Science: Scientific Fraud and Misconduct,” The Pluralist 5:2. September, 2010, 1-26.
- “John Dewey and Josiah Royce in Dialogue on the Individual and Community,” in John Dewey at 150: Art, Culture and Society, edited by Krzysztof Piotr Skowronski and Matthew C. Flamm, Rodolpi, 2010.
- “False Dichotomies and Missed Metaphors: Genuine Individuals need Genuine Communities,” The Philosophy of Richard Rorty, Library of Living Philosophers, Open Court, 2010, 107-135.
- “Josiah Royce on Race: Issues in Context,” The Pluralist, Volume 4, Number 4, Fall, 2009.
- “Idealism: Moral,” in John Lachs, & Robert Talisee, Editors, American Philosophy: An Encyclopedia, Routledge, 2008, 375-377.
- “Josiah Royce: Evil,” in John Lachs, & Robert Talisee, Editors, American Philosophy: An Encyclopedia, Routledge, 2008, 67-680.
- “Community: The Context of Creative Action,” in William James and Josiah Royce A Century Later: Pragmatism and Idealism in Dialogue, edited by David Lamberth, Cambridge, Massachusetts, Harvard University, 2009.
- “Living Creatively While Terminal,” in Experience as Philosophy: on the Work of John J. McDermott, James Campbell & Richard E. Hart (Editors), New York: Fordham University Press, 2008, 58-83.

Grants and Research

Dates	Activity/Agency	Amounts
1980	Principal Writer and Director, “A Challenge to the Educational Dream: The Handicapped,” California Council for the Humanities,	\$25000
1980-1982	Delivery of Services to Families in Technological Age,” California Council for the Humanities,	50000
1992	“Sharing Stories and Building Bridges,” California Council for the Humanities,	35000
1994	Three Year Grant, “Infusing Ethical Political and Economic Knowledge and Skills into the Nursing Curriculum,” Fund for Improving Post Secondary Education (FIPSE), Department of Education.	120000
0	Justice in Health Care for the Elderly Lectureship,” Lottery	12000

Funds,

Honors (Optional)

2006 Herbert W. Schneider award from the Society for the Advancement of American Philosophy- this award is for making “career-long outstanding contributions to American philosophy.”

2000 California State University Wang Family Excellence award for excellence in Teaching, Research and Service

1997 California State University Faculty Leadership and Service Award

1987 California State University Outstanding Professor Award

Carl Kloock
Biology
Natural Science, Mathematics and Engineering, CSU Bakersfield
Natural Sciences
ckloock@csub.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
PhD.	Michigan State University	Zoology and Ecology, Evolutionary Biology and Behavior
MS	University of California, Davis	Ecology
BS	University of California, Davis	Zoology

Professional Experience:

Dates	Position/Institution
2008-Present	Associate professor/ CSU Bakersfield
2002-2008	Assistant Professor/ CSU Bakersfield
2001-2002	Lecturer/ CSU Bakersfield
2000-2001	Lecturer/ Towson University
1999-2000	Visiting Assistant professor/ Towson University

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>
Biology 202:	5	No courses:
Introductory		Sabbatical leave
Biology: Animals		
Biology 690: Thesis	3	
research (advisor)		

University/School Service

Dates	Committee	Activity/Accomplishments
Current	Academic Support and Student Services	NA -- just began service
2002-Present	Teacher education advisory committee	Advise Teacher education programs on topics related to science and science education
2002-Present	liberal studies advisory committee	Advise liberal studies program on curricular issues, particularly concerning Math and science
2008-2009	Faculty Affairs committee	Revisions to University handbook, dealing with issues pertaining to the charge of the committee

Professional Association Memberships

Dates	Association/Organization	Role
2010-2011	American Association for the Advancement of Science	member
2009-2012	American Arachnological Society	Member

Publications (Selected)

- Kloock, C.T. (in Press) Natural history of the Pirate Spider *Mimetus hesperus* (Araneae; Mimetidae) in Kern County, California. Submitted to Southwestern Naturalist June 2011.
- Kloock, C.T., A. Kubli* and R. Reynolds* (2010). Ultraviolet light detection: A function of scorpion fluorescence. *Journal of Arachnology* 38:441-445.
- Nuhfer, E. J. Clifford, C. Cogan, A. Goodman, C. Kloock, B. Stoeckly, C. Wheeler, G. Wood and N. Zayas (2010). Multi-campus Project: Promoting and Assessing Science Literacy in General Education Science Courses. California State University Institute for teaching and Learning Connections 4(1):1-8. Available online: [Http://www.calstate.edu/itl/newsletter/10-summer.shtml](http://www.calstate.edu/itl/newsletter/10-summer.shtml)
- Garza, H., Mata, S.C., Kloock, C., Cook Hirai, D.L., Garza, E. and Borrego, I. (2010). Increasing Student Achievement in Math and Science: Research Findings from an Underachieving High School Professional Development Model. Final Project Report. California Academic Language Literacy Instruction Project (CALLI), Improving Teacher Quality Program (Grant No. ITQ-02-301): California Postsecondary Education Commission (CPEC)
- Cook-Hirai, D., I.Borrego, E. Garza, and C. Kloock, with D. Wakelee and V. Murray (2010). Academic Language/Literacy Strategies: A “How To” Manual for Content-Area Teachers. Taylor and Francis, New York NY.
- Kloock, C.T. (2009). Reducing scorpion fluorescence via prolonged exposure to ultraviolet light. *Journal of Arachnology* 37:368-370.
- Kloock, C.T. (2008). A comparison of fluorescence between two sympatric scorpion species. *Journal of Photochemistry and Photobiology B: Biology* 91:132-136

Papers and Presentations (Selected)

- Kloock, C.T. (2011). The Pirate Spider *Mimetus hesperus* in Kern County. San Joaquin Natural Communities Conference, March 24, 2011
- Cogan, C., E. Nuhfer and C. Kloock (2011). Developing a concept inventory for improved science literacy. The Geological Society of America meetings (paper 265-8). October 2011.
- E. Nuhfer Cogan, C., and C. Kloock (2011). First results from the science literacy concept inventory: the reasoning we don't produce through gen-ed. The Geological Society of America meetings (paper 265-7) October 2011.
- Developing a Cross Disciplinary Concept Inventory for Science Literacy. 14th Annual CSU conference on Teaching and Learning at CSU Channel Islands April 16, (2011).
- Cook-Hirai, D., E. Garza, I. Borrego, H. Garza, T. Conradi, and C. Kloock (2009). Increasing Student Achievement in Math and Science: Research Findings from an Underachieving High School Professional Development Model. American Educational Research Association Annual meeting, San Diego CA. April 2009.
- Cook-Hirai, D., E. Garza, I. Borrego, H. Garza, T. Conradi, and C. Kloock (2009). Analyzing Effective Professional Development: Assisting ELL'S Overcome the Academic Language Barrier in Math and Science. National Association for Bilingual Education. National Association of Bilingual Educators Annual conference, Austin, TX February 2009.
- Kloock, C.T., M. Deguzman and G. Uribe (2008). Seasonal and Nightly Patterns of Above Ground Activity in Scorpions in Kern County. San Joaquin Natural Communities Conference, March 20, 2008.

Kloock, C.T. (2006). The Response of Flying Insects to Scorpion Fluorescence. Southern California Academy of Sciences, Pepperdine University, May 13,2006

Grants and Research

Dates	Activity/Agency	Amounts
January 1 , 2012 -- December 31, 2017	Robert Noyce Teacher fellowshipGrabt (PI)/National Science Foundation	\$1753417
August 1 2010-July 31 2011	Robert Noyce Planning Grant (PI)/ National Science Foundation	74977
2010	CSU Research, Scholarship and Creative Activity Grant /CSUB	4600
Sept 2009- Present	Robert Noyce Scholarship Grant (Co-PI)/ National Science Foundation	897931
2007	CSU Research, Scholarship and Creative Activity Grant/CSUB	2560

Collaborative Works/Projects (with public schools, community agencies, etc.)

Content Academic Language Literacy Instruction (CALLI). Collaborated with with faculty from the school of education in a 5 yr, 1 million dollar grant to deliver academic language instruction to Delano School district. This collaboration led to the textbook publication and several of the presentations above. Main collaborators: D. Cook-Hirai, I. Borrego, E. Garza, H. Garza. S. Mata.

Member of the CSUB team participating in the Greta valley Math and Science Partnership (Dirk Baron, PI)

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Discipline Research Project: Addressing Critical Classroom Issues Related to the Quality of Student Learning. Instilling Conceptual Thinking in Introductory Science Courses. California State University Institute for Teaching and Learning (ITL).: E. Nuhfer (PI), C. Benejam, J. Clifford, C. Cogan, C. Kloock, L. Lindert, B. Stoeckly, M. Weber C. Wheeler, G. Wood, & N. Zayas. (CoPI's) 2008-2010. Cross CSU collaboration including faculty from CSUMB, CSUCI, CalPoly Slo, CSUB

CALLI Grant above included collaboration with S. MATA from Fresno State

Professional Development

CALLI Grant provide professional development for Delano Union School district over a three year period, 2006-2009. Results are detailed in Garza et al. (2010). which documents increases in CST Science scores in Biology and Chemistry, with no change in Earth Science. Sample sizes from Physics was too small for statistical evaluation.

Honors (Optional)

Kloock et al. (2010) has received international attention, profiled in the journals Nature (vol 468, p754) and
New Scientist (vol 2790:p 16).

John B. Stark, PhD

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Email Contact:
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EDUCATION

- Fall 2001 Ph.D. in BUSINESS ADMINISTRATION - University of Missouri at Columbia, with an emphasis in Organizational Behavior / Human Resources and an outside area of study in Communication.
- Summer 1995 MASTER OF BUSINESS ADMINISTRATION - California State University in Sacramento, with an emphasis in Organizational Behavior.
- Spring 1979 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION - Troy State University in Troy, AL, with an emphasis in Accounting.

TEACHING EXPERIENCE

- 2000 to CALIFORNIA STATE UNIVERSITY (Bakersfield, CA) –
Present Tenured in
2006 and promoted to Associate Professor of Management, teaching Org. Behavior, Small Business Mgmt, Entrepreneurship, Managerial Skills, and Business Strategy courses at both the undergraduate, MBA, & EdD levels.
- 1997 to STEPHENS COLLEGE (Columbia, MO) – Full-time Visiting position
2000 in Management for 1999-00 school year, with prior relationship an adjunct instructor position, teaching a variety of undergraduate and MBA classes.
- 1997 to WILLIAM WOODS UNIVERSITY (Fulton, MO) – Adjunct position
2000 teaching classes in Organizational Behavior, Human Resources, and Ethics at both the undergraduate and MBA levels (cohort model).
- 1996 to UNIVERSITY OF MISSOURI - full responsibility for courses as a
2000 teaching assistant and as an adjunct instructor in Organizational Behavior, Human Resources, Strategy (capstone), and Organizational Theory at both the undergraduate and MBA levels.
- 1988 to PACIFIC UNION COLLEGE (Angwin, CA) - full responsibility for

PUBLICATIONS

Stark, J.B. (2009). Conducting Interviews. In C. Zang, D. Gates, J. Stark, & C. Nealy, Managerial Communications: Theory and Application. China

Stark, J.B. (2007). Test Bank. To accompany J. R. Schermerhorn, Jr. (Author) Exploring Management in Modules. Hoboken, NJ: J. Wiley & Sons Publishing.

Landry, T. D., Arnold, T., & Stark, J. B. (2005). Retailer community embeddedness and consumer patronage. Journal of Retailing and Consumer Services, 12, 65 - 72.

Macy, G., & Stark, J. B. (2002). Workplace trust as an ethic: A developmental perspective. In M. A. Rahim, R. T. Golembiewski, & K. D. Mackenzie (Eds.), Current Topics in Management, Vol. 7, (p. 117 – 134). New Brunswick, NJ: Transaction Publishers.

Wall, J. A., Stark, J. B. & Standifer, R. (2001). Mediation: A current review and theory development. The Journal of Conflict Resolution, 45, 370 – 391.

REFEREED PROCEEDINGS AND PAPER PRESENTATIONS

Farmer, K., Stark, J.B., Levitt, K., & Seltzer, J. (2011). Questioning the Impact of the Internet on Social Connections via Interrogative Debating. 38th Annual Organizational Behavior Teaching Conference. Marquette University, Milwaukee, WI.

Stewart, A.C.; Shipper, F., Parkinson, T.; & Stark, J.B. (2008). Can Leadership be Taught?: Using VLeader 2007 to Develop and Practice Leadership Skills. Professional Development Workshop (PDW) presented at the Annual Academy of Management meeting in Anaheim, CA.

Stark, J. B. (2006). Adding an “R” to Content Courses: Writing Development and Assessment Outside of the English Department. Paper presented at the 9th Regional Symposium on University Teaching for the CSU, Torrence, CA.

REFEREED PROCEEDINGS AND PAPER PRESENTATIONS (continued)

Leffel, A., & Stark, J. B. (2004). Adding an “R” to OB. Paper presented at the 2004 Annual Organizational Behavior Teaching Conference in Redlands, CA.

Landry, T. D., Arnold, T. J., & Stark, J. B. (2003). Community Embeddedness and Retailer Patronage: A Sociologically-Based Conceptual Framework and Initial Inquiry. Proceedings of the Annual Meeting of the American Collegiate Retailing Association, Montreal, Canada.

Stark, J. B., & Turban, D. B. (2002). Trust in Peer to Peer Delegation: The Role of Ability, Benevolence, and Integrity. Paper presented at the 2002 Annual Academy of Management meetings in Denver, CO in a symposium entitled: Integrating Trust Perspectives, D. J. McAllister, chair.

OTHER PRESENTATIONS (recent)

“On Ethics” presented to the California Golden Empire Chapter of CPCU. April 19, 2012

“Bridge to the Future,” presented in partnership with Holly J. Culhane to the California Golden Empire Chapter of CPCU. September 15, 2010.

“On Being a Leader,” presented to the CSUB Chapter of The National Society of Leadership and Success during their Member Induction Ceremony. June 2, 2010.

“The Business Plan: Accounting and Financial Considerations,” presented to the Bakersfield Schools Virtual Enterprise Team Training. Sept. 25, 2008, CSUB.

“Defining Leadership,” presented to the annual Greater Bakersfield Chamber of Commerce ‘Leadership Bakersfield’ program. Sept. 19, 2008, CSUB.

“Negotiation & Conflict Resolution Skills,” presented to the Kern County Society

Human Resource Managers (SHRM) Annual Symposium. Sept. 11, 2008, Holiday Inn Select, Convention Center.

“Authoring for Publication,” participated on the panel of editors for a session at Organizational Behavior Teaching Conference (OBTC) at Babson College, Wellesley, MA in June 2008.

PROFESSIONAL ACTIVITIES

Department Chairperson for the Management & Marketing Department in the CSUB School of Business & Public Administration (BPA), Fall 2006 to present

CSUB Chair of the Committee for Academic Requirements & Standards, 2010

CSUB Academic Senate Chair – elected to fulfill the remaining term of the outgoing chair: February to June 2010, served as immediate past Chair for the 2010 – 2011 academic year

CSUB Chair of the Committee for Professional Responsibility. 2009 - 2010

CSUB Academic Senator for multiple years, and Chair of Academic Affairs Comm., 2005, 2007

Associate Editor for the Journal of Management Education, Sage Publications, October 2005 to 2011.

Paper Reviewer - Organizational Behavior Div. of the Academy of Mgmt. for 1998, 1999, 2002 - 2008, & 2011 - 2012 Meetings.

Committee Member in the CSU project to develop a training program for first level supervisors in the Los Angeles County Training Academy (2001).

Consultant to several local profit and non-profit organizations in strategic planning, managerial training, and writing/presentations.

HONORS AND AWARDS

2011	Accepted by CSU- Fresno as EdD Associate (teaching in program)
2010	Elected to fulfill an unexpired term as Academic Senate Chair
2009	Re-elected Department Chair for Management & Marketing
2006	Elected Department Chair for Management & Marketing
2006	Promotion to Associate Professor and tenured at CSU-B
2004	Appointed Undergraduate Student Fellow and Mentor at CSU-B
2002	Awarded Research Release Time by the CSU-B University Research Council for Winter Quarter 2003
2002	Accepted for the CSU annual TSSI training conference in San Francisco
2000	Nominated for “Best Teacher” Award – Stephens College

PROFESSIONAL AFFILIATIONS

Academy of Management (O.B., H.R., Educ/Devel, and Mgmt. History divisions)

Organizational Behavior Teaching Society

Colleen Woodwick Torgerson
Counseling, Special Education, and Rehabilitation
Kremen School of Education and Human Development
Credential, Masters
colleent@csufresno.edu

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ed.D.	University of California, Davis, California State University, Fresno Joint Doctoral Program	
M.A.	California State University, Northridge	
B.A.	California State University, Fresno	Multiple subject, Specialist: Communication Handicapped, Learning Handicapped Administrative Services

Professional Experience:

Dates	Position/Institution
2010 – Present	Director of Learning Communities and First Year Experience
2/2009-7/2009	Interim Associate Vice-President and Dean of Undergraduate Studies
2004-2010	Associate Dean
2010-present	Partnership Coordinator
2009-2010	Chair, Counseling, Special Education and Rehabilitation

University/School Service

Dates	Committee	Activity/Accomplishments
2012	CCTC Teacher Advisory Panel	Member
12/01/2011	Kremen Single Subject Redesign Committee	Member
12/01/2011	Provost's Aca Affairs Budget Task Force	Member
2011	Red Balloon - Curriculum Redesign	Member
2009- present	University Student Success Task Force	Member

Professional Association Memberships

Dates	Association/Organization	Role
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Publications (Selected)

- Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2012). Examination of Alternative Programs of Teacher Preparation on a Single Campus. *Teacher Education Quarterly* (accepted).
- Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education* (accepted)
- Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, 39, 159-173.
- Beare, P., Torgerson, C., & Dubois-Gerchak, K. (2010). Using video modeling to increase compliance in the general education classroom. In G. Goodman (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 75-87). New York: Peter Lang Publishing Group.
- Beare, P. & Torgerson, C. (2009). Where to place Wally? A special education due process hearing case study. *Teaching Exceptional Children Plus*, 6(2), 1-13.
- Torgerson, C., Macy, S., Beare, P., & Tanner, D. (2008). Fresno Assessment of Student Teachers: A teacher performance assessment that informs practice. *Issues in Teacher Education*. 16, 62-82.
- Beare, P., Torgerson, C., & Creviston, C. (2008). Increasing verbal behavior by a student who is selectively mute. *Journal of Emotional and Behavior Disorders*, 16, 248-255.
- Nisbett, C., Torgerson, C., Schlievert, S., Tannenbaum, S., Giovannetti, M., Tracz, S., & Brown-Welty, S.. (2008). High School Teacher Efficacy: Are There Relationships between Teacher Efficacy and Student Achievement and School Site Performance? Monograph to be published by the Independent Doctoral Program in Educational Leadership – Fresno State: California State University, Fresno.
- Torgerson, C. & Shen, H. (2007). Developing IEP long term goals and short-term objectives. *Journal of Shanghai Special Education*, 16, 31-35.
- Torgerson, C., & Shen, H. (2010). Developing IEP long term goals and short-term objectives. In H. B. Tang (Ed.). *Discovery, research and exchange: Essence of special education* (pp. 315-322), Shanghai: Shanghai Educational Publishing House.
- Shen, H. & Torgerson, C. (2008). Ecological assessment in special education. *Journal of Modern Special Education*, 3, 17-21.
- Shen, H., & Torgerson, C. (2010). Ecological assessment in special education. In H. B. Tang (Ed), *Discovery, research and exchange: Essence of special education* (pp. 323-332), Shanghai: Shanghai Educational Publishing House.

