

# Statewide Cooperative Ed.D. Program E-NEWSLETTER

Department of  
Educational Leadership  
& Policy Analysis

University of Missouri-  
Columbia

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## INSIDE

Student Awards  
& Recognitions

Faculty Awards  
& Recognitions

Adjunct Faculty  
Spotlight

Faculty Spotlight

Calendar of Events

2003 and 2005 Cockrell  
Dissertation  
Award Winners

Alumni Spotlight

Welcome Cohort 6

Ed.D. Program Invited  
Into Carnegie Project on  
the Education Doctorate

Site Focus

This Spring 07 newsletter recaps a very exciting year for the Statewide Cooperative Ed.D. Program. The highlight of the year was our Third Annual Banquet, which was also our 10<sup>th</sup> year Anniversary. It was special to welcome 180+ faculty, alumni, and students to the event. We were also fortunate to hear from Dr. Lee Bolman, University of Missouri-Kansas City's Marion Bloch Missouri Chair in Leadership at the Bloch School of Business and Public Administration.



I am glad we did not say good-bye to many of our dedicated faculty this year. All will be with us this coming year except for Jerry Waddle of SEMO who will be sorely missed. Jerry has been with the program since 2000 when he became assistant professor at SEMO after 31 years of service to K-12 education. Jerry served as coordinator of the program for SEMO and a Coordinating Committee member. We wish him well in his retirement and hope that he attends future banquets to celebrate the program.

At the April 20<sup>th</sup> banquet we awarded our third Dan H. Cockrell Dissertation Award. A plaque and a \$200 check were presented to Dr. Sherry DeVore (Cohort 4), the 2006 recipient. Her dissertation title is: *A Multi-Case Study of the Ethical Decision-Making Practices of Superintendents*. Sherry is the Assistant Superintendent of Branson Public Schools. Her dissertation chair was Dr. Barbara Martin. Two other finalists were recognized: Dr. Susan Craig (Cohort 4), Director of Project STAY in Joplin and Dr. Stacy McNeill (Cohort 4), assistant professor of Speech/Communication at College of the Ozarks. Dr. Cindy MacGregor chaired both dissertations. I would also like to thank our diligent 2007 team of Coordinating Committee members Joyce Pivaler and Doris Ridder who joined me in reading abstracts and dissertations from this year. Our ability to provide the award winner a modest check was made possible, first and foremost, by Dan and Karen Cockrell's generosity and the generous donations from many of you. Fundraising efforts will continue in order to create one or more need-based scholarships; we have become aware of students who would have benefited from such a scholarship. We will send out information about this new opportunity for you to "give-back" to this outstanding program in the coming months.

None of these events would be possible without the imaginative and thoughtful planning of Assistant Director Joe Donaldson, Carol Maher, and the hardworking team of graduate students, Beth Tankersley-Bankhead, Seunghye Han, and Xiang Long, and our stellar staff, Jeannine Hall, Crystal Foster, Betty Kissane and Brenda Cook. I would like to thank them all for their splendid efforts in maintaining this highly stimulating program. Not only did they organize all the activities necessary for the selection of our new Cohort 6 members, they also managed to stage a fulfilling professional development day and a very successful banquet and orientation for Cohort 6.

*Margaret Grogan*, Director, Statewide Cooperative Ed.D. Program

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# From the Editor

Just like the Fall 2006 issue, this April 2007 Ed.D. electronic newsletter is 'choked full' of helpful information and ongoing accomplishments of the program's students, graduates, and faculty.

This issue recognizes the 10<sup>th</sup> Anniversary of the program which began with Cohort 1 course work in 1997. The program has a rich history and assuredly, a bright future. We are currently welcoming Cohort 6 into the program and as of December, 2006, 143 students have graduated from the program.

Dr. Margaret Grogan, Chair of the MU ELPA Department and Director of the Statewide Cooperative Ed.D. Program, authored this newsletter's welcome. Her overview is a great synthesis of the diverse features in this issue.

This issue continues the spotlight on adjunct faculty from each participating institution. In this issue you will learn more about Margaret Drew from Northwest Missouri State University, Margaret Dalton from Southeast Missouri State University, Cliff Mohn from the University of Central Missouri, and Beth Hurst from Missouri State University. The ongoing spotlight is one way to show our appreciation of the contribution of adjuncts to the program.