Papers and Presentations (Selected)

- February 18, 2012 American Association of Colleges for Teacher Education Annual Conference. "Assessing Program Effectiveness: Comparing Traditional and Alternative Teacher Preparation Pathways Using Surveys, TPAs, and K-12 Student Achievement." Chicago, IL
- February 26, 2011 American Association of Colleges for Teacher Education Annual Conference. "Assessing Program Effectiveness and Analyzing Variables that Influence Teacher Quality: Dispelling Myths of Teacher Preparation." San Diego, CA
- December, 2010 Kremen School Single/Mult Subject Master Teacher Conference "Making Explicit What Comes Naturally: Differentiation for Sec/Elem" Fresno
- May 2010 Fresno County Social Workers. "Special Education, IEPs & Social Workers"
- April, 2010 The Renaissance Group Mid-Year Conference. "Designing a Teacher Residency Program: Putting our PSDs on Steroids" Kansas City, MO
- February 2010 American Association of Colleges for Teacher Education Annual Conference. "Utilizing Teacher Performance Assessment: Informing Practice, Informing Teachers, and Improving Achievement" Atlanta, GA
- March 2009 CAL TASH. "Using Presentation Software to Increase Student IEP Presence" Manhattan Beach, CA

February 2009 American Association of Colleges for Teacher Education Annual Conference. “Leadership for Diverse Communities: Partnerships Successful in Closing the Achievement Gap” Chicago, IL
 October 2008 Renaissance Conference. “One District: Multiple Partnerships” Washington, DC.
 February 2007 American Association of Colleges for Teacher Education Annual Conference. “NCATE is Coming! NCATE is Coming! New York, NY
 February 2006 California Association of Resource Specialists Plus Conference. “Transition to College: Success through Collaboration” Los Angeles, CA
 January 2006 American Association of Colleges for Teacher Education Annual Conference.” A university/P12 partnership for exemplary teachers: Vision to action.” San Diego, CA

Grants and Research

Dates	Activity/Agency
2009-2011 & 2012	Irvine Foundation Grant – ConnectEd and KSOEHD: Linked Learning
2005	Professional Development Grant – KSOEHD
2000 & 2003	Research and Development Fund Grant – KSOEHD
2000-2004	IHE Incentive Grant
2000	Teacher Development and Training: Early Childhood Special Education Gift

Ronald P. Unruh
Professor, Research and Administration

Education

Ph.D.	University of Houston	Psychology	8/74
M.A.	San Jose State University	Psychology	6/70
B.A.	San Jose State University	Psychology	6/67

Teaching Experience

2011 -	Professor Emeritus	Educational Research & Administration Kremen School of Education and Human Development California State University, Fresno
1993 - 2011	Professor	Educational Research & Administration Kremen School of Education and Human Development California State University, Fresno
1991 – 1993	Lecturer	University of San Francisco Department of Educational Administration
1979 - 1990	Lecturer	California State University, Fresno Advanced Studies Department
1973 - 1976	Lecturer	De Anza College Psychology Department
1975 - 1976	Lecturer	San Jose State University Psychology Department

Major Professional Experience Other Than Teaching

1993	Director, Research and Program Evaluation, Ravenswood City School District East Palo Alto, California
1990 - 1993	Coordinator, Research and Evaluation Hayward Unified School District Hayward, California

- 1988 - 1990 Administrator, Research and Development
Central California Consulting, Inc.
Fresno, California
- 1976 - 1988 Director, Curriculum, Research and Evaluation
Fresno County Office of Education
Fresno, California
- 1973 - 1976 Coordinator, Early Childhood Education & Evaluation
Berryessa Union School District (7 district consortium)
San Jose, California
- 1970 - 1973 Graduate School
- 1967 - 1970 Social Worker
Santa Clara County Department of Social Services
San Jose, California

Publications

- Basurto, I., Wise, D. & Unruh, R. (2006) California School Principals' Perceptions of the Effects of Proposition 227, *Educational Leadership and Administration: Teaching and Program Development*.
- Kostin, Y. & Unruh, R. (2005) Virtual counseling: An examination of academic advising via the Internet. *The Journal of college Orientation and Transition*, 12.
- Wise, D. & Unruh, R. (2004). School principals in California: What do districts require? *Educational Leadership and Administration: Teaching and program development*, 16.
- Stude, E., Swanton, B., Unruh, R. & Swanton, M. (2001). The effects of Burnout: Implications for Rehabilitation Counselors. *California Association for Counseling and Development Journal*, 21.
- Unruh, R and Brown, R. (1999) Evaluation of the Exercise Your Options Program. *Children's Social and Economics Education*.
- Unruh, R. and Dupree, M. (1998). An examination of the CATM Blocks and Block Pattern intervention. *Journal of Instructional Psychology* 25, (2). 134-138.
- Unruh, R. (1998, November). (Review of the book *Conducting Educational Research* 1998. Bergin and Garvey: Westport, CT.) *Choice: Current Reviews for Academic Libraries*. Association of College Research Libraries: Middletown, CT.
- Unruh, R. (1997, September). (Review of the book *Why national standards? Politics and the*

quest for better schools. 1998. Sage: Thousand Oaks, CA) *Choice: Current Reviews for Academic Libraries*. Association of College Research Libraries: Middletown, CT.

Unruh, R. (1996, October). Class Size Reduction: One District's Experience. *Thrust for Educational Leadership* 23 (2).

Unruh, R. (1996, October) Research on Class Size Reduction. *Phi Delta Kappa Newsletter* (Fresno Chapter).

Presentations

An Examination of Issues Related to the Evaluation of Collaboration in a Healthy Start Program. Presented at the California Educational Research Association, November 16, 1994, San Diego, CA

Even Start Evaluation. Invited address, State Evaluators Conference, October, 1993, Sacramento, CA.

Authentic Assessment Issues. Presented at Bay Area Council on Measurement and Evaluation in Education (BACMEE), May, 1992.

Professional Associations

American Evaluation Association (AEA)
California Educational Research Association (CERA)

Jeronima (Jeri) Echeverria, Ph.D.

2742 Bennett Ridge Road
Santa Rosa, California 9404
707-799-4327

Curriculum Vitae

SCHOLARLY PUBLICATIONS

- | | |
|----------------|---|
| Spring 2011 | Chapter. "Basque Boarding Houses." <u>Basques in Boise: A Commemorative History</u> by Meggan Laxalt, ed., 2011. |
| Spring 2011 | "Basque Boarding Houses in Eastern Oregon," Oregon Encyclopedia, Oregon Historical Society, 2011. Online Journal. |
| Spring 2003 | Review. <u>The Story of Basques in Idaho</u> by John Bieter and Mark Bieter for <u>Nevada Historical Society Quarterly</u> , vol. 46, No. 1 (Spring 2003): 61-63. |
| Summer 2001 | Biographical entries. "Peter Cenarrusa," "Robert and Paul Laxalt," and "Valentin Aguirre." <u>Making it in America: A Sourcebook on Eminent Ethnic Americans</u> , Elliott Barkan, editor. Santa Barbara: ABC-Clio Books, 2001. |
| Summer 2000 | "The Expansion and Eclipse of Basque Ethnic Boarding Houses In Nevada and the American West." <u>Nevada Historical Society Quarterly</u> , vol. 43, No. 2 (Summer 2000): 127-139. |
| December 1999 | <u>Home Away from Home: Basque Boarding Houses In the American West</u> . Reno: University of Nevada Press, Basque Book Series, 1999. |
| November 1999 | "The Basque <i>Hotelera</i> : Implications for Broader Study." <u>The Basque Diaspora/La Diaspora Vasca</u> . Reno: Basque Studies Occasional Papers Series, No. 7. Reno: University of Nevada Press, 1999, 239-248. |
| November 1999 | "The Commodification of Culture and the Eclipse of the Basque Ethnic Boarding House." <u>The Journal of the Society for Basque Studies</u> 14 (Fall 1999), 80-90. |
| September 1999 | Co-edited with Richard Etulain. <u>Portraits of Basques in the History of the New World</u> . Reno: University of Reno Press, Basque Book Series, 1999. |

SCHOLARLY PUBLICATIONS/ CONT.

- September 1999 "Lydia Esain: Basque Hotelera." Portraits of Basques in the History of the New World. Reno: University of Nevada Press, Basque Book Series, 1999.
- August 1999 Home Off the Range: Basque Boarding Houses of the West. University of Utah Vernacular Architecture Series. August 1999.
- March 1997 "Exteko Andrea: Basque Women in the American West" in Writing the Range: Race, Class, and Culture in the Women's West by Susan Armitage and Elizabeth Jamieson. Norman: University of Oklahoma Press, 1997.
- October 1996 "A Reluctant Pioneer in Mexico's Northern Frontier: Felipe Antonio de Goicoechea During Santa Barbara's Early Pioneer Days." In Los Vascos en las Regiones de México, Siglos XVI a XX, edited by Amaya Garritz (Mexico, D. F.: Universidad Nacional Autónoma de México, 1996): 110-119, and The Journal of the Society of Basque Studies in America, Vol. XVI (Fall 1996): 87-99.
- Fall 1993-1999 Editor in Chief, Journal of the Society of Basque Studies in America, Volumes 7 through 14 (1993 through 1999).
- Fall 1995 "Editor's Corner: Exhibits, Jai Aldi, and Invitations." Journal of the Society of Basque Studies in America, Vol. 9 (1995): 82-86.
- Fall 1994 "Pilgrimage to Red Bay: Putting a 400 Year Old Basque Whaling Village in Perspective." Journal of Basque Studies in America, Vol. 14, October 1994.
- Spring 1994 Exhibit Booklet. Amerikanuak! Basques in the High Desert. High Desert Museum, Bend, Oregon.
- Spring 1993 Review. To Make America: European Emigration in the Early Modern Period by Ida Altman and James Horn for Reviews in American History (Spring 1993), 22-23.
- Fall 1992 Review. A Time We Knew: Images of Yesterday in the Basque Homeland by W. A. Allard and R. Laxalt for LOCUS: An Historical Journal of Regional Perspectives (Fall 1992).

SCHOLARLY PUBLICATIONS/ CONT.

- Fall 1992 "Old World Bertsolaris to Basque-American Sages: A Tradition of Storytelling." Journal of Basque Studies in America, Vol. 10-11 (Fall 1991).
- Fall 1991 "Basque 'Tramp Herders' on Forbidden Ground: Early Grazing Controversies in California's National Reserves." In LOCUS: An Historical Journal of Regional Perspectives, Vol. 4, No. 1 (Fall 1991): 41-58.
- Spring 1991 Review. Contemporary Basque Fiction by J. Lasagabaster for Nevada Historical Quarterly (Spring 1991).
- Spring 1990 Review. Counting Sheep: From Open Range to Agribusiness by A. C. MacGregor for LOCUS: An Historical Journal of Regional Perspectives, Vol. 3, No. 1 (Spring 1990): 107-108.
- Summer 1990 "Ole Man Landa's Place: Sheep Ranching in Southern California." Journal of the Society of Basque Studies in America, Vol. 10 (Summer 1990).
- Fall 1989 "Basque Hotels and Their *Hoteleros*," in Essays in Basque Social Anthropology and History, edited by William A. Douglass, Vol. 4, Occasional Paper Series, Basque Studies Program, University of Nevada, Reno, 297-316.
- Summer 1989 "Lorenzo Echanis: Coming to America, Basque-Style," Journal of the Society of Basque Studies in America, Vol. 9 (Summer 1989).
- November 1988 "Basque Hotels: A Reminiscence." Basque Studies Program Newsletter, No. 38.
- Spring 1987 "Were the Basques Uprooted?" Journal of Basque Studies in America, Vol. 7 (Spring 1987).

A NOTE ON CURRENT PROJECTS

1. I am currently conducting interviews for a book project featuring the Campos family in Caruthers, California. First draft of manuscript is targeted for December 1, 2011.
2. I am currently working on a long-term project which is a historical novel based on my father's life.

PAPERS AND PRESENTATIONS

- January 2011 "Your Basque Neighbors in the San Joaquin Valley," Invited presentation to Clovis Unified School Teachers, Clovis California.

October 2008	“Basque <i>Hoteleros</i> and <i>Ostatu Noriega</i> ,” Invited Paper, Fall <i>Mugaz Gandi</i> : Consortium on Basque Culture, Identity and Language, California State University, Bakersfield.
Spring 2006	“Our Neighbors and Friends, the Basques,” Invited Presentation, Osher Foundation Guest Speaker Series, Fresno, California.
Spring 2004	“Basques to Bakersfield,” California State University, Bakersfield Guest Lecture Series.
November 2003	“A San Francisco Retrospective on Basque Boarding Houses,” <i>Zubi Ziri</i> - A Cultural Celebration of Basques in the West, San Francisco, California.
February 2002	“Home Off the Range: A History of Basque Boarding Houses in the American West,” FLAIR Lecture Series, California State University, Fresno.
November 2001	“ETA: Basque Patriots or Terrorists?” Invited Keynote. History Graduate Students Symposium, California State University, Fresno.
July 2001	“Basque Herders in the San Joaquin Valley,” Fresno and Sierra Historical Society Summer Lecture Series, Bonner Auditorium, Fresno, California.
February 2001	“Old World Basques in the New World,” FLAIR Lecture Series, California State University, Fresno.
February 2001	“Immigrants All: Basque and Other Settlers in the American West,” American Association of University Women, Fresno Chapter.
October 2000	“Growing Up Basque,” University High School, Fresno, California.

PAPERS AND PRESENTATIONS/CONT.

August 2000	"Basque Sheepherders in the Sierra Nevadas: Trespassers or Friends?" Sierra Historical Society, Summer Speakers' Series.
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August 2000	Keynote Speaker, Fourth International Basque Conference and <i>Jai Aldi</i> Symposium. Boise, Idaho.
February 2000	Book Talks. "Basque Ethnic Boarding Houses in California," Auberry Library and Barnes and Noble Bookstore.
January 2000	"All the World Was California: The Golden State's Ethnic History and the Basque Example." Friends of Madden Library Series.
November 1999	"Using Ethnic Boarding Houses to teach Local and American History." Second Thursday Speakers Bureau. San Joaquin Valley History/Social Sciences Project. Fresno, California.
October 1999	Panel Organizer, "Shepherders in Cyberspace: Future Implications for Basque Studies." Western Historical Annual Conference. Portland, Oregon. Paper, "The Commodification of Culture and the Eclipse of the Basque Ethnic Boarding House."
April 1999	Guest Lecture for the University of Oberlin Speaker's Series. "The Basque <i>Ostatuak</i> : Case of Ethnic Maintenance in the American West." Oberlin, Ohio.
April 1999	Keynote Speaker. Rebels and Misfits Conference. "ETA and the Dangers of Historical Analysis." California State University, Fresno, History Graduate Student Symposium.
March 1999	"Conducting Oral History Interviews to Build Community and Family Histories." Community Workshop sponsored by the Fresno County and City Historical Association. Fresno Community College, Fresno, California.

PAPERS AND PRESENTATIONS/ CONT.

October 1998	"California's Gold: A Celebration of California's History." A four-evening series of lectures and presentations sponsored by the California Council For Humanities. Auberry, California.
October 1998	"Teaching About Immigration in K through 12 Classrooms." Second Thursday Speakers Bureau. San Joaquin Valley/Social Sciences Project. Sanger, California.
July 1998	" <i>Exteko Andrea</i> : Basque Women and Their Boarding Houses." Reno <i>Nagusia</i> : International Invitational Symposium on Basques

in the New World and Implications of Globalization for the Basque Region. Reno, Nevada.

- April 1998 "Culture and Agriculture: The Basque Sheepherding Industry." National Association of Ethnic Studies Conference, Fresno, California.
- February 1998 "*Euskalduna Andrea*: Basque Women as Immigrants, Matriarchs, and Entrepreneurs." California State University, Fresno, Women's Council, Fresno, California.
- March 1998 "Old World Basques in the New World." *Amerikanuak*: An Exhibit of Basques in the High Desert Region. California Council for the Humanities. Nevada Historical Museum. Carson City, Nevada.
- October 1997 "A Cowboy's Song: Myths and Realities of Life on the Range." Fresno Metropolitan Art Museum, Humanities Series. Fresno, California.
- September 1997 "*Amerikanuak* in Northern California and Their Boarding Houses." Redding Museum Exhibit and California Council for the Humanities. Redding, California.
- April 1997 "Old Basques in the New World," California State University, Fresno, Spring Faculty Emeriti Luncheon
- October 1996 "Ethnic Diversity in California: the Basque Case Study." Conference on the New California History. Sacramento, California.
- October 1996 "The Basques: Europe's Oldest *in situ* People," South Fresno Lion's Club, Fresno, California

PAPERS AND PRESENTATIONS/ CONT.

- September 1996 "Using Oral History to Build Your Community and Family Histories." Nevada Women's History Project. Carson City, Nevada.
- September 1996 "Issues of Diversity and Multiculturalism in Lemon Cove, California." California Council for the Humanities and Noontime at the Met Series. Fresno, California.

May 1996	"Basques: the Mystery People of Europe," Regional Meeting of Westerners Association, Fresno, California.
April 1996	Panel Discussant. "Implications of Multiculturalism in American Society." California Council for Humanities. Fresno Art Museum, Fresno, California.
December 1995	"Felipe de Goicoechea: Reluctant Pioneer in Mexico's Northern Frontier." Second International Conference on Basques in the Mexican Regions. Reno, Nevada.
August 1995	"The Uberuaga: Basque Boarding Houses in Boise and the Western United States." Keynote Speaker, Third International <i>Jai Aldi</i> Symposium. Boise, Idaho.
June 1995	"Preparing Social Studies Teachers for the Twenty-first Century." US-SINO International Educator's Conference, Hong Kong and Xi'an, China.
May 1995	"The Significance of the Basque Boarding House in Western Settlement." Regional Symposium on Basques in the High Desert. <i>Amerikanuak</i> Exhibit Opening, Bend, Oregon.
Fall 1994	Co-Facilitator, "The Reign in Spain: History, Literature, and Music." A California Council for the Humanities Project. Fresno, California.
Spring 1994	"In Search of Basque Whalers in Red Bay, Labrador." Fresno Archeological Society.
Spring 1993	"The Basque Boarding House: Can Such a Quickly Fading Ethnic Institution Be Preserved?" Southwest Oral History Association, San Diego, California.

PAPERS AND PRESENTATIONS/ CONT.

Fall 1992	"Conducting Oral History in the San Joaquin Valley." Southwestern Oral History Workshop, Fresno, California.
Spring 1992	"Old World Basques in the American West." Fresno Archeological Society. Fresno, California.
Spring 1992	In-service for Social Science Teachers of Fresno Unified Schools. "Dealing with Columbus in the High School Curriculum." Fresno Unified School District, Fresno, California.

Spring 1992	"The Spain that Begat Columbus." Columbus Lecture Series, California State University, Fresno.
Spring 1991	"A National Basque Oral History Project." 44th Annual Pacific Northwest History Conference and Southwestern Oral History Conference. Reno, Nevada.
Spring 1990	"Women's Work, Basque Style." 43rd Annual Pacific Northwest History Conference and Southwestern Oral History Conference. Boise, Idaho.
Fall 1989	Panel Organizer. "Basques and Western Ethnicity" with Richard Etulain and William Douglass. Western Historical Association Conference. Paper on "Basque Boardinghouses in the American West."
Fall 1989	"Interviewing Ethnic Americans: A Basque Case Study." Oral History Conference, Galveston, Texas.
Spring 1986	"U. S. Isolationism and the Spanish Civil War." Phi Alpha Theta Conference, University of North Texas, Denton, Texas.
Spring 1985	"Basques in Texas History." Phi Alpha Theta Conference, Midwestern University, Wichita Falls, Texas.
Spring 1985	"Acculturation and Basque Immigrants." Southwestern Social Studies Conference, Houston, Texas.
Spring 1984	"Gernika! Guernica!" Phi Alpha Theta Conference, Texas Christian University, Ft. Worth, Texas.

ADDITIONAL SPEAKING ENGAGEMENTS

Regular speaking engagements on the Fresno State campus included brief talks at receptions, banquets, luncheons, speaker and guest introductions, emeriti celebrations, local and regional service organizations such as Rotary and Kiwanis, the Provost's Awards event, Fall and Spring Assemblies, Board of Governors Annual Orientation, Comprehensive Campaign Leadership Committee presentations, Convocation talks, Commencement addresses, New Faculty Orientation sessions, Dog Days Student Orientation introductions, and retreats for leadership team, department chairs, and departmental assistants.

As Vice Chancellor of the California State University, speaking engagements included: presentations before House Assembly subcommittees on topics such as remediation for college freshmen, graduation and retention rates, and student services; brief presentations with state-level educational foundations; and numerous workshops on CSU campuses regarding the Graduation Initiative and Early Start Programs.

Grants, Awards, and Consultation on Special Programs

Summer 2000	"Basque Boarding Houses in Southern Idaho." Radio Series for National Public Radio.
January 2000	The Alfred Bevrige Prize for K through 12 Teaching Excellence, awarded by the American Historical Association to California's History/Social Science Project, 1999-2000.
1996 – 2001	California Subject Matter Grants in History/Social Sciences. Five years of progressively increasing funding, up to a fully funded site at \$200,000 annual funding.
1999	Consultant, Sierra Historical Society, Shaver Lake, California.
1997	Development of Historical Museum Project for the San Joaquin Valley, Fresno County and City Historical Society.
Summer 1997	University of Utah, School of Architecture Vernacular Architecture Summer Project on Basque Boarding Houses.
1996 – 1997	"California's Basques." On PBS's "California Gold" Series, Huell Howser Broadcasting.
1994 – 1997	<i>Fresno'ak</i> : Basques in the San Joaquin Valley Fresno Metropolitan Museum Exhibit.
1995 – present	Outside Reader and Editor, Basque Book Series, University of Nevada Press. Reno, Nevada.
1992 – 1994	Consultant. <i>Amerikanuak!</i> Basques in the High Desert High Desert Museum Exhibit, Bend, Oregon.
1994 – 1995	Governor's Advisory Board, California's Sesquicentennial Commemoration, Sacramento, California.
1993 – 1995	Idaho Humanities Grant for <i>Amerikanuak</i> Projects on Television, Radio, and Media.
1991	Consultant, <u>Idaho Yesterdays</u> , Idaho Historical Association.
1991 – 1992	"Nevada's Basque Boarding Houses" on PBS's "Nevada Experience," Number 201. Reno, Nevada.

1990 – present	Adjunct Professor, Basque Studies Program, University of Nevada, Reno.
May 1988	Outstanding Graduate Student, University of North Texas. Denton, Texas.

Corey Greenlaw
Educational Research and Administration
Kremen School of Education and Human Development

Academic Degrees: (Include teaching credentials, if any)

Degree	Institution	Area of Emphasis
Ed.D.	California State University, Fresno & University of California, Davis	Educational Administration
M.S.	Central Washington University	Counseling Psychology
School Counseling Credential	Central Washington University	School Counseling
B.S.	Southern Utah University	Psychology

Professional Experience:

Dates	Position/Institution
2006-Present	Assessment Coordinator, Fresno County Office of Education
2003-2006	Assessment Specialist, Central Unified School District
2001-2003	School Counselor, Central Unified School District
2003-Present	Instructor, California State University, Fresno

Faculty and Administrative Load: (Should total 12 units each semester)

<u>Spring 2011</u>		<u>Fall 2011</u>	
ERA 288	0	ERA 153	0
ERA 220	0	EDL 204	0

Professional Association Memberships

Dates	Association/Organization	Role
2003- Present	American Evaluation Association	Member
2007- Present	American Educational Research Association	Member

Publications (Selected)

Greenlaw, C., & Brown-Welty, S. (2009). A comparison of web-based and paper-based survey methods: Testing assumptions of survey mode and response cost. *Evaluation Review*, 33(5), 464-480.

Papers and Presentations (Selected)

Greenlaw, C. (2011, July). An effective assessment system: Start by asking the right questions. Riverside Leadership Symposium, Chicago IL.

Greenlaw, C. (2010, November). Using test and item statistics to improve assessment results. DataDirector User Conference, Ontario, CA

Appendix E: DPELFS Budgets 2009 - 2012

Doctorate Program in Educational Leadership 2009-2010 FY					A	B	C	Comments
					2008-09 Revised	2008-09 Actual	2009 - 1010 Projected	
Use of Funds								
30.	Salaries & Benefits							
31.	Director				110,514		114,382	3.25 PPI CFA negotiated increase
32.	Student Svcs./Research Tech				62,252		62,460	no increase is expected
33.	Admin Analyst				54,330		54,600	no increase is expected
34.	Student Assistant				15,185		15,641	no increase is expected
35.	Instructor/CVELL Co-Director				58,000		59,740	no increase is expected
36.	Research Coordinator				14,616		14,616	4.5 Units backfill @ \$1,624 per unit per semester
37.	Res. and Asses release (Hauser, Magdaleno, Immetus and Tracz)						19,488	12 units total @ backfill \$1624
38.	Instructor/CVELL Director						65,000	
39.	HE Faculty (Juan Carlos Gonzalez)						65,000	
40.	KSOEHD Technician (112 time)						32,000	
41.	Faculty Summer 2008 (Marshall and Magdaleno)						44,788	
42.	Teaching Faculty backfill (12 ft * 4.5* \$1624)				80,823		87,696	
43.	Pl Teaching faculty (8 * \$4969)						39,752	
44.	Faculty Dissertation Lead (Summer)				0		28,312	
45.	Research/Graduate Assistants				45,000		45,000	
46.	Faculty PD: Money Set Aside for Faculty				44,910		50,000	
47.	Faculty PD: Money Set Aside for Dissertation Spvr				0		30,000	
48.	Research Coordinator PD				4,790		5,000	
49.	Sub-Total Salaries				490,420	368,080	833,473	
50.	Employee Benefits (See HR Worksheet)				85,246	56,268	151,094	
51.	Total HR and Benefits				575,666	424,348	984,567	
52.	Operating							
53.	Supplies & Services				15,000	64,803	12,000	
54.	Postage				837		1,000	
55.	Phones				2,302		4,500	
56.	Copy Machine Lease				6,749		6,749	
57.	Equipment & Tech Support				4,000		10,000	
58.	Travel				6,767		7,000	
59.	Student Travel				5,000		15,000	
60.	Room Remodel				0		0	
61.	Dissertation Research Support				0		20,000	
62.	Other (Symposiums, Meetings, Summer Institute)				10,000		20,000	
63.	Billing Credit (UC Davis)					(52,972)		UC Davis Payment for JPPEL Operations
64.	Operating Reserve							Reserve for Enrollment Shortfall
65.	Sub-Total Operating				50,655	11,831	50,000	
66.	Indirect Costs							
67.	Student Affairs						200,000	One Time allocation
68.	KSOEHD Admin Services							
69.	University Administration							
70.	Academic Support							
71.	General Academic Support						95,000	One Time allocation
72.	Research Center Operations (CREAD)				30,000		50,000	
73.	Library and Information Resources				50,000	50,000	50,000	
74.	Indirect Costs				80,000	50,000	395,000	
75.	Total Costs/Uses				706,321	436,179	1,526,816	
76.	Net Surplus/(Deficit) - Indirect Cost Allocation				19,919	385,184	109	
77.								

Doctorate Program in Educational Leadership 2009-2010 FY									
			A	B	C				
			2008-09 Revised	2008-09 Actual	2009 - 10-10 Projected	Comments			
1.	Source of Funds								
2.	Headcount								
3.	Summer		21		47				
4.	Fall		46		72				
5.	Spring		46		72				
6.	FTEs		31		59				
7.	State Support Marginal Rates								
8.	State Appropriation		\$8,173		\$7,964	State Appropriation at \$7,964 as per coded memo B 09-01.			
9.	Student Fees		\$3,690		\$3,963				
10.	Summer		\$3,963		\$4,338	Fees as per May 13, 2009 Board of Trustees meeting			
11.	Fall		\$3,963		\$4,338				
12.	Spring								
13.	State Support Funding Dollars								
14.	State Appropriation		253,363	253,363	489,876				
15.	Student Fees				\$186,261				
16.	Summer		\$77,490		312,336				
17.	Fall		182,298		312,336				
18.	Spring								
19.	Sub-Total Student Fees		442,086	442,086	610,333				
20.	Less: 10% Financial Aid Set Aside		(44,209)	(44,209)	(81,093)	Financial aid set aside is 10% for the doc program.			
21.	Total State Support		\$51,240	\$57,877	\$1,152,715				
22.	Plus: Other Funding								
23.	University Allocated GSI Increases		0		0				
24.	Carry Forward		75,000	95,133	326,209				
25.	Enrollment Contingency								
26.	Provost Allocation		0	75,000	0				
27.	Sub-Total Other Funding		75,000	170,133	326,209				
28.	Total Funding Sources		726,240	\$21,373	\$1,528,925				

Doctoral Program in Educational Leadership at Fresno State
2010-11 Budget

Use of Funds		Projected	Actual	Comments
Salaries & Benefits				
Director		124,551	140,963	Pd to KSOEHD
Dr. Tom Crow		0	36,024	
Student Svcs./Research Tech		56,694	62,460	
Admin Analyst		49,560	54,600	Pd to KSOEHD 4.5 Units backfill per sem 12 units total @ backfill \$1624
Student Assistant		17,792	18,158	
Instructor/CVELL Co-Director		59,740	59,740	
Research Coordinator		9,936	9,936	Pd to KSOEHD 4.5 Units backfill per sem 12 units total @ backfill \$1624
Res. and Asses release (Hauser, Magdaleno, Immekus and Tracz)		19,448	19,448	
CRP Coordinator		65,000	0	
Co-Director/CVELL		0	59,740	Pd to KSOEHD
Instructor/CVELL Co-Director (Boris)		65,000	65,000	Pd to KSOEHD
HE Faculty (Juan Carlos Gonzalez)		65,000	65,000	Pd to KSOEHD
KSOEHD Technician (1/2 time)		32,000	0	
Faculty Summer (Core and Specialization)		37,260	42,826	
Teaching Faculty backfill (12 tt * 4.5 * \$1624)		111,780	161,466	
Pt Teaching faculty (8 * \$4969)		25,343	24,851	
Faculty Dissertation Load (Summer)		28,312	22,579.06	
Research/Graduate Assistants		28,670	31,218	
Faculty PD: Money Set Aside for Faculty		36,162	37,225	
Faculty PD: Money Set Aside for Diss Spvr		34,776	0	
Sub-Total Salaries		867,024	911,234	
Employee Benefits (See HR Worksheet)				
Total HR and Benefits		1,021,441	979,054	
Operating				
Supplies & Services		12,000	18,428	
Postage		1,000	338	
Phones		3,000	2,568	
Copy Machine Lease		7,800	6,288	
Equipment & Tech Support		10,000	8,128	
Travel Director		2,600	5,260	
Student Travel		15,000	13,615	
Room Remodel		0	0	
Dissertation Research Support		10,000	3,735	
Other (Symposiums, Meetings, Summer Institute)		20,000	23,670	
Operating Reserve		50,000	0	
Sub-Total Operating		131,400	82,031	
Indirect Costs				
Student Affairs		30,000	100,000	One Time allocation
Grad Studies		55,000	55,000	
KSOEHD Admin Services		200,000	0	
University Administration		0	0	One Time allocation
Academic Support		0	95,000	
General Academic Support		50,000	0	
Research Center Operations (CREAD and CRP)		85,000	85,000	
Library and Information Resources		420,000	335,000	
Indirect Costs		420,000	335,000	
Total Costs/Uses		1,572,841	1,396,085	

Doctoral Program in Educational Leadership at Fresno State
2011-12 Budget

Use of Funds	Fresno	Bakersfield	Total	Comments
Salaries & Benefits				
Director (Brown-Welby)	37,365	0	37,365	Pd to Provost
Assoc. Director (Marshall)	58,992	0	58,992	Pd to KSOEHD
Dr. Tom Crow (CVELI Associate)	36,024	0	36,024	Pd to President Office
Student Svcs./Research Tech	62,460	56,196	118,656	
Admin Analyst	54,600	10,000	64,600	
Student Assistant	20,000	0	20,000	
Instructor/CVELI Co-Director	66,048	0	66,048	Pd to KSOEHD
Research Coordinator	14,912	0	14,912	9 Units backfill @ \$1624 Pd to KSOEHD
Asses release (Hauzer)	65,000	0	65,000	9 Units backfill @ \$1624 Pd to KSOEHD
CRP Coordinator	80,004	0	80,004	Pd to KSOEHD
Co-Director/CVELI (Boris)	68,544	0	68,544	Pd to KSOEHD
HE Faculty (Juan Carlos Gonzalez)	32,000	0	32,000	Pd to KSOEHD
KSOEHD Technician (1/2 time)	43,211	13,973	57,184	
Faculty Summer (Core and Specialization)	116,928	21,524	138,452	
Teaching Faculty backfill (14 ft * 4.5 * \$1624)	34,785	4,972	39,757	
Pt Teaching faculty (7 * \$4969)	34,637	0	34,637	
Faculty Observation Load (Summer)	35,000	0	35,000	
Research/Graduate Assistants	859,420	107,065	966,485	
Sub-Total Salaries	1,531,420	17,920	1,549,340	
Employee Benefits (Estimated)				
Total HR and Benefits	1,012,420	17,920	1,030,340	
Operating				
Supplies & Services	12,000	2,000	14,000	
Postage	1,000	0	1,000	
Phone	3,000	0	3,000	
Consultants (Online and Pubs)	25,000	0	25,000	
Copy Machine Lease	7,800	0	7,800	
Equipment & Tech Support	10,000	0	10,000	
CPED Participation	6,000	0	6,000	
Orientation Activities	6,000	0	6,000	
Alumni Activities	5,000	0	5,000	
Travel Program Staff	5,000	0	5,000	
Student Travel	15,000	0	15,000	
Online Course Development	17,000	0	17,000	
Room Rental	10,000	0	10,000	
Dissemination Research Support	20,000	0	20,000	
Other (Symposiums, Meetings, Colloquium)	38,976	0	38,976	
Faculty PD-16 ft * 1.5 * \$1624	10,000	0	10,000	
Faculty PD for traveling to CSUF and Dwell Course	34,104	0	34,104	
Faculty PD: 21 * 1624	34,104	0	34,104	
Sub-Total Operating	250,880	34,000	284,880	
Indirect Costs				
Student Affairs	30,000	0	30,000	Faculty/Student travel to Fresno for CSUB
Information Digitizing - Grad Studies	35,000	0	35,000	
Grad Studies	55,000	0	55,000	
Academic Support	6,000	0	6,000	
General Academic Support	10,000	0	10,000	
Research Center Operations (CREAD and CRP)	22,000	0	22,000	
Partner Program (CT buyout)	35,000	0	35,000	
Graduate Writing Studio	75,000	0	75,000	
Graduate Center in Library	85,000	0	85,000	
Library and Information Resources	85,000	0	85,000	
Indirect Costs	0	0	0	
Total Costs/Uses	1,253,300	51,920	1,305,220	
Program Revenues 2011 - 2012				
Marginal Cost Revenues	402,359	105,923	508,282	
Doctoral Fee Revenues	864,792	290,187	1,154,979	
Carry Forward	474,899	0	474,899	
Carry Forward Sweep (10/15/2011)	-190,799	0	-190,799	
Total Revenues/Carryforward less 10% Setaside	1,424,536	356,499	1,781,035	
Net Surplus/Loss	171,236	304,579	(133,890)	

Doctoral Program in Educational Leadership at Fresno State
2011-12 Budget

Use of Funds	Fresno	Bakersfield	Total	Comments
Salaries & Benefits				
Director (Brown-Welby)	37,365	0	37,365	Pd to Provost
Assoc. Director (Marshall)	58,992	0	58,992	Pd to KSOEHD
Dr. Tom Crow (CVELL Associate)	36,024	0	36,024	Pd to President Office
Student Svcs./Research Tech	62,460	56,196	118,656	
Admin Analyst	54,600	10,000	64,600	
Student Assistant	20,000	0	20,000	
Instructor/CVELL Co-Director	66,048	0	66,048	Pd to KSOEHD
Research Coordinator	14,912	0	14,912	9 Units backfill @ \$1624 Pd to KSOEHD
Assoc. release (Hauesser)	65,000	0	65,000	9 Units backfill @ \$1624 Pd to KSOEHD
CIP Coordinator	80,004	0	80,004	Pd to KSOEHD
Co-Director/CVELL (Boris)	68,544	0	68,544	Pd to KSOEHD
KSOEHD Technician (1/2 time)	43,211	13,973	57,184	
Faculty Summer (Core and Specialization)	116,928	21,924	138,852	
Teaching Faculty backfill (16 ft * 4.5 * \$1624)	34,783	4,972	39,755	
Pd Teaching Faculty (7 * \$4989)	33,000	0	33,000	CSUB 3 ft * 4.5 * \$1624 Pd to KSOEHD
Faculty Dissertation Load (Summer)	18,637	0	18,637	CSUB 1 ft Corey Greenlaw EDL 204
Research/Graduate Assistants	35,000	0	35,000	
Sub-Total Salaries	855,420	107,065	962,485	
Employee Benefits (Estimated)	153,000	17,920	170,920	
Total HR and Benefits	1,012,420	124,985	1,137,405	
Operating				
Supplies & Services	12,000	2,000	14,000	
Postage	1,000	0	1,000	
Phone	3,000	0	3,000	
Consultants (Online and Pubs)	25,000	0	25,000	
Copy Machine Lease	7,800	0	7,800	
Equipment & Tech Support	10,000	0	10,000	
CPED Participation	6,000	0	6,000	
Orientation Activities	5,000	5,000	10,000	
Alumni Activities	5,000	0	5,000	
Travel Program Staff	5,000	10,000	15,000	Faculty/Student travel to Fresno for CSUB
Student Travel	15,000	0	15,000	
Online Course Development	15,000	0	15,000	
Room Renodel	17,000	7,000	24,000	To CSUB Out-Student Meeting Room
Dissertation Research Support	10,000	0	10,000	
Other (Symposiums, Meetings, Colloquium)	20,000	0	20,000	
Faculty PD 16 ft * 1.5 * \$1624	38,976	9,000	47,976	\$1500 for 6 CSUB Partner Faculty
Faculty PD for traveling to CSUB and Deneil Course	10,000	0	10,000	
Faculty PD: 21 * 1624	34,104	0	34,104	
Sub-Total Operating	250,880	34,000	284,880	
Indirect Costs				
Student Affairs	30,000	0	30,000	Financial Aid
Information Digitizing - Grad Studies	35,000	0	35,000	Contract
Grad Studies	55,000	111,640	166,640	Grad Studies
Academic Support	6,000	0	6,000	Recruitment Add in Peterson's
General Academic Support	10,000	0	10,000	
Research Center Operations (CREAD and CRP)	22,000	0	22,000	Pd to KSOEHD
Partner Program (CT buyout)	35,000	0	35,000	Grad Studies
Graduate Writing Studio	75,000	0	75,000	Pd to Library
Graduate Center in Library	85,000	0	85,000	Pd to Library
Library and Information Resources	0	0	0	
Indirect Costs	0	0	0	
Total Costs/Uses	1,253,300	51,920	1,305,220	
Program Revenues 2011 - 2012				
Marginal Cost Revenues	402,359	105,923	508,282	
Doctoral Fee Revenues	854,792	290,187	1,144,979	
Carry Forward	-190,799	0	-190,799	
Total Revenues/Carryforward less 10% Setaside	1,066,352	396,110	1,462,462	
Net Surplus/Loss	171,236	304,190	(135,890)	

Appendix F: Student Outcomes and Program Outcomes Assessment Plan

Doctoral Program in Educational Leadership at Fresno State (DPELFS)
Program and Student Outcomes Assessment Plan

- ***Introduction***

The Doctoral Program in Educational Leadership at Fresno State (DPELFS) was created based on the successful model of the Joint Doctoral Program in Educational Leadership, which was a collaborative effort between California State University, Fresno and the University of California, Davis. The new doctoral program is unique in that it has a governance structure that includes partners from the Pre-K-12 and Community College/Higher Education sectors. Other changes include a focus on leadership that aims to improve student learning, leadership that focuses on how evaluation and assessment informs practice, and a focus on collaborative efforts among the members of the educational community.

The mission and goals for the new doctoral program have been revised to more closely reflect the nature of a professional doctorate grounded in practice and applied research. As an indication of the focus on professional practice, the DPELFS faculty have adopted as their signature pedagogy for DPELFS the following statement:

DPELFS' courses will contain curriculum-based embedded fieldwork that provides engagement with and service to the local community.

Mission Statement

The Doctoral Program in Educational Leadership is designed to train proven educational leaders, educational administrators, teachers and other school personnel with high leadership potential, to examine critically current educational practices and policies from a broad theoretical perspective, to formulate administrative, and instructionally effective approaches that can improve the quality of instruction and the learning environment in schools and in the homes of students.

- ***Program Outcomes***

The general program goals are to increase the theoretical and methodological knowledge base of DPELFS students, to enhance their ability to understand and analyze complete educational problems (such as the student achievement gap), and to be capable of developing and implementing solutions for these problems. Therefore, the program will produce graduates and educational leaders who are able to:

5. Understand and use the literature related to educational leadership and reform, the social and cultural context of education, the role of the home languages and culture in the academic development of students, and the research methodologies required to investigate and understand educational effectiveness.
6. Be competent to play a key role in leading educational reform related to instructional practices and policies, educator professional development and support, curriculum, and community relations, and home, school and college learning environments.

7. Be able to create adequate information bases, evaluate educational programs, analyze complex educational problems, identify solutions, advise teachers and other educators, monitor the impact of solutions adopted, develop collaborative teams of practitioners and applied researchers in schools and colleges, and develop research and inquiry capabilities necessary for the implementation of educational policy and practices that provides equitable education opportunities for all students.
8. Design and execute applied studies related to effective educational institutions, best-practices, leadership and student success.

- ***Student Outcomes***

Upon graduation from DPELFS, students are visionary leaders who are able to:

1. Provide leadership in educational reform efforts,
2. Provide leadership for effective and high-performing schools and colleges,
3. Provide leadership in designing and implementing instructional strategies for student learning,
4. Provide leadership in the design of assessments and evaluations,
5. Provide leadership in implementing research-based practices,
6. Skillfully access and understand literature about educational issues and problems,
7. Skillfully research and write about educational issues and problems,
8. Use a variety of inquiry and research methods in investigating issues and problems related to educational effectiveness and student success,
9. Demonstrate an understanding of how theory informs practice related to educational effectiveness and student success,
10. Undertake and complete an applied research study related to educational issues, problems, and practice.

Measuring Program Outcomes

Assessment of program outcomes for the purpose of ongoing program improvement takes place annually. Program assessment questions that drive the annual review process, the measurement process and the frequency of the data collection are outlined in Table 1 below. A description of all measurement instruments used for both program and student outcomes is on page six of this document.

Table 1
Program Outcomes Assessment Questions, Measures and Collection Frequency

Research Questions	Collection Measurement	Frequency
1. Is the program providing a practice- Assessment Semester based curriculum that ties theory to practice?	QE Rubric	Annual
	Town Hall Meetings	Annual
	Graduate Survey	After Graduation
	Employer Survey	After Graduation
2. Are courses aligned and coupled in a Town Hall Meetings way that facilitates student learning	Course Evaluations	Annual
		Semester and achievement?
3. Has the program provided students Fieldwork Assessments Annual with the ability to interpret the	QE Rubric	Annual
current literature on best practices	Dissertation Rubric	End of Program
and the ability to implement best practices in educational settings?		
4. Has the program produced professionals After Graduation who are able to lead educational reform so		Employer Survey
After Graduation		Graduate Survey
that education sites provide best practices?		QE Rubric
Annual		
	Dissertation Rubric	End of Program
		360 Degree Disposition Survey
		Beginning and end
of Program for each cohort		

Measuring Student Outcomes

Student outcomes are a major component of the program review process and are included in assessing the success of the program. Activities and assignments in courses are used to emphasize the student outcomes and specific measures of these outcomes take place on an annual basis. Table 2 below specifies the Student Outcomes the Measures and the Collection Frequency.

Table 2
Student Outcomes Assessment Questions, Measures and Collection Frequency

Research Questions	Measurement	Collection Frequency
1. Are students able to provide visionary leadership in educational reform, for building effective schools and colleges, and for implementing instructional strategies so that all students can learn?	Embedded Fieldwork Evaluations 360 Degree Dispositions Survey	Qualifying Exam Semester Beginning and End of Program for each cohort
	Annual Student Assessment	Annual
2. Are students able to design, interpret and implement assessments and evaluations?	Embedded Fieldwork Evaluations	Semester
3. Do students know research-based best practices and how to implement them?	Embedded Fieldwork Evaluations QE	Semester End of 2 nd Year
4. Are students able to access recent literature and correctly interpret the findings?	Embedded Fieldwork Evaluations Dissertation	Semester End of Program
5. Are students able to clearly communicate through researching and writing about educational issues?	Embedded Fieldwork Evaluations QE Dissertation	Semester End of 2 nd Year End of Program
6. Are students able to undertake and carry out an applied study on educational practice?	Dissertation	End of 2nd year

The following table (Table 4) is a matrix that outlines student outcomes by course.

Table 4
Student Outcomes by Course

Student Outcomes/Courses	EDL 201	EDL 209	EDL 202	EDL 204	EDL 206	EDL 208	EDL 207	EDL 211	EDL 203	Specialization Course
1. Leadership in Educational Reform	**		**		**	**	**		**	
2. Leadership for Effective Schools and Colleges	**		**		**	**		**		**
3. Leadership in Instructional Strategies					**	**				**
4. Leadership in Design of Assessments and Evaluations		**		**			**	**		**
5. Leadership in Implementing Research-based Practices	**				**					**
6. Skill in Accessing Literature about Education Issues and Problems	**	**					**		**	
7. Skill in Researching and Writing about Education Issues and Problems	**			**					**	
8. Use a Variety of Inquiry and Research Methods in Investigating Educational Issues and Problems		**		**			**	**	**	
9. Demonstrate an Understanding of how Theory Informs Practice Related to Effective Schools and Colleges and Student Success	**		**			**		**		
10. Undertake and Complete Applied Research Project related to educational issues, problems and practice (Embedded Fieldwork and Dissertation)			**		**		**	**	**	**

Note: Courses are presented in the order they are offered during the sequence of courses. Course Titles are indicated below.

EDL 201 Organizational Theory in Complex Organizations
EDL 209 Advanced Applied Research and Measurement in Education
EDL 202 Educational Reform
EDL 204 Advanced Applied Quantitative Methods
EDL 206 Conceptual Curriculum Perspectives for Educational Leadership

EDL 208 Theories of Cross-cultural Education
EDL 207 Applied Qualitative Research methods
EDL 211 Educational Evaluation, Assessment, and Planning
EDL 203 Educational Policy Environments

Note: Only outcomes are identified for CORE courses (those noted above). Specialization courses vary from semester to semester and those outcomes are determined when the course is prepared for that semester

Measurement Instruments

The following is a description of each of the measures used to measure student outcomes and program outcomes in order of use along with information about how each is used.

1. **360 Pre and Post Disposition Survey** (see Appendix A) – this assessment is distributed to students at the beginning of the program and again at the end of the program. Students complete it as a “self-assessment”, and it is also distributed to seven other individuals with whom the individual works (one must be their supervisor). The data is summarized and the combined means of the other assessors are given to the student with their own assessments so they can compare to see if their views are consistent (or inconsistent) with others who have assessed them. The assessment is also taken at the end of the program and the data from the pre and post surveys for self and others is compared to see what growth has been realized during the program. The assessment is used to measure individual’s leadership dispositions related to students, community and the Kremen School of Education and Human Development adopted dispositions.
2. **Annual Student Evaluation** (see Appendix B) – Each year each student is assessed by the faculty members from their courses the prior year using the instrument in Appendix B. After the instrument has been completed by the teaching faculty, they meet to discuss each student’s progress and work in each course. Based on the assessments and comments by the teaching faculty, each student is written a personal letter outlining their strengths and any recommendations for growth. These letters are called Green Light, Yellow, Light and Red Light Letters and samples of each are included in Appendix C.
3. **Embedded Fieldwork Assessment** (see Appendix D) – In many of the courses there is a component of embedded fieldwork or “laboratories of practice” where collaborative groups of doctoral students work with school site and college-based leaders to complete a project for that client directly related to the course curriculum. Clients are given the Embedded Fieldwork Assessment to complete at the end of the course and when the project has been completed. This instrument provides feedback about how well the students were able to undertake and complete work directly related to the course (student outcomes assessment). These assessments are collected at the end of a cohort’s program of study and reviewed by the Assessment subcommittee of the doctoral faculty Graduate Group to assess the degree to which program outcomes are being met.
4. **Qualifying Examination and Rubric** – The Qualifying Examination is a problem-based scenario that is administered after students complete the Core sequence of courses. The exam is administered in a four hour block and is meant to see how well students are able to apply the course content to real issues and problems in their educational arenas. A question is submitted by each Core course faculty member along with a rubric that is designed to identify what is and is not an appropriate response to each question. Core course faculty are provided with a sample rubric to follow as they design their individual question rubric.
5. **Dissertation Criteria and Oral and Written Rubric** (see Appendix E) – The dissertation is normally a study exploring the application of practice to an educational issue or problem. It is through the dissertation that a variety of student outcomes are measured. The instrument used to assess student outcomes is the Dissertation Criteria for Evaluating Dissertations. Each student is provided with a copy of the Criteria when they begin work on their dissertation. The instrument is used by the faculty during the oral defense to evaluate the work included in the dissertation. This instrument is used both to complete the dissertation rubric, which is aligned with the Criteria document, and to give to the student

as feedback on the quality of their work. At the end of each cohort program, these dissertation rubrics are collected for all students who completed their dissertations and reviewed by the Outcomes Assessment subcommittee of the doctoral faculty Graduate Group.

6. Graduate Survey (see Appendix F) - The graduate survey is sent to students who have graduated from the program immediately after graduation ceremonies. The instrument is designed to get important student feedback about both student and program outcomes. The questions on the survey are designed around program outcomes.

7. Employer Survey (see Appendix G) – Similar to the graduate survey, this instrument is sent to the program graduate's immediate supervisor immediately after the student has graduated. This instrument is designed to be feedback about the skill sets and abilities of graduates related to the stated program outcomes.

Two other important assessments are also used as follows:

1. A portfolio review of a sampling of work by students from each course (e.g., embedded fieldwork projects, written assignments and other artifacts selected by each course faculty) is gathered during the three year program for each cohort. These assignments are reviewed by the doctoral faculty Graduate Group Outcomes Assessment subcommittee. The review is to determine if the program is meeting its stated outcomes.

2. Town Hall meetings designed around Inquiry questions are held annually for current students. The inquiry questions contain at minimum those below, but may also include inquiry questions submitted by the students. Students are provided with the questions well before the Town Hall meeting and invited to add other questions. Town Hall meetings are designed to obtain feedback from students about how well they believe the doctoral program is meeting stated program outcomes.

1. How has the program enhanced/changed your abilities and skills as an educational leader?
2. How has the program changed the way you think about your role as an educational leader?
3. How could the program be changed/enhanced to meet your goals in being educational leaders?
4. Is the curriculum you have experienced in the program relevant to the practice of educational leadership in your setting?
5. Are the courses aligned to facilitate your learning leadership skills and practices?
6. What program changes would you recommend to strengthen the program and to align the program with your goals of being and educational leader?

Program Changes/Enhancements

Data collected from these instruments are analyzed by the Graduate Group faculty at special meeting called specifically to review these data. That meeting is normally held in the fall of the year so that the information from the graduates and employers can be included in the review. Changes and enhancements to the program are made through the doctoral faculty of the Graduate Group. Where

there are policy implications, the Academic Policy and Planning subcommittee design new or revise policies and/or procedures to be approved by the full Graduate Group faculty. While it is important to have a variety of data to review before making program changes, information that emerges from Town Hall meetings and other data collection points may be used in a formative manner and acted upon immediately once the data are deemed reliable and valid.

Appendix A
Administrator Disposition Survey - Self

Name: _____

Date: _____

Instructions: You will be completing a survey of administrator dispositions during the same time period that seven members within your organization will rate their perception of you relative to these same items. This questionnaire is designed to help assess how others perceive you in the work environment right now and to what extent others' perception of you match your own self assessment. This information will be an important and useful data set regarding your rated administrator disposition. The code at the top confidentially identifies you as rated participants.

Using the scale below, indicate your perception of yourself by circling or marking a number from 1 to 10 next to the item. Circle or mark only one response for each item on the form. Please respond to all items. Once you have completed the Feedback Questionnaire, seal it in the self-addressed stamped envelope and place it in the mail. Please mail the completed questionnaire no later than Friday, September 12, 2008. Thank you for your timely response.

SCALE

10-Definitely like me

5-Somewhat unlike me

9

4

8-Like me

3-Unlike me

7

2

6-Somewhat like me

1-Definitely unlike me

SCALE

Part I

1	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	1	2	3	4	5	6	7	8	9	10
2	Committed to collaboration and communication with families.	1	2	3	4	5	6	7	8	9	10
3	Communicates necessary information to the appropriate persons in a timely manner.	1	2	3	4	5	6	7	8	9	10
4	Deals appropriately and tactfully with people from different backgrounds.	1	2	3	4	5	6	7	8	9	10
5	Generates enthusiasm and works to influence others to accomplish common goals.	1	2	3	4	5	6	7	8	9	10
6	Believes stakeholders should be involved in management processes.	1	2	3	4	5	6	7	8	9	10
7	Motivates others to change behaviors that inhibit professional and organizational growth.	1	2	3	4	5	6	7	8	9	10
8	Acknowledges achievements and accomplishments of others.	1	2	3	4	5	6	7	8	9	10

10-Definitely like me
9

5-Somewhat unlike me
4

8-Like me 7 6-Somewhat like me		3-Unlike me 2 1-Definitely unlike me									
9	Does the work required for high levels of organizational performance.	1	2	3	4	5	6	7	8	9	10
10	Responds in a timely manner to others who initiate contact.	1	2	3	4	5	6	7	8	9	10
11	Believes administrators should develop alliances and use outside resources that improve the teaching and learning.	1	2	3	4	5	6	7	8	9	10
12	Committed to the inclusion of all members of the school community.	1	2	3	4	5	6	7	8	9	10
13	Believes it is important to dialogue with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
14	Believes all students are entitled to access the knowledge, skills, and values needed to be successful adults.	1	2	3	4	5	6	7	8	9	10
15	Committed to an informed public.	1	2	3	4	5	6	7	8	9	10
16	Anticipates responses of others and acts to reduce negative impact.	1	2	3	4	5	6	7	8	9	10
17	Believes families are partners in the education of their children.	1	2	3	4	5	6	7	8	9	10
18	Believes diversity brings benefits to the school community.	1	2	3	4	5	6	7	8	9	10
19	Mobilizes community resources to benefit children.	1	2	3	4	5	6	7	8	9	10
20	Believes administrators must take risks to improve school.	1	2	3	4	5	6	7	8	9	10
Part 2											
21	Believes in life-long learning for self and others.	1	2	3	4	5	6	7	8	9	10
22	Demonstrates the belief that all students are entitled to access the knowledge, skills, and values needed to become successful adults.	1	2	3	4	5	6	7	8	9	10
23	Collaborates and communicates with families.	1	2	3	4	5	6	7	8	9	10
24	Involves stakeholders in management processes.	1	2	3	4	5	6	7	8	9	10
25	Uses varied approaches to positively impact student learning.	1	2	3	4	5	6	7	8	9	10
26	Communicates with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
27	Communicates that a safe and supportive learning environment is essential.	1	2	3	4	5	6	7	8	9	10
28	Believes schools should prepare students to be contributing members of society.	1	2	3	4	5	6	7	8	9	10
29	Believes administrators should work with faculty, staff, and students to develop a caring school community.	1	2	3	4	5	6	7	8	9	10

SCALE											
10-Definitely like me 9 8-Like me 7 6-Somewhat like me		5-Somewhat unlike me 4 3-Unlike me 2 1-Definitely unlike me									
30	Committed to providing every child a quality education.	1	2	3	4	5	6	7	8	9	10
31	Takes risks to provide a safe learning environment and to increase the efficiency and effectiveness of school operations.	1	2	3	4	5	6	7	8	9	10
32	Expects high standards of learning.	1	2	3	4	5	6	7	8	9	10
33	Believes schools are an integral part of the larger community.	1	2	3	4	5	6	7	8	9	10
34	Encourages others to use a variety of approaches in teaching and learning.	1	2	3	4	5	6	7	8	9	10
35	Committed to high expectations, high-quality instruction and individual and collective accountability.	1	2	3	4	5	6	7	8	9	10
36	Demonstrates ethical principles in the decision-making process.	1	2	3	4	5	6	7	8	9	10
37	Committed to the principles stated in the Bill of Rights.	1	2	3	4	5	6	7	8	9	10
38	Believes student learning is the fundamental purpose of schooling.	1	2	3	4	5	6	7	8	9	10
39	Believes one should accept the consequences for upholding one’s principles and actions.	1	2	3	4	5	6	7	8	9	10
40	Demonstrates the belief that all people can learn.	1	2	3	4	5	6	7	8	9	10
41	Believes education is the key to opportunity and social mobility.	1	2	3	4	5	6	7	8	9	10

Part 3 (KSOEHD Dispositions)											
42	Reflects on learning and professional practice.	1	2	3	4	5	6	7	8	9	10
43	Analyzes situational (intra/inter personal and contextual) contexts that result in more informed decision-making.	1	2	3	4	5	6	7	8	9	10
44	Makes well-reasoned ethical judgments that rely on reflection and result in professional action.	1	2	3	4	5	6	7	8	9	10
45	Works effectively with diverse populations.	1	2	3	4	5	6	7	8	9	10
46	Values diversity.	1	2	3	4	5	6	7	8	9	10
47	Collaborates professionally with others in the field.	1	2	3	4	5	6	7	8	9	10
48	Committed to continuous learning about the profession.	1	2	3	4	5	6	7	8	9	10

Instructions for Administering the
Educator Administrator Disposition Questionnaires

During the semester you will collect data from others in your own organization about your Administrator Dispositions. You will be issued a code that you will share with each respondent and will be identified at the top of each respondent's questionnaire. You will receive a questionnaire and self-addressed stamped envelope to give to each respondent who has knowledge of and has observed or worked with you in an educational setting. Request each respondent to confidentially and independently complete the questionnaire and place it in the mail in the self-addressed stamped envelope no later than September 12, 2008.

Please note that you will arrange for seven (7) respondents. Respondents should include your direct supervisor and six others (colleagues/subordinates/peers). You will also complete a questionnaire for yourself, for a total of eight completed questionnaires.

Administrator Dispositions Survey - Others

Name of Doctoral Student: _____

Date: _____

Instructions: The person that gave you this questionnaire is participating in a survey of administrator dispositions. This questionnaire is designed to help assess how others perceive this person in the work environment right now. The information will be useful to the person rated in evaluating his or her administrator disposition. Sometimes people within an organization tend to protect each other by trying to go easy or be nice. You can be most helpful by giving your candid assessment of this person. Your data will be anonymously collated with others and presented to the person in a confidential report. Do not put your name on this form. The code at the top identifies the person you are rating. Please do not discuss this questionnaire with others, for what is needed is your independent perception of this person.

Using the scale below, indicate your perception of this person by circling or marking a number from 1 to 10 next to the item. Circle or mark only one response for each item on the form. Please respond to all items. Once you have completed the Feedback Questionnaire, seal it in the self-addressed stamped envelope and place it in the mail. Please mail the completed questionnaire no later than Friday, September 12, 2008. Thank you for your participation and valuable feedback.

SCALE
10-Definitely like this person
9
8-Like this person
7
6-Somewhat like this person
5-Somewhat unlike this person
4
3-Unlike this person
2
1-Definitely unlike this person

Part I											
1	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	1	2	3	4	5	6	7	8	9	10
2	Committed to collaboration and communication with families.	1	2	3	4	5	6	7	8	9	10
3	Communicates necessary information to the appropriate persons in a timely manner.	1	2	3	4	5	6	7	8	9	10
4	Deals appropriately and tactfully with people from different backgrounds.	1	2	3	4	5	6	7	8	9	10
5	Generates enthusiasm and works to influence others to accomplish common goals.	1	2	3	4	5	6	7	8	9	10
6	Believes stakeholders should be involved in management processes.	1	2	3	4	5	6	7	8	9	10
7	Motivates others to change behaviors that inhibit professional and organizational growth.	1	2	3	4	5	6	7	8	9	10

SCALE											
10-Definitely like this person 9 8-Like this person 7 6-Somewhat like this person						5-Somewhat unlike this person 4 3-Unlike this person 2 1-Definitely unlike this person					
8	Acknowledges achievements and accomplishments of others.	1	2	3	4	5	6	7	8	9	10
9	Does the work required for high levels of organizational performance.	1	2	3	4	5	6	7	8	9	10
10	Responds in a timely manner to others who initiate contact.	1	2	3	4	5	6	7	8	9	10
11	Believes administrators should develop alliances and use outside resources that improve the teaching and learning.	1	2	3	4	5	6	7	8	9	10
12	Committed to the inclusion of all members of the school community.	1	2	3	4	5	6	7	8	9	10
13	Believes it is important to dialogue with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
14	Believes all students are entitled to access the knowledge, skills, and values needed to be successful adults.	1	2	3	4	5	6	7	8	9	10
15	Committed to an informed public.	1	2	3	4	5	6	7	8	9	10
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17	Believes families are partners in the education of their children.	1	2	3	4	5	6	7	8	9	10
18	Believes diversity brings benefits to the school community.	1	2	3	4	5	6	7	8	9	10
19	Mobilizes community resources to benefit children.	1	2	3	4	5	6	7	8	9	10
20	Believes administrators must take risks to improve school.	1	2	3	4	5	6	7	8	9	10
Part 2											
21	Believes in life-long learning for self and others.	1	2	3	4	5	6	7	8	9	10
22	Demonstrates the belief that all students are entitled to access the knowledge, skills, and values needed to become successful adults.	1	2	3	4	5	6	7	8	9	10
23	Collaborates and communicates with families.	1	2	3	4	5	6	7	8	9	10
24	Involves stakeholders in management processes.	1	2	3	4	5	6	7	8	9	10
25	Uses varied approaches to positively impact student learning.	1	2	3	4	5	6	7	8	9	10
26	Communicates with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
27	Communicates that a safe and supportive learning environment is essential.	1	2	3	4	5	6	7	8	9	10
28	Believes schools should prepare students to be contributing members of society.	1	2	3	4	5	6	7	8	9	10
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SCALE											
10-Definitely like this person 9 8-Like this person 7 6-Somewhat like this person						5-Somewhat unlike this person 4 3-Unlike this person 2 1-Definitely unlike this person					
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32	Expects high standards of learning.	1	2	3	4	5	6	7	8	9	10
33	Believes schools are an integral part of the larger community.	1	2	3	4	5	6	7	8	9	10
34	Encourages others to use a variety of approaches in teaching and learning.	1	2	3	4	5	6	7	8	9	10
35	Committed to high expectations, high-quality instruction and individual and collective accountability.	1	2	3	4	5	6	7	8	9	10
36	Demonstrates ethical principles in the decision-making process.	1	2	3	4	5	6	7	8	9	10
37	Committed to the principles stated in the Bill of Rights.	1	2	3	4	5	6	7	8	9	10
38	Believes student learning is the fundamental purpose of schooling.	1	2	3	4	5	6	7	8	9	10
39	Believes one should accept the consequences for upholding one's principles and actions.	1	2	3	4	5	6	7	8	9	10
40	Demonstrates the belief that all people can learn.	1	2	3	4	5	6	7	8	9	10
41	Believes education is the key to opportunity and social mobility.	1	2	3	4	5	6	7	8	9	10

Part 3 (KSOEHD Dispositions)											
42	Reflects on learning and professional practice.	1	2	3	4	5	6	7	8	9	10
43	Analyzes situational (intra/interpersonal and contextual) contexts that result in more informed decision-making.	1	2	3	4	5	6	7	8	9	10
44	Makes well-reasoned ethical judgments that rely on reflection and result in professional action.	1	2	3	4	5	6	7	8	9	10
45	Works effectively with diverse populations.	1	2	3	4	5	6	7	8	9	10
46	Values diversity.	1	2	3	4	5	6	7	8	9	10
47	Collaborates professionally with others in the field.	1	2	3	4	5	6	7	8	9	10
48	Committed to continuous learning about the profession.	1	2	3	4	5	6	7	8	9	10

THANK YOU FOR COMPLETING THIS
 CONFIDENTIAL SURVEY.
 PLEASE MAIL IN THE SELF-ADDRESSED STAMPED
 ENVELOPE
 NO LATER THAN **SEPTEMBER 12, 2008.**

Instructions for Administering the Educator Administrator Disposition Questionnaires

During the semester you will collect data from others in your own organization about your Administrator Disposition. You will be issued a code that you will share with each respondent and will be identified at the top of each respondent's questionnaire. You will receive a questionnaire and self-addressed stamped envelope to give to each respondent who has knowledge of and has observed or worked with you in an educational setting. Request each respondent to confidentially and independently complete the questionnaire and place it in the mail in the self-addressed stamped envelope no later than September 12, 2008.

Please note that you will arrange for seven (7) respondents. Respondents should include your direct supervisor and six others (colleagues/subordinates/peers). You will also complete a questionnaire for yourself, for a total of eight completed questionnaires.

Appendix B
Student Annual Assessment

Course: _____ Professor(s): _____

Directions: Circle the number in each disposition cell that reflects your judgment of the performance of the student in that area.
Scoring: 1= Never, 2= Sometimes, 3 = Most of the time

Student	Disposition 1 Reflection: Student demonstrates reflection on learning and on professional practice.	Disposition 2: Critical Thinking. Student demonstrates ability to analyze situational (intrapersonal, interpersonal, contextual) contexts resulting in more informed decision-making.	Disposition 3: Professional Ethics. Student demonstrates ability to make well-reasoned ethical judgments that rely on reflection and results in professional action.	Disposition 4: Valuing Diversity. Student demonstrates ability to work effectively with diverse populations and recognizes the importance of valuing diversity.	Disposition 5: Collaboration. Student demonstrates ability to collaborate in classes and fieldwork.	Disposition 6: Life-long learning. Student demonstrates a commitment to life-long learning about his/her profession and beyond.	Student comes prepared for class	Student participates in class	Student is a skilled writer	Student submits work in timely manner	Student is ready for specialization	Recommend Corrective Action
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N

Please include specific comments regarding the strengths and/or weaknesses of specific students. These comments are essential to our review, and your responses be held confidential and shared only with other members of the annual review committee.

Appendix C
Sample Green Light Letter

October 20, 2003

Student
(address)

Dear Student:

On October 1, 2003 the core faculty of the JDPEL Graduate Group met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones. We are please to report that the core faculty believes that overall you are making good progress in your studies, and anticipate that you will continue to advance in your educational career.

The core faculty noted in particular that you are thoughtful about the material presented, and that you have completed all of your coursework to date in an outstanding fashion. The faculty particularly noted that you have been taking advantage of working with faculty outside of the coursework and encourage you to continue that practice. Overall, the faculty felt you were make good progress in the program.

We congratulate you on your success to date. If you have any further questions about your review, please feel free to meet with either of us.

Sincerely,

CSU Director

Sample Yellow Light Letter

October 21, 2003

Student
(address)

Dear Student:

On October 1, 2003 the core faculty of the JDPEL Graduate Group met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The core faculty were concerned about your academic progress to date. The faculty encourages you to complete the one core course that is needed for you to move to the specialization phase. It was noted that they believe you will be an outstanding representative of the program when you are finished and pursuing your career options.

If you need assistance in completing the remaining core course, we hope that you will contact any of the faculty for assistance and guidance. If you have any further questions about your review, please feel free to meet with either of us.

Sincerely,

CSU Director

Sample Red Light Letter

October 21, 2003

Student
(address)

Dear Student :

On October 1, 2003 the core faculty of the JDPEL Graduate Group met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The core faculty are particular concerned about your academic performance. The faculty noted a weakness in your writing skills and with your understanding of quantitative methods. We urge you to consider pursuing a writing course, and supplementing the research courses you have had with additional studies. It was the feeling of the committee that you will have a difficult time passing your qualifying examination without further effort on your part in those two areas. In addition, the faculty noted that you have not completed one of your Core courses and a grade of "I" remains on your transcript.

Because of the issues noted above, it is imperative that you make an appointment with your advisor in the very near future to develop an academic plan that will get you back on target for completing your degree. We hope that if you need assistance in completing the remaining courses, that you will contact any of the faculty for assistance and guidance. If you have any further questions about your review, please feel free to meet with either of us.

Sincerely,

CSU Director

Appendix D
Embedded Fieldwork Client Evaluation

Semester _____ Name of Your Organization _____
Name(s) of Individual(s) Completing this Evaluation _____
Name of Students _____

You have participated in an embedded fieldwork project by DPELFS students this semester. Embedded fieldwork is curriculum-based practical experiences done in the field that provides engagement with and service to the local community. Thank you for participating in this important component of our doctoral program. We are interested in gathering information that would assist us in making these experiences more beneficial for both clients and students and are asking that you complete and return this short evaluation related to your experience with our students this semester. Again, thank you for your participation in DPELFS.

1. Please briefly describe the nature of the embedded fieldwork project that was completed for your organization. Please include what your general expectations were for this particular embedded fieldwork experience.

2. Please rate your satisfaction with the degree to which the DPELFS students completed the project (circle the appropriate number).

1	2	3	4
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Completely Satisfied

3. How would you rate the quality of the work completed by the students?

1	2	3	4
Poor	Fair	Good	Excellent

4. In two or three sentences please indicate the impact the embedded fieldwork had on your organization.

5. Were all the components of the embedded fieldwork project that you expected to receive actually delivered? _____ Yes _____ No

6. If you responded “No” above, what would you have liked to receive that was not delivered?

7. Do you have any suggestions about how the embedded fieldwork in our program might be enhanced or improved (if yes, please describe)? _____ Yes _____ No

7. What was the most important benefit to you in participating in this embedded fieldwork project?

8. Would you consider participating in another embedded fieldwork project with students in DPELFS? _____ Yes _____ No

9. If no, why not?

10. If yes, please describe a possible project for the future that you would be interested in having considered for DPELFS embedded fieldwork.

11. Other comments:

Thank you!

Return to: DPELFS, 5005 N. Maple Ave., MS ED 117,
Fresno, CA 93740-8025

Appendix E
Doctoral Program in Educational Leadership at Fresno State (DPELFS)
Criteria for Evaluating Dissertations

Directions: This form is designed to be used both as a student “self-assessment” tool and as the summative evaluation of the student’s final dissertation product. The student can use the tool to determine the degree to which their dissertation meets the criteria as outlined below. This form will also be used as the student’s summative evaluation of their dissertation product and will be completed by each committee member and given to the student at the end of their final defense.

Each criterion is cross referenced with both of the rubrics designed for the oral defense and the written dissertation.

I. Dissertation Format Quality Assessment

A. Selecting a Topic of Study

___ Yes ___ No ___ N/A

Is the topic researchable given time, resources, and availability of data? (Oral: Organization; Written: Methods/Approach)

___ Yes ___ No ___ N/A

Is there personal interest in the topic in order to sustain attention? (Oral: Organization; Written: Introduction)

___ Yes ___ No ___ N/A

Will the results of the study be of interest to others? (Oral: Originality, Significance / Authenticity, Discussion /Summary/Conclusions; Written: Introduction, Methods/Approach, Results/Outcomes, Discussion/Summary/Conclusions)

___ Yes ___ No ___ N/A

Is the topic likely to be publishable in a scholarly journal? (Oral: Originality, Significance/Authenticity, Discussion/ Summary/ Conclusions; Written: Introduction, Methods/Approach, Results/Outcomes, Discussion/Summary/Conclusions)

___ Yes ___ No ___ N/A

Does the study a) fill a void, b) replicate, c) extend, or d) develop new ideas in the scholarly literature? (Oral: Originality, Significance/Authenticity; Written: Introduction, Methods/Approach, Results/Outcome, Discussion Summary/Conclusion, Writing Quality)

B. Title of the Study

___ Yes ___ No ___ N/A

Are unnecessary words eliminated? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

If a double title, is the colon in the correct place? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

Is the title no longer than 12 words? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

Are articles and prepositions eliminated? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

Does the title include the focus or topic of the study? (Oral: Organization; Written: Writing Quality)

___ Yes ___ No ___ N/A

Is the title brief? (Oral: Discussion & summary; Written: Discussion and Summary, Writing Quality)

C. For Quantitative Studies

___ Yes ___ No ___ N/A

Does the study identify a theory, model, or conceptual framework to be tested in the study? (Oral: Organization; Written: Introduction)

___ Yes ___ No ___ N/A

Does the study state whether the independent and dependent variables will be related or whether two or more groups will be compared in terms of the dependent variable(s)? (Oral: Organization; Written: Methods / Approach)

___ Yes ___ No ___ N/A

Does the study illustrate an effect or relationship? (Oral: Organization; Written: Introduction, Discussion & Summary)

D. For Qualitative Studies

___ Yes ___ No ___ N/A

Does the study add to the further understanding of the topic? (Oral: Originality; Written: Methods/Approach, Discussion and Summary)

___ Yes ___ No ___ N/A

Does the study use words that convey an emerging design because of the inductive mode of the qualitative research process? (Written: Introduction, Methods / Approach)

____ Yes ____ No ____ N/A

Does the study eliminate words that suggest a directional approach to the study if a qualitative methodology? (Oral: Organization; Written: Methods /Approach, Discussion and Summary)

II. Dissertation Content Quality Assessment

CHAPTER 1 - INTRODUCTION

A. Introduction

____ Yes ____ No ____ N/A

Does the introduction set the stage for the entire study? (Oral: Organization; Written: Introduction)

____ Yes ____ No ____ N/A

Does the introduction create reader interest in the topic? (Oral: Originality, Significance/Authenticity; Written: Introduction)

____ Yes ____ No ____ N/A

Does the introduction establish the problem that leads to the study (see Problem Statement)? (Oral: Organization; Written: Introduction)

____ Yes ____ No ____ N/A

Does the introduction place the study within the larger context of the scholarly research? (Oral: Organization; Written: Introduction)

____ Yes ____ No ____ N/A

Does the introduction reach out to a specific audience? (Oral: Originality, Significance/Authenticity; Written: Introduction)

____ Yes ____ No ____ N/A

Does the introduction conclude with a statement of purpose? (Oral: Discussion & Summary)

B. Purpose of the Study

____ Yes ____ No ____ N/A

Is the purpose concise and to the point? (Oral: Organization, Discussion & Summary; Written: Introduction, Methods/Approach, Results/Outcome)

____ Yes ____ No ____ N/A

Does the purpose use such words as “purpose, intent, and objective” to call attention to this statement as a central controlling idea in a study? (Oral: Organization; Written: Introduction, Methods/Approach, Results/Outcomes)

____ Yes ____ No ____ N/A

Does the purpose clearly mention the central concept or idea being expressed? (Oral: Organization; Written: Introduction, Methods / Approach, Results/Outcomes)

____ Yes ____ No ____ N/A

Does the purpose provide a general definition of the central concept or idea? (Oral: Organization; Written: Introduction)

____ Yes ____ No ____ N/A

Does the purpose include words denoting the method of inquiry to be used in data collection, analysis, and the process of research? (Oral: Organization; Written: Introduction)

____ Yes ____ No ____ N/A

Does the purpose mention the unit of analysis or research site? (Oral: Organization; Written: Introduction)

C. Statement of the Problem

____ Yes ____ No ____ N/A

Does problem statement stimulate interest in your study? (Oral: Originality, Significance/Authenticity; Written: Introduction)

____ Yes ____ No ____ N/A

Does problem statement convey an issue to which a broad readership can relate? (Oral: Originality; Written: Introduction)

____ Yes ____ No ____ N/A

Does problem statement specify the problem leading to the study? (Oral: Originality; Written: Introduction)

____ Yes ____ No ____ N/A

Does problem statement indicate why the problem is important by giving a historical/theoretical background? (Oral: Organization; Written: Introduction)

____ Yes ____ No ____ N/A

Does problem statement avoid using idiomatic expressions or trite phrases? (Oral: Organization; Written: Writing Quality)

D. Significance of the Study

____ Yes ____ No ____ N/A

Does the significance of the study set the stage for the entire study? (Oral: Significance/Authenticity; Written: Introduction)

____ Yes ____ No ____ N/A

Does the significance of the study create reader interest in the topic? (Oral: Significance/Authenticity; Written: Introduction)

____ Yes ____ No ____ N/A

Does the significance of the study establish the same problem that leads to the study and was identified in the Purpose of the Study (Oral: Significance/Authenticity; Written: Introduction)

____ Yes ____ No ____ N/A

Does the significance of the study place the study within the larger context of the scholarly research? (Oral: Significance/Authenticity; Written: Introduction)

____ Yes ____ No ____ N/A

Does the significance of the study reach out to a specific audience? (Oral: Significance/Authenticity; Written: Introduction)

E. Definition of Terms

____ Yes ____ No ____ N/A

Are all terms that individuals outside the field of study may not understand defined? (Oral: Organization; Written: Introduction)

____ Yes ____ No ____ N/A

Are all terms defined when they first appear? (Oral: Organization; Written: Introduction)

____ Yes ____ No ____ N/A

Are all terms that need defining included in this section? (Oral: Organization; Written: Introduction)

CHAPTER 2 –LITERATURE REVIEW

F. Literature Review

____ Yes ____ No ____ N/A

Is the literature review organized around and related directly to the thesis or research question developed in the Introduction? (Oral: Organization; Written: Review of Literature)

____ Yes ____ No ____ N/A

Does the literature review contain ample research studies to highlight ways in which the problem has been or might be studied? (Written: Review of Literature. Methodology)

____ Yes ____ No ____ N/A

Does the literature review synthesize results into a summary of what is and is not known? (Written: Review of Literature, Discussion and Summary)

____ Yes ____ No ____ N/A

Does the literature review identify areas of controversy in the literature? (Written: Review of Literature)

____ Yes ____ No ____ N/A

Does the literature review formulate questions that need further research? (Written: Review of Literature, Discussion and Summary)

____ Yes ____ No ____ N/A

Does the literature review place each work in the context of its contribution to the understanding of the subject under review? (Written: Review of Literature)

____ Yes ____ No ____ N/A

Does the literature review describe the relationship of each work to the others under consideration? (Written: Review of Literature)

____ Yes ____ No ____ N/A

Does the literature review identify areas of prior scholarship to prevent duplication of effort? (Written: Review of Literature)

____ Yes ____ No ____ N/A

Does the literature review point the way forward for further research? (Written: Review of Literature)

____ Yes ____ No ____ N/A

Does the literature review place one's original work (in the case of theses or dissertations) in the context of existing literature? (Written: Review of Literature)

____ Yes ____ No ____ N/A

Is the literature review organized into categories or themes? (Written: Review of Literature)

____ Yes ____ No ____ N/A

Does the literature review have its own introduction, body, and concluding sections? (Written: Review of Literature, Writing Quality)

CHAPTER 3 - METHODOLOGY

G. Purpose of the Study

____ Yes ____ No ____ N/A

Does the Methodology include a description of the purpose of the study that is consistent with the purpose as outlined in Chapter 1?

H. Research Design

____ Yes ____ No ____ N/A

Does the methodology identify the specific type of research design selected (e.g., case studies, grounded theory, quasi-experimental design, etc.)? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology section include a discussion of the type of methodology used (e.g., quantitative or qualitative)? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology explain the purpose of the method using citations? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology explain why that method was selected? (Oral: Organization; Written: Methods/Approach)

I. Research Questions

____ Yes ____ No ____ N/A

Is (are) the research question (questions) clearly stated? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Is (are) the research question (questions) specific in its (their) focus? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does (do) the research question (questions) match with the intended methodology? (Oral: Organization; Written: Methods/Approach)

J. Participants/Sample

____ Yes ____ No ____ N/A

Does the methodology describe the population of the study? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology identify and explain the sampling design using citations? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology explain why that sampling design was selected? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Is the sampling design appropriate to the methodology selected? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Is the sample described in enough detail to understand who is included in this study but in a manner that still maintains confidentiality? (Oral: Organization; Written: Methods/Approach)

K. Data Collection/Procedures

____ Yes ____ No ____ N/A

Does the methodology detail the steps of how, when, and who will collect and analyze the data? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology describe how data will be triangulated, if applicable? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology describe, in detail, how confidentiality of subjects will be maintained throughout every aspect of the study? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology describe how findings will be validated or audited, if applicable? (Oral: Organization; Written: Methods/Approach, Discussion & Summary)

L. Instrumentation

____ Yes ____ No ____ N/A

Does the methodology describe the instruments or data extraction and manner in which the data will be collected using citations? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology describe how the instruments or variable selected were selected and/or designed using citations? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Does the methodology explain, using data, how valid and reliable the instruments are (if applicable)? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A

Are the instruments contained in the appendix? (Oral: Organization; Written: Methods/Approach)

M. Pilot Test

____ Yes ____ No ____ N/A

Does the methodology explain how the instruments were piloted/tested (if applicable)? (Oral: Organization; Written: Methods/Approach)

N. Data Analysis

____ Yes ____ No ____ N/A

Does the methodology identify and describe how data will be analyzed using citations? (Oral: Organization; Written: Methods/Approach)

O. Limitations

____ Yes ____ No ____ N/A

Are all the potential weaknesses of the study described? (Oral: Organization; Written: Methodology)

____ Yes ____ No ____ N/A

Are the limitations appropriate to the methodology? (Oral: Organization; Written: Methodology)

CHAPTER 4 – RESULTS/OUTCOMES

P. Results and Outcomes

____ Yes ____ No ____ N/A

Does the Results and Outcomes section begin with a review of the methodology? (Oral: Discussion and Summary; Written: Results and Outcomes)

Q. Summary of the Findings

____ Yes ____ No ____ N/A

Does the Results and Outcomes report key findings of the study? (Oral: Discussion and Summary; Written: Results and Outcomes)

____ Yes ____ No ____ N/A

Are key findings supported by references to the data? (Oral: Discussion and Summary; Written: Results and Outcomes)

____ Yes ____ No ____ N/A

Do key findings address the research questions or hypothesis? (Oral: Organization, Discussion and Summary; Written: Methodology, Results and Outcomes)

____ Yes ____ No ____ N/A

Are key findings reported in an organized manner (such as by research question or hypotheses)? (Oral: Organization; Written: Results and Outcomes)

____ Yes ____ No ____ N/A

If found, are key findings that contradict each other reported? (Oral: Organization; Written: Results and Outcomes)

CHAPTER 5 – SUMMARY/ CONCLUSIONS/DISCUSSION

R. Summary of Findings

____ Yes ____ No ____ N/A

Does this section begin with a summary of the primary interpretation of the findings and the conclusion? (Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

S. Conclusions

____ Yes ____ No ____ N/A

Is literature used to contradict or affirm the interpretation of findings and conclusion? (Oral: Discussion /Summary /Conclusions; Written: Discussion/Summary/Conclusions)

____ Yes ____ No ____ N/A

Is the conclusion affirmed by the findings? (Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

____ Yes ____ No ____ N/A

Are conclusions presented in an organized manner (such as by research question or hypotheses)? (Oral: Discussion / Summary/ Conclusions, Delivery; Written; Discussion/ Summary/Conclusions)

T. Discussion

____ Yes ____ No ____ N/A

Does the discussion proceed in an organized manner (such as by research question or hypotheses)? (Oral: Discussion / Summary/ Conclusions, Delivery; Written; Discussion/ Summary/Conclusions)

____ Yes ____ No ____ N/A

Is the theory or hypothesis that was tested affirmed or denied? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

____ Yes ____ No ____ N/A

Do the findings and their interpretation support the conclusion regarding the theory or hypothesis? (Oral: Discussion/ Summary/ Conclusions; Written: Discussion / Summary/Conclusions)

____ Yes ____ No ____ N/A

Do you address what your data do not tell you about your research questions? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

U. Recommendations

____ Yes ____ No ____ N/A

Are the recommendations based on the findings? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

V. Implications for Practice

____ Yes ____ No ____ N/A

What are the key recommendations for practice? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

W. Implications for Future Research

____ Yes ____ No ____ N/A

What are the key recommendations for future research on this topic? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

X. Abstract

____ Yes ____ No ____ N/A

Does the Abstract contain the purpose of the study? (Written: Writing Quality)

____ Yes ____ No ____ N/A

Does the Abstract contain the study population? (Written: Writing Quality)

____ Yes ____ No ____ N/A

Does the Abstract summarize the methodology? (Written: Writing Quality)

____ Yes ____ No ____ N/A

Does the Abstract summarize the primary finding? (Written: Writing Quality)

____ Yes ____ No ____ N/A

Does the Abstract summarize the significance of the study? (Written: Writing Quality)

____ Yes ____ No ____ N/A

Is the Abstract less than 120 words (APA)? (Written: Writing Quality)

Adapted from Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications

DPELFS Written Dissertation Rubric

	1	2	3	4	5	Score
1 Introduction	Failed to convey project in context of literature. No rationale. Purpose was unfocused and unclear.	Vaguely conveyed project in context of literature. Weak rationale. Purpose was poorly focused and not sufficiently clear.	Project moderately conveyed in context of literature. Moderately clear rationale. Purpose was somewhat focused and clear.	Conveyed project within context of literature. Moderately-strong rationale. Purpose was clear and focused.	Clearly conveyed project within context of literature. Strong rationale. Purpose was clear and focused.	
2 Review of Literature	Failed to review literature relevant to the study. No synthesis, critique or rationale. Lacks description of research samples, methodologies, & findings.	Inadequate review of literature relevant to the study. Poorly organized. Weak rationale for choice of theoretical perspectives/ empirical studies. Insufficient description of research samples, methodologies, & findings.	Comprehensive review of literature relevant to the study. Moderately well organized. Some mention of the relatedness of scholarship. Moderately clear rationale for choice of theoretical perspectives/ empirical studies. Somewhat focused description of research samples, methodologies, & findings.	Review of the literature is fairly well organized, acknowledging the relatedness of the research and scholarship. The rationale for including/excluding various theoretical perspectives/empirical studies are apparent. Includes description of research samples and methodologies.	Comprehensive review of literature relevant to the study. Well organized, with nuanced critique regarding the relatedness of the research and scholarship reviewed. Includes specific criteria for inclusion/ exclusion of various theoretical perspectives/ empirical studies. Clearly describes research samples, methodologies, & findings.	
3 Methods / Approach	Little or no description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Inadequate description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Moderate or excessive description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Most detail included/slightly excessive detail in description of (if applicable): subjects, design/ approach, methods/procedures, and statistical analyses.	Appropriate detail in description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	
4 Results / Outcomes	Absence of pertinent results. Table/figures are absent or inappropriate, not labeled, and no legend.	Few pertinent results. Table/figures are inappropriate or incomplete, poorly labeled, and inadequate legend.	Some pertinent results not reported; results presented in clear and concise manner. Table/figures generally labeled appropriately and included legend.	Most pertinent results reported and in fairly clear and concise manner. Table/figures labeled appropriately and included legend.	All pertinent results reported and in clear and concise manner. Table/figures are labeled appropriately and included legend.	
5 Discussion/ Summary/ Conclusions	Little or no discussion of project findings/outcomes. Displayed poor grasp of understanding. Conclusion/summary not supported by findings/outcomes.	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.	Discussion is too brief/excessive, needs to be more concise of major findings/outcomes. Several inaccuracies and omissions. Conclusions/summary generally based on findings/outcomes.	Discussion sufficient and with few errors, though not particularly engaging or thought-provoking. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, but included no recommendations.	Brief and concise discussion of major findings/outcomes. Was superior, accurate, engaging, and thought-provoking. Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	
6 Writing Quality	The dissertation lacks clarity and precision. Sentences are poorly constructed and confusing. Word choice, grammar, punctuation, and spelling reflects poor grasp of basic writing conventions. Narrative absent. Incorrect use of 5th edition APA.	The dissertation is unclear throughout. Frequent errors in word choice, grammar, punctuation, and spelling. The narrative discussion lacks focus and coherence. Frequent errors in use of 5th edition APA conventions.	The dissertation is moderately clear. Several errors in word choice, grammar, punctuation, and spelling. The narrative lacks focus. Uneven application of 5th edition APA conventions.	The dissertation is written with clarity and precision. Writing is understandable. Word choice, grammar, punctuation, and spelling are adequate. The narrative is logical and coherent. Mostly correct use of 5th edition APA.	The dissertation is written with great clarity and precision. Each sentence is understandable. Word choice, grammar, punctuation, and spelling are excellent. The narrative is logical and coherent. Correct use of 5th edition APA.	

Comment:

Students Name: _____ Reviewer's Name _____ Date: _____

DPELFS Oral Dissertation Rubric

	1	2	3	4	5	Score
1 Organization	Lacked sequence in presentation or missing information. Presented too little/much material for allotted time.	Poor sequence or illogical presentation of information. Some relevant information not presented. Presentation not well timed.	Some information presented out of sequence. Had some pacing and timing problems.	Information presented nearly complete and relevant and presented in logical sequence. Pace and timing appropriate.	Information presented was complete and in logical order. Easy to follow. Very well-timed and well-paced.	
2 Originality	Problem/purpose lacked creativity or not new. Duplication of previous work. Design/approach inappropriate and/or ignored previous well-established work in area.	Problem/purpose limited in originality and creativity. Design/approach only marginally appropriate or innovative.	Problem/purpose moderately original or creative. Design/approach moderately appropriate or innovative.	Problem/purpose fairly original or creative. Design/approach appropriate or innovative.	Problem/purpose very creative or original with new and innovative ideas. Explored original topic and discovered new outcomes. Design/approach introduced new or expanded on established ideas.	
3 Significance/ Authenticity	Project has no significance/authenticity to field and will make no contribution.	Project has little relevance or significance/authenticity to field and will make little contribution.	Project only moderate relevance or significance/authenticity to field and will make a nominal contribution.	Project has fair relevance or significance/authenticity to field and will make good contribution.	Project extremely relevant or has significant importance/authenticity to field and will make an important contribution.	
4 Discussion/ Summary/ Conclusions	Little or no discussion of project findings/outcomes. Displayed poor grasp of material. Conclusion/summary not supported by findings/outcomes.	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.	Few inaccuracies and omissions. Conclusions/summary generally supported by findings/outcomes.	Discussion sufficient and with few errors. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, included no recommendations.	Discussion was superior, accurate, engaging, and thought-provoking. Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	
5 Delivery	Presenter unsettled, uninterested, and unenthused. Presentation was read. Inappropriate voice mannerisms, body language, and poor communication skills. Poor quality of slides/presentation materials; did not enhance presentation/performance.	Presenter unenthused, monotonous and relied extensively on notes. Voice mannerisms, body language, and communication skills sometimes inappropriate. Poor quality of slides/presentation material; poor enhancement of presentation/performance.	Displayed interest and enthusiasm. Read small parts of material. Occasionally struggled to find words. Generally appropriate voice mannerisms, body language, and communication skills. Moderate quality of slides/presentation materials.	Relied little on notes. Displayed interest and enthusiasm. Good voice mannerisms, body language, and communication skills. Good quality of slides/presentation materials; enhanced presentation/performance.	Relied little on notes. Expressed ideas fluently in own words. Genuinely interested and enthusiastic. Exceptional voice mannerisms, body language, and communication skills. Exceptional slides/presentation quality materials; greatly enhanced presentation/performance.	

Comments :

Student's Name: _____

Reviewer's Name: _____

Date: _____

**Appendix F
Graduate Survey**

Exit Questionnaire for DPELFS Graduate

• **Name:** _____ **Date:** _____

- 1. As a result of receiving your Ed.D. from DPELFS, please rate the current competency level of your knowledge, skills, and abilities related to the areas listed below:**

	Very High	High	Low	Very Low	N/A
Access current literature, using available technology, relative to educational leadership					
Write literature reviews for problems related to school administration and reform, social and cultural contexts of schools, primary language and customs related to academic development, and issues related to school effectiveness					
Use a variety of research methodologies in investigating issues related to school effectiveness					
Ability to demonstrate understanding of how theory informs practice with respect to school effectiveness and in the academic development of children					
Provide leadership in educational reform with respect to instructional practices and policies, teacher education, curriculum, school-community relations and home and school learning environments					

	Very High	High	Low	Very Low	N/A
Awareness of educational issues, competing interests, and the ultimate effects of policy decisions					
Undertaking educational program evaluations and assessments in educational settings					
Provide educational leadership through policy development, team building, conducting research, devising solutions, and taking appropriate actions to implement proposed solutions					
Understanding of educational issues and problems, and relating such within the framework of the four major areas of study (organization and leadership; evaluation and assessment; sociocultural aspects of education; and curriculum)					
Ability and commitment to regularly reflect on my learning and practice					
Understand and analyze the implications of intrapersonal, interpersonal, and contextual issues in educational settings.					
Reflect on ethical considerations when making decisions.					
Recognize and consider the value of cultural, linguistic, cognitive, and physiological diversity when working with diverse populations.					
Work collaboratively with colleagues, parents, and other individuals in the educational community.					
Engage in continuous professional growth and life-long learning.					

Please circle the choice that reflects your feelings related to the following statements.

2. The DPELFS Program significantly improved my ability to provide leadership in educational reform:

a) with respect to instructional practices and policies:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
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b) with respect to teacher education:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

c) with respect to curriculum:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

d) with respect to home and school learning environments:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

3. Please indicate the degree to which the DPELFS staff members were attentive to your individual needs as a doctoral student.

Highly Attentive	Attentive	No Opinion	Not Very Attentive	Not Attentive at all
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Comments:

4. Please indicate the degree to which the DPELFS Director was attentive to your individual needs as a doctoral student.

Highly Attentive	Attentive	No Opinion	Not Very Attentive	Not Attentive at all
------------------	-----------	------------	--------------------	----------------------

Comments:

5. Has earning a doctorate affected your career?

Greatly affected	Somewhat affected	No Opinion	Not affected much	Not affected at all
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Comments:

6. Please describe any examples of the following educational leadership activities in which you have participated:

A) Policy Development

B) Team Building

C) Conducting Research

D) Devising and Implementing Solutions

7. When you began the doctoral program, what was your job title?

8. What is your current job title?

9. Are there program improvements DPELFS should make? ___Yes ___No

If yes, please explain:

Thank you!

(Please return your completed survey to DPELFS in the enclosed envelope)

Appendix G

Questionnaire for Employer of DPELFS Graduate

• Name of Graduate: _____

Date: _____

1. Please rate the abilities of the above named DPELFS graduate to demonstrate competency in the areas listed below:

	Very High	High	Low	Very Low	N/A
Access current literature, using available technology, relative to educational leadership					
Write literature reviews for problems related to school administration and reform, social and cultural contexts of schools, primary language and customs as they relate to academic development, and issues related to school effectiveness					
Use a variety of research methodologies in investigating issues related to school effectiveness					
Ability to demonstrate understanding of how theory informs practice with respect to school effectiveness and in the academic development of children					
Provide leadership in educational reform with respect to instructional practices and policies, teacher education, curriculum, school-community relations and home and school learning environments					
Awareness of educational issues, competing interests, and the ultimate effects of policy decisions					
Undertaking educational program evaluations and assessments in educational settings					
Provide educational leadership through policy					

development, team building, conducting research, devising solutions, and taking appropriate actions to implement proposed solutions					
Understanding of educational issues and problems, and relating such within the framework of the four major areas of study (organization and leadership; evaluation and assessment; sociocultural aspects of education; and curriculum)					

Ability and commitment to regularly reflect on my learning and practice					
Understand and analyze the implications of intrapersonal, interpersonal, and contextual issues in educational settings.					
Reflect on ethical considerations when making decisions.					
Recognize and consider the value of cultural, linguistic, cognitive, and physiological diversity when working with diverse populations.					
Work collaboratively with colleagues, parents, and other individuals in the educational community.					
Engage in continuous professional growth and life-long learning.					

2. Please rate the graduate on the following areas, by circling the appropriate response:

A) Understanding of how theory informs practice with respect to school effectiveness:

Excellent	Good	Fair	Poor	Not Applicable
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- *B) Understanding of how theory informs practice with respect to the academic development of children:*

Excellent	Good	Fair	Poor	Not Applicable
-----------	------	------	------	----------------

3. The DPELFS graduate employed here knows how to provide leadership in educational reform:

a) with respect to instructional practices and policies:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
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b) with respect to teacher education:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

c) with respect to curriculum:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

d) with respect to home and school learning environments:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
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4. What changes in job performance can you attribute to his/her having earned a doctorate?

5. How has his/her doctoral education affected your organization?

6. Is the above named DPELFS graduate able to assess student needs? (Please describe)

7. Please describe any examples of the following educational leadership activities in which the DPELFS graduate participates:

A) Policy Development

B) Team Building

C) Conducting Research

D) Devising and Implementing Solutions

Thank you!

(Please return to DPELFS In the enclosed envelope.)

Appendix G: Faculty Position Announcement 2008/2009



California State University, Fresno

Kreman School of Education and Human Development

Department of Education Research and Administration

Vacancy # 08TED019
<http://education.csufresno.edu/>

POST-SECONDARY AND COMMUNITY COLLEGE EDUCATION

TWO POSITIONS: ASSISTANT/ASSOCIATE PROFESSOR (TENURE TRACK/TENURED)

General Information:

California State University, Fresno is one of 23 campuses in the California State University System. The University's mission is to offer high quality educational opportunities to qualified students at the bachelor's and master's levels, and in certain applied disciplines at the doctoral level. The current enrollment is approximately 20,000 students with diverse and culturally rich backgrounds. The University serves the San Joaquin Valley while maintaining deep involvement with the state, nation, and world. California State University, Fresno promotes student learning and community engagement through faculty scholarship and service learning opportunities in collaboration with community organizations, education, industry, business and government. The University is one of only 76 U.S. colleges and universities selected by The Carnegie Foundation for the Advancement of Teaching for its new Community Engagement Classification.

Metropolitan Fresno, with a multi-ethnic population of over 600,000, is located in the heart of the San Joaquin Valley on the western edge of the Sierra Nevada Mountain Range. The campus is within easy driving distance of San Francisco, Los Angeles, Yosemite, Kings Canyon and Sequoia National Parks, the Monterey Peninsula, Lake Tahoe, beaches, sailing, lakes, and numerous ski resorts. Fresno boasts one of the most reasonable housing markets in California and offers a wide array of locally grown fruits and produce.

- Available for the Academic Year: 2008/2009.
- Fresno State is one of only 76 U.S. colleges and universities designated to the new Community Engagement Classification by The Carnegie Foundation for the Advancement of Teaching and Fresno State has also been selected to participate in the prestigious Carnegie Foundation study on doctoral programs.
- Faculty members gain a clear path to tenure through the University's Probationary Plan Process.
- Salary placement depends upon academic preparation and professional experience. In some circumstances, exceptional faculty at higher ranks may be considered.
- Instructional Level: Graduate/Masters and Doctoral

Commitment to Equal Employment Opportunity and Diversity: California State University, Fresno is an Affirmative Action/Equal Employment Opportunity Employer. All qualified applicants receive equal treatment and consideration in the selection process. We welcome applications from members of diverse populations and those who are interested in or experienced with community engagement.

Specific Position Characteristics: The successful candidate's professional focus will be post-secondary educational leadership, community college administration, organizational theory, change theory, program evaluation, research in education, action research methods or other curricular areas relative to post-secondary educational leadership. The successful candidate is expected to have been and will continue to be engaged in scholarly activities in education administration that will qualify her/him to teach at both the masters and doctoral levels. The successful candidate will be expected to work well within an engaged department and college. There is a wonderful opportunity for the successful candidate to be fully engaged with the post-secondary and community college communities through the Central Valley Educational Leadership Institute (CVELI) that is affiliated with the department. Many initiatives are currently underway, and there are many exciting possibilities for expanding collaborative work through CVELI. The department faculty have developed outstanding relationships with the local community colleges, and additional consultation contracts for working with these constituencies is possible. The successful candidate will have the opportunity to further their scholarly practice through the Center for Research, Evaluation, Assessment and Dissemination (CREAD), where faculty perform collaborative research for publication and dissemination. The successful candidate will have opportunities for collaboration around practice and research through both CVELI and CREAD.

Qualifications - Academic Preparation: An earned doctorate (Ph.D. or Ed.D.) in higher education administration, community college administration or leadership, program evaluation, or some related area is required for appointment to the tenure track position. Evidence of solid grounding in both and practice worthy of appointment to a graduate faculty is expected.

Qualifications - Teaching or Other Professional Experience: Candidates are expected to demonstrate a commitment to and potential for teaching excellence and scholarly activity at the masters and doctoral levels. A minimum of two articles in refereed journals or other equivalent scholarship is expected for appointment to a doctoral teaching faculty. Additionally, the successful candidate must have the ability to work effectively with faculty, staff and students from diverse ethnic, cultural, and socioeconomic backgrounds. The successful candidate will be encouraged to develop web-enhanced and/or web-based instruction and to develop collaborative relationships with surrounding higher education/community colleges.

Application: Form is available online at www.csufresno.edu/aps/vacancy/sc1.pdf. Send completed application, curriculum vitae, and three current letters of reference (dated within the last 12 months) to:

Dr. Sharon Brown-Welty, Search Committee Chair
Department of Education, Research and Administration
California State University, Fresno
5005 N. Maple Avenue, M/S ED117
Fresno, CA 93740-8025
Phone: (559) 278-0294 Fax: (559) 278-0457 e-mail address: sharonb@csufresno.edu

Open Until Filled: To ensure the fullest consideration of their applications, applicants are encouraged to have all application materials on file by November 30, 2007.

The Immigration Reform and Control Act of 1986 requires the University to inform you that we can employ only U.S. citizens and aliens lawfully authorized to work in the U.S. Each new employee is required to present documentation verifying his/her identity and authorization to accept employment.

Appendix H: Faculty Position Announcement 2012-2013



California State University, Fresno

Kremen School of Education and Human Development

Department of Educational Research and Administration

Vacancy # 08TED019

<http://education.csufresno.edu/>

POST-SECONDARY AND COMMUNITY COLLEGE EDUCATION ONE POSITION: ASSISTANT PROFESSOR OR ABD (TENURE TRACK)

General Information:

California State University, Fresno is one of 23 campuses in the California State University System. The University's mission is to offer high quality educational opportunities to qualified students at the bachelor's and master's levels, and in certain applied disciplines at the doctoral level. The current enrollment is approximately 20,000 students with diverse and culturally rich backgrounds. The University serves the San Joaquin Valley while maintaining deep involvement with the state, nation, and world. California State University, Fresno promotes student learning and community engagement through faculty scholarship and service learning opportunities in collaboration with community organizations, education, industry, business and government. Fresno State is also an established Hispanic Serving Institution (HSI).

Metropolitan Fresno, with a multi-ethnic population of over 600,000, is located in the heart of the San Joaquin Valley on the western edge of the Sierra Nevada Mountain Range. The campus is within easy driving distance of San Francisco, Los Angeles, Yosemite, Kings Canyon and Sequoia National Parks, the Monterey Peninsula, Lake Tahoe, beaches, sailing, lakes, and numerous ski resorts. Fresno boasts one of the most reasonable housing markets in California and offers a wide array of locally grown fruits and produce.

- Available for the Academic Year: 2013/2014.
- Fresno State is one of only 76 U.S. colleges and universities designated to the new Community Engagement Classification by The Carnegie Foundation for the Advancement of Teaching and Fresno State has also been selected to participate in the prestigious Carnegie Foundation study on doctoral programs.
- Faculty members gain a clear path to tenure through the University's Probationary Plan Process.
- Instructional Level: Graduate/Masters and Doctoral

Commitment to Equal Employment Opportunity and Diversity: California State University, Fresno is an Affirmative Action/Equal Employment Opportunity Employer. All qualified applicants receive equal treatment and consideration in the selection process. We welcome applications from members of diverse populations and those who are interested in or have experience with engagement in diverse communities.

Specific Position Characteristics: The successful candidate's professional focus will be post-secondary educational leadership, community college administration, middle management leadership, organizational theory, change theory or other curricular areas relative to post-secondary educational leadership. The successful candidate is expected to have been and will continue to be engaged in scholarly activities in education administration that will qualify her/him to teach at both the masters and doctoral levels. The successful candidate will be expected to work well within an engaged department and college. There is ample opportunity for the successful candidate to be fully engaged through the Central Valley Educational Leadership Institute (CVELI) that is affiliated with the department. Many initiatives are currently underway, and there are many possibilities for expanding collaborative work through CVELI. The department faculty have developed outstanding relationships with the local community colleges, and additional consultation contracts for working with these constituencies is possible. The successful candidate will have the opportunity to further their scholarly practice through the Center for Research, Evaluation, Assessment and Dissemination (CREAD), where faculty perform collaborative research for publication and dissemination. The successful candidate will also have opportunities for collaboration around practice and research through both CVELI and CREAD.

Qualifications - Academic Preparation: An earned doctorate (Ph.D. or Ed.D.) or ABD in higher education administration, community college administration or leadership or some related area is required for appointment to the tenure track position. Candidates for the position should have a high level of competence and sufficient professional experience to teach higher education leadership and advise graduate students at the masters, and/or doctoral levels. Evidence of solid grounding in both scholarship and practice worthy of appointment to a graduate faculty is expected.

Qualifications - Teaching or Other Professional Experience: Candidates are expected to demonstrate a high level of competence and sufficient experience for teaching excellence and scholarly activity at the master's and doctoral levels. Candidates with previous publications may receive preference. Additionally, the successful candidate must have the ability to work effectively with faculty, staff and students from diverse racial/ethnic, cultural, rural/urban, and socioeconomic backgrounds. The successful candidate will be encouraged to develop web-enhanced and/or web-based instruction and to develop collaborative relationships with surrounding higher education/community colleges.

Application: Apply online at <http://jobs.csufresno.edu>; upload (1) curriculum vitae, (2) cover letter, (3) one page statement of research, and (4) names and contact information of three references other than those writing letters of recommendation. In addition, candidates invited to interview on campus will be required to submit (5) official transcripts, and (6) three letters of references mailed directly to:

Dr. Kenneth R. Magdaleno, Department Chair
Department of Education, Research and Administration
California State University, Fresno
5005 N. Maple Avenue, M/S ED117
Fresno, CA 93740-8025
Phone: (559) 278-0309 Fax: (559) 278-0457 e-mail address: kmagdaleno@csufresno.edu

Open Until Filled: To ensure the fullest consideration of their applications, applicants are encouraged to have all application materials on file by October 31, 2012.

The Immigration Reform and Control Act of 1986 requires the University to inform you that we can employ only U.S. citizens and aliens lawfully authorized to work in the U.S. Each new employee is required to present documentation verifying his/her identity and authorization to accept employment.



California State University, Fresno

Kremen School of Education and Human Development Department of Educational Research and Administration

Vacancy # 07TED048

<http://education.csufresno.edu>

EDUCATIONAL RESEARCH AND STATISTICS Assistant Professor (Tenure Track) / Conversion (ABD)

General Information:

California State University, Fresno is one of the 23 campuses of the California State University System. The University's mission is to offer high quality educational opportunities to qualified students at the bachelor's and master's levels, as well as in joint doctoral programs. The current enrollment is approximately 20,000 students with diverse and culturally rich backgrounds. The University serves the San Joaquin Valley while interacting with the state, nation, and world. California State University, Fresno continues to promote students' active learning through collaboration in faculty scholarship and service learning opportunities with community organizations, education, industry, business and government.

Metropolitan Fresno, with a multi-ethnic population of over 600,000, is located in the heart of the San Joaquin Valley on the western edge of the Sierra Nevada Mountain Range. The campus is within easy driving distance of San Francisco, Los Angeles, Yosemite, Kings Canyon and Sequoia National Parks, the Monterey Peninsula, Lake Tahoe, beaches, sailing, lakes, and numerous ski resorts. Fresno boasts one of the most reasonable housing markets in California and offers a wide array of locally grown fruits and produce.

- Available for the Academic Year: 2013 – 2014 or as soon as possible
- Instructional Level: Graduate

Specific Position Characteristics: The successful candidate is expected to teach courses in research methods (quantitative and qualitative) in teacher preparation, counseling, educational leadership, and both the masters and doctoral levels. Courses to be taught may include statistics, measurement and evaluation, research in education, and action research methods. Specific assignments are dependent upon department/program needs. The successful candidate is expected to engage in scholarly activities, specifically in regard to emerging trends and ideas in the field of education, particularly in the areas mentioned. Workload is 15 Weighted Teaching Units (WTUs) per semester, generally comprised of 12 WTUs of instruction and 3 WTUs of non-instructional responsibilities. In the first year, the College typically reduces the teaching load by 3 or more WTUs per semester to allow new faculty extra start-up time for teaching, scholarly work, research, and other professional development efforts. As faculty members progress through their careers, university statistics show that the average instructional load is closer to 9 WTUs per semester, as opposed to the formal expectation of 12, usually through assigned time funded by external grants. The successful candidate will be called upon to teach in a distance education mode and will be encouraged to develop web-enhanced and/or web-based instruction. Outcomes assessment and service learning are important components of the university curriculum. The successful candidate will be expected to work cooperatively with faculty and staff in the department and college and to publish in refereed journals.

Qualifications: Academic Preparation: An earned doctorate (Ph.D. or Ed.D.) or ABD in research methodology in education, statistics, measurement, program evaluation, educational psychology, educational administration or leadership, or related area. Appropriate course work to teach introductory statistics and research methodology courses that include quantitative and qualitative research techniques is required for appointment to the tenure track position. Secondary areas of expertise that include English language learners, curriculum, educational administration, program evaluation, and/or technology are highly desirable. Candidates nearing completion of the doctorate (ABD) may be considered for a lectureship (temporary position) with the possibility of conversion to tenure track upon completion of the doctorate.

Teaching or Other Professional Experience: Evidence of solid grounding in both scholarship and practice is expected. Paramount in the successful candidate is proven ability to work in groups, teams and collaborative decision-making. Candidates are expected to demonstrate a commitment to and potential for teaching excellence and scholarly activity at the university level. Preference will be given to candidates with teaching and/or administrative experience. The successful candidate must have the ability to work effectively with faculty, staff and students from diverse ethnic, cultural, and socioeconomic backgrounds.

Application: Form is available online at www.csufresno.edu/aps/vacancy/sc1.pdf. Send completed application, curriculum vitae, and three current letters of reference (dated within the last 12 months) to:

Dr. Kenneth Magdaleno, Department Chair
Department of Educational Research & Administration
California State University, Fresno
5005 N. Maple Avenue M/S – ED 303
Fresno, CA 93740-8025

Phone: (559) 278-0309
Fax: (559) 278-0370
E-mail address: kmagdaleno@csufresno.edu

Open Until Filled: To ensure the fullest consideration of their applications, applicants are encouraged to have all application materials on file by November 1, 2012.

The California State University is committed to providing equal opportunities to men and women CSU students in all campus programs, including intercollegiate athletics. California State University, Fresno is an Affirmative Action/Equal Employment Opportunity Employer and all qualified applicants receive equal consideration in the selection process. We particularly encourage applications from members of traditionally underrepresented groups protected under Title VII of the Civil Rights Act, Vietnam era veterans, and persons with physical disabilities.

The Immigration Reform and Control Act of 1986 requires the University to inform you that we can employ only U.S. citizens and aliens lawfully authorized to work in the U.S. Each new employee is required to present documentation verifying his/her identity and right to accept employment.

Appendix I: Report of CPED External Evaluators



**CPED-FIPSE RESEARCH SITE VISIT
RESPONSE REPORT FOR CSU-FRESNO
PREPARED BY LORI MUELLER AND RAY BUSS**

Introduction

Over the course of two days in April 2012, Lori Mueller and Ray Buss met with a substantial number of faculty members, students, administrators, and staff members involved with the doctoral program at CSU—Fresno. These participants provided details about the history of the program, including its roots as a joint doctoral program with UC—Davis, its transition to a stand-alone program, the influence of CPED after the program's inception in its current form, and the recent development of a new sister program at CSU—Bakersfield.

Strengths

Overall, the program is extraordinarily effective. Dr. Sharon Brown-Welty is an able leader who collaborates extremely well with faculty and staff members and students. All participants spoke highly of all aspects of the program. Embedded fieldwork, the signature pedagogy of the program, was mentioned repeatedly as an intentional component of the program that is valued by students and faculty members alike. Exceptional connections to the community and work with school districts and local agencies are central to the program. The program develops strong cohorts and conducts an annual assessment of students' strengths and weaknesses. Various participants identified all six of the CPED working principles as being components of the program in one form or another. Participants spoke of strong collaboration at and among all levels, i.e., students, faculty members, staff members, and administration. Finally, communication, which is exemplified in the town hall meetings, is a strength of the program.

Challenges

With respect to challenges, several were noted in the interviews. Faculty members are still finding their places in the program when serving as chairs and in overall program roles. Meeting the needs of a diverse group of educators that includes PK-12 and higher educators also offers some challenges. The intensity of the program, including three-week summer classes, presents challenges to students. It will be interesting to determine

whether the model that has been so successful at CSU—Fresno can be implemented as seamlessly at CSU—Bakersfield. Specifically, learning about the influence location may have on implementation of the program will be critical because the unique needs of the Central Valley were mentioned frequently with respect to the CSU-Fresno program.

Conclusion & Recommendations

Taken together, the evidence suggests the program is (a) extraordinarily effective, (b) highly innovative, (c) constantly changing to meet the needs of its students and community, and (d) exceptionally well run. We recommend that the CSU—Fresno program continue to participate in CPED and share lessons that have been learned by serving as a mentor to one or more of the new CPED institutions.

Appendix J: Program Data

Summary Data Form

Program: Doctoral Program in Educational Leadership at Fresno State

Year Founded: 2007

Director: Dr. Sharon Brown-Welty; Associate Director: Dr. James Marshall

Date Form Completed: August 10, 2012

Calendar Plan: ☒ Semester ☐ Quarter ☐ Trimester ☐ Other

Approved Degree-Granting Levels: ☐ Associate ☒ Bachelors ☒ Masters ☐ Research Doctorate ☒ Professional Doctorate and other

Sponsorship and Control:

☐ Independent

☐ University of California

☐ Independent, with affiliation

☐ University of Hawaii

☐ Religiously affiliated

☒ Public

☒ California State University

☐ Proprietary

FOR GRADUATE PROGRAMS:

Table J1 - Enrollment in program by Ethnicity and Gender. (As of Spring, 2012)

Enrollment by Category	Total FTE of Students	Total Students	Non-Resident Alien	Black, Non-Hispanic	American Indian or Alaska Native	Asian/Pacific Islander	Hispanic/Latino	White/ Non-Hispanic	Ethnicity Unknown	Total Males	Total Females
Professional Doctorate	87.58	81	0	10	1	0	25	40	2	33	48
Total	87.58	81	0	10	11	0	25	40	2	33	48

Table J2 - Data for Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender

Cohort/ Year	Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	American Indian or Alaska Native %	Asian/ Pacific Islander %	Hispanic/ Latino %	White/ Non-Hispanic %	Ethnicity Unknown %	Males %	Females %
Cohort 1 2010	91% (20 out of 22)	0	20%	0	10%	20%	50%	0	50%	50%
Cohort 2 2011	96% (24 out of 25)	0	0	4%	4%	29%	59%	4%	21%	79%
Cohort 3 2012	75% (17 out of 24)	0	0	0	0	12%	82%	6%	18%	82%
3-Year Averages	86% (61 out of 71)	0	7%	2%	5%	21%	62%	3%	30%	70%

Current Faculty:

Full-time faculty headcount: 36 % Non-Caucasian 15 % Male 61 % Female 39%

Part-time faculty headcount: 12 % Non-Caucasian 17 % Male 58 % Female 42%

Finances:

A. Annual Tuition Rate \$5,250 per semester (and summer)

B. Total Annual Operating Budget (2011-2012) \$1,781,035

C. Percentage from tuition and fees 100%

D. Operating Deficit(s) for past 3 years	FY 2009	FY 2010	FY 2011
	\$ 0	\$ 0	\$ 0

E. Current Accumulated Deficit	\$ 0
F. Endowment	\$ 0

Governing Board	A. Size:	16 Fresno; 8 Bakersfield	B. Meetings a year:	1 – 2 each
Off-Campus Locations:	A. Number:	1	B. Total Enrollment:	64 Fresno (Including new cohort)
				38 Bakersfield
				102 Total

Distance Education Programs: (50% or more of the program/degree requirements are offered via any technology-mediated delivery system):

A. Number:	NA	B. Total Enrollment:	NA
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Appendix K: Student Body Characteristics

Table K1 - Headcount Enrollment by Level (Fall Term) (All students are considered full time)

	Program Headcount N (%)
Year 1	23
Year 2	25
Year 3	25
Year 4	21
Year 5	35 (Includes Bakersfield)

Table K2 – Headcount Enrollment by Status and Location (Fall Term)

	Total Headcount Enrollment N	Full-time N (%)	On-Campus Location N (%)	Off-Campus Location N (%)
Year 1	23	23	0	
Year 2	25	25	0	
Year 3	25	25	0	
Year 4	21	21	0	
Year 5	35	16	19	60%

Appendix L: Faculty and Staff

Table L1 – Faculty by Employment Status

	Total Faculty Headcount N	Core Faculty N (%)	Affiliated Faculty N (%)	Adjunct Faculty N (%)
2011-2012	50	21 (42%)	18 (36%)	11 (24%)

Table L2 – Faculty Capacity and Educational Effectiveness

There are currently 37 tenured/tenure-track faculty and 13 instructors involved in the governance and teaching of the program. **Attachment 1** includes a listing of all faculty members who participate in the DPELFS program. These faculty members have been active in teaching courses, serving on governance committees and serving on student examination committees. Individual vita for each of these faculty members is included in Appendix D.

Program Staff:

The program has the following staff:

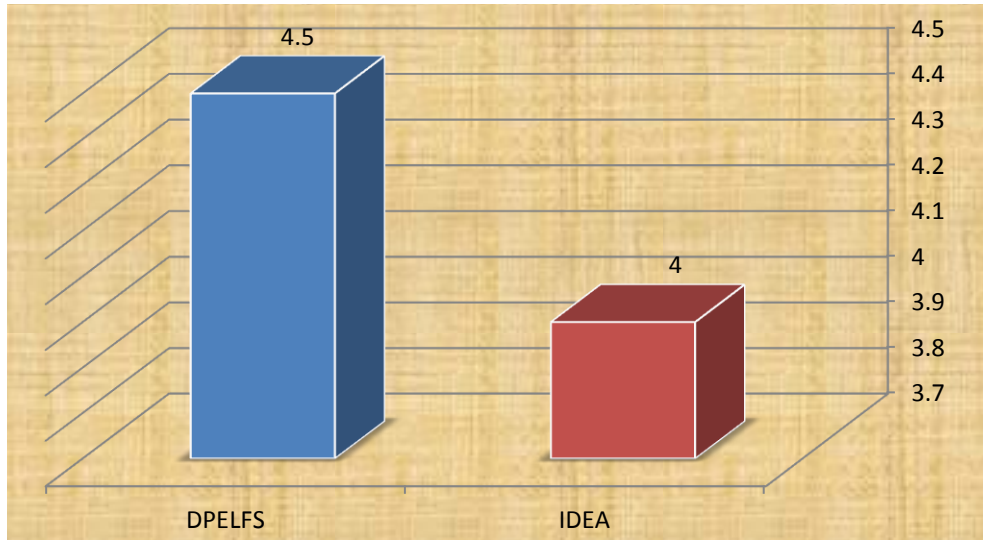
1 Director	(Normally full-time – this year the Director is also serving as the Graduate Dean on an interim basis)
1 Associate Director	Approximately 25% time
2 Student Coord.	1 full-time for Fresno and 1 full-time for Bakersfield
1 Research Coord.	25% all year – released to work with student’s on their dissertation designs and analysis
1 Coord. of CRP	50% all year – to work in the Center for Research and Publications to assist students in publishing their research – will begin with the faculty member returns from her Fulbright assignment
1 Office Manager	Oversees the office operations and application process
2 Co-Directors CVELI	50% all year for each - to run the Central Valley Educational Leadership Institute
1 CVELI HE Coord.	50% all year – to work with the HE community on Leadership Issues
3 Student Assist.	Part-time undergraduate students to assist with office operations
9 Grad. Assist.	Up to 20 hours per week to work on assessment activities, faculty research and other graduate-level projects (1 Grad. Assist. Works in the Lab to assist students with APA and dissertation data analysis and 1 Grad. Assist. Currently works at the Bakersfield location)

Faculty Course Evaluation Comparative Data – IDEA:

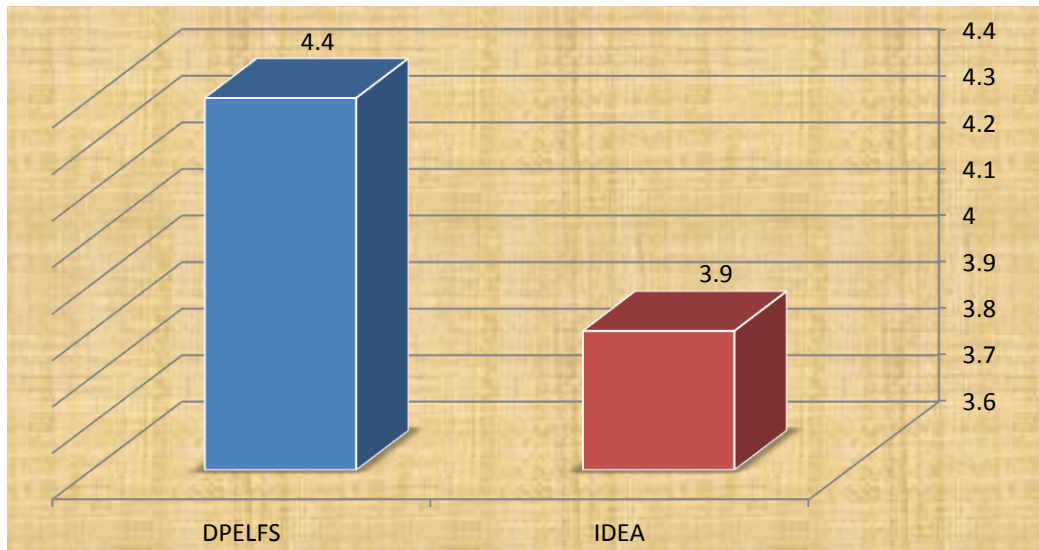
The university uses the IDEA Faculty Evaluation System and each department is provided. The following are graphic representations of how our faculty compared in constructs related to program mission and goals. The DPELFS faculty outperformed other similar faculty courses for every construct.

Student Ratings of Progress on Objectives Chosen by the Faculty as Important or Essential: A Comparison of Fresno State Faculty to National IDEA Faculty (Using Adjusted Averages)

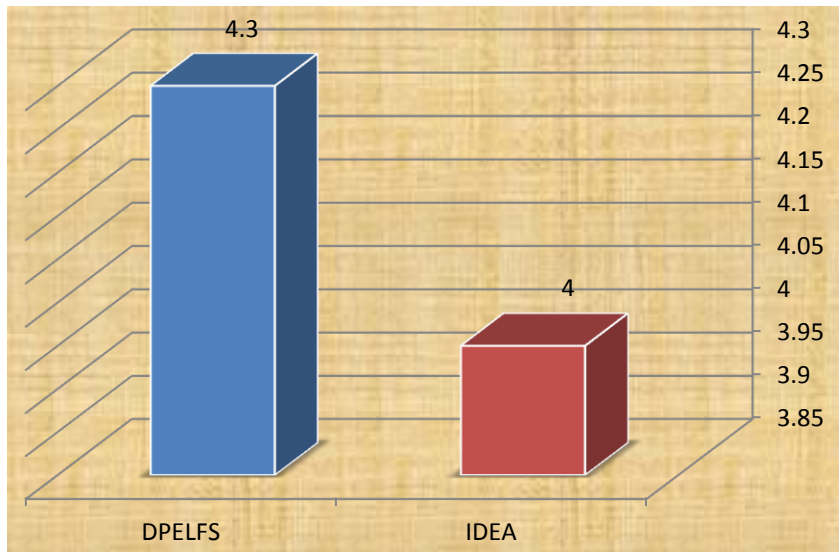
1. Gaining factual knowledge (terminology, classifications, methods, trends).



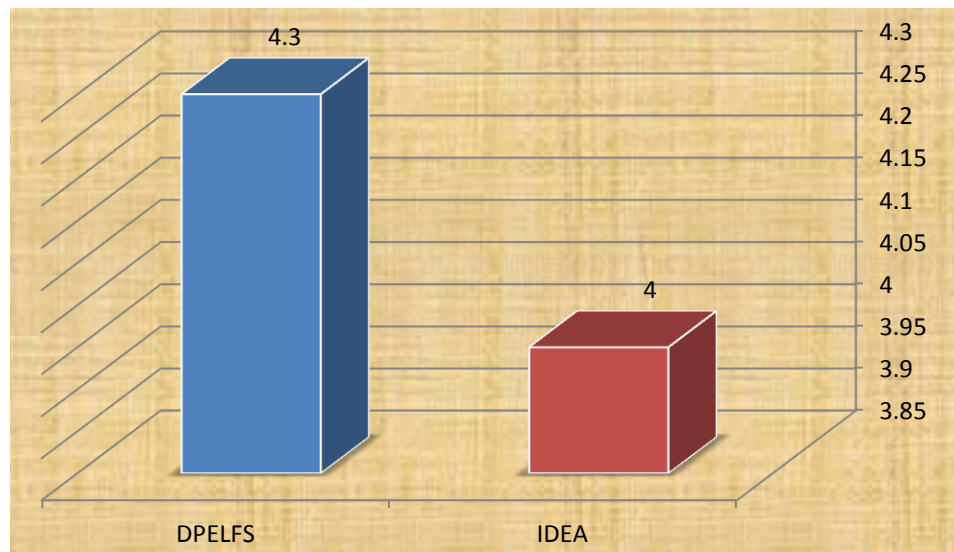
2. Learning fundamental principles, generalizations or theories.



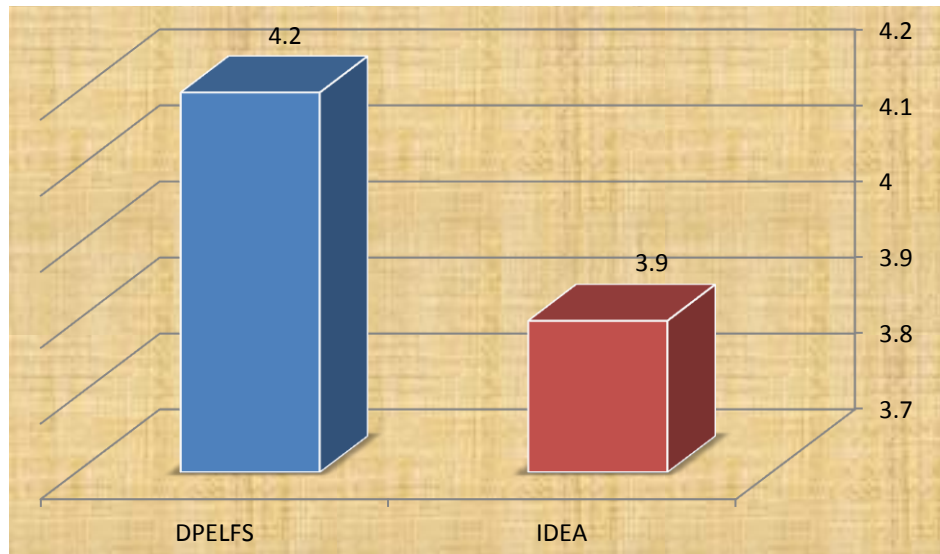
3. Learning to apply course material (to improve thinking, problem solving, and decisions).



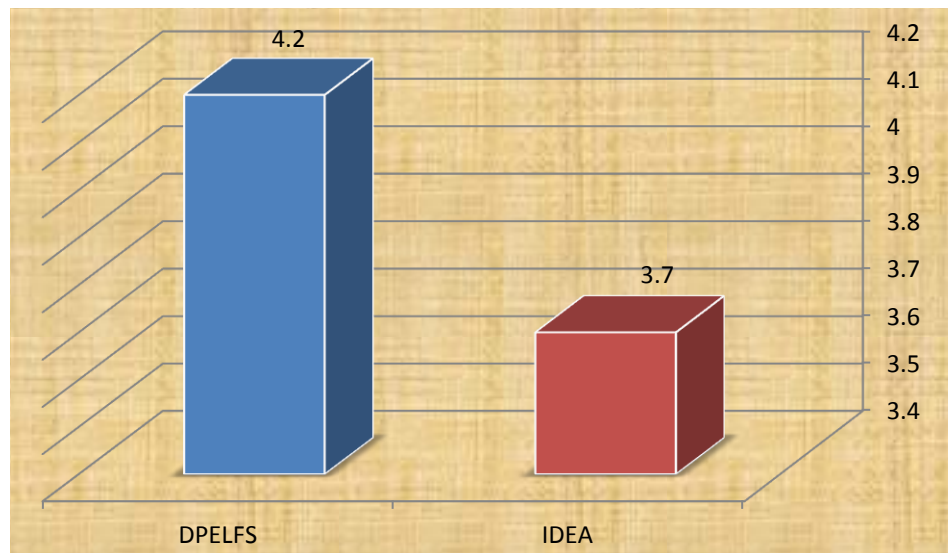
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.



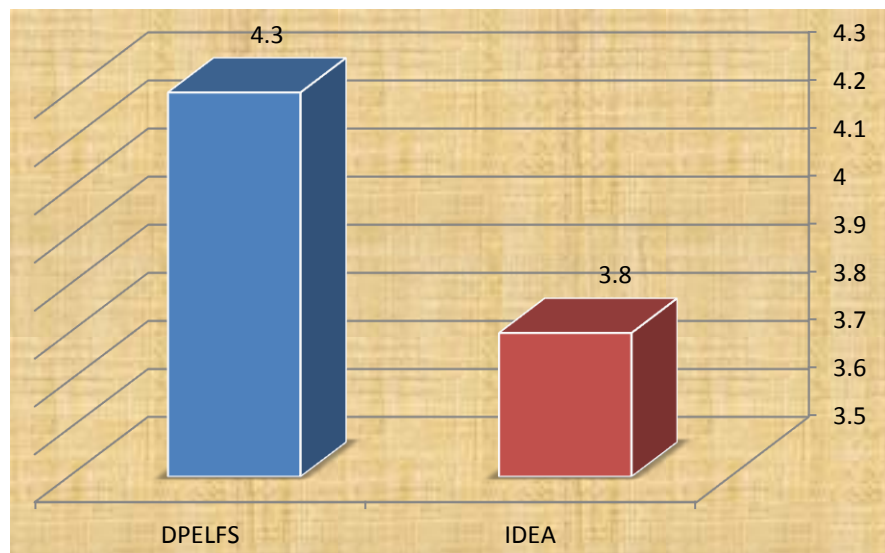
5. Acquiring skills in working with others as a member of a team.



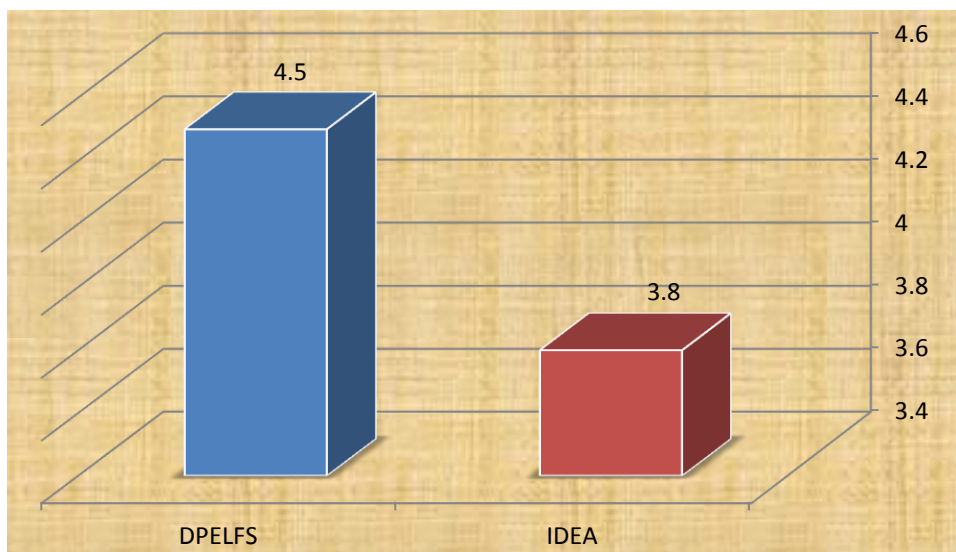
6. Learning how to find and use resources for answering questions or solving problems.



7. Learning to analyze and critically evaluate ideas, arguments, and points of view.



8. Acquiring an interest in learning more by asking my own questions and seeking answers.



Appendix M: Information Resources

DPELFS has contributed to Information Resources each budget year since the inception of the program. The following are the funding amounts transferred to the Library for each of the past 3 years.

2009 – 2010	\$50,000
2010 – 2011	\$85,000
2011- 2012	\$190,000 (\$65,000 was to support the Graduate Center being established in the Library)