Our faculty spotlight shines on Dr. Jeni Hart of the University of Missouri-Columbia. Dr. Hart is on the ELPA faculty and her research interests include gender and diversity within organizations. Dr. Hart is also currently Co-PI for a \$500,000 National Science Foundation grant.

The alumni spotlight draws attention to Dr. Jesus (Sonny) Castro of the University of Central Missouri. Sonny was a member of Cohort 2 and graduated from the program in May 2003. Sonny has directed many students to the Ed.D. program and is an example a graduate who helps to market the program.

The site focus is on Missouri State University. MSU shares information about their students and faculty and unique features of their campus involvement in the Cooperative Ed.D. Program.

If you have comments or suggestions regarding the newsletter or want to suggest an article for future editions, please email me at [etyw9@mizzou.edu](mailto:etyw9@mizzou.edu), or call 573-882-9294.

Beth Tankersley-Bankhead  
Ed.D. Graduate Research Assistant  
University of Missouri-Columbia



**Photo Caption:**  
Cohort 3  
members  
present their policy  
project on  
A+ Schools.

## Student Awards & Recognitions

### Cherry Stuckey

Cohort 1

Northwest Missouri State University

Appointed Associate Dean for Continuous Improvement and Effectiveness at Tabor College in Hillsboro, KS, effective August 1, 2006.

### Eric Mansfield

Cohort 1

Missouri State University

Retired from public education March, 2004 and is currently a columnist for a local newspaper and recently authored a local interest book, with another book due for release in Fall 2007.

### Wendy Harrington

Cohort 4

University of Missouri-Columbia

Accepted position with the BRIDG Program (Business Research & Information Development Group) located in Columbia, Missouri.

### David Colt

Cohort 3

Northwest Missouri State University

Northwest Missouri State University Head Athletic Trainer  
David "DC" Colt will be inducted into the Mid-America Athletic Trainers Association Hall of Fame Friday, March 16 in Topeka, KS. The MAATA is the district-level organization of the National Athletic Trainers Association and includes the states of North Dakota, South Dakota, Nebraska, Iowa, Missouri, Kansas and Oklahoma.

Colt currently serves as president-elect of the Missouri Athletic Trainers Association. He was inducted into the MATA Sports Medicine Hall of Fame in 2001 and the Missouri Sports Hall of Fame in 2006. In 2004, he was named the National Athletic Trainers Association's Most Distinguished Athletic Trainer.

The University's head athletic trainer since 1981, Colt received his bachelor's degree from West Virginia University in 1977 and a master's in education from Northwest in 1978. He is currently pursuing a doctorate in education from the University of Missouri.

## Faculty Awards & Recognitions

### Recognitions

**Max Fridell & Cristi Alexander** attended Administrative Mentoring Program (AMP) training to be certified by the state of Missouri to mentor new elementary and secondary school principals.

**Frank Grispino** received the 2007 Alumni Association Distinguished Faculty Award.

**Beth Hurst** received the 2006 Missouri Council of the International Reading Association's Research in Reading Award.

**Odin Jurkowski** was elected 2006-2007 President of the UCM Faculty Senate.

**Phil Messner** received the Northwest Missouri State University Tower Service Award for Outstanding Faculty Service.

### Publications

**Curs, B.,** Singell, L. D., Jr., & Waddell, G. R.

The Pell Program at Thirty Years. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research*. New York: Springer.

Boren, S. A., De Leo, G., Chanetsa, F. F., **Donaldson, J.,** Krishna, S., & Balas, E. A. (2006). Evaluation of a diabetes education call center intervention. *Telemedicine and e-Health*, 12(4), 457-465.

**Donaldson, J., & Townsend, B.** (2007). Higher education journals' discourse about adult undergraduate students. *Journal of Higher Education*, (78)1, 27-50.

**Jurkowski, O.** (2006). The library as a support system for students. *Intervention in School and Clinic*, 42(2), 78-83 **AND** (2006). *Technology and the school library: A comprehensive guide for media specialists and other educators*. Lanham, MD: Scarecrow Press.

# Adjunct Faculty Spotlight

## Southeast Missouri State University



**Dr.  
Margaret  
Dalton**

**Number of Years at the Institution:** 11

**Classes You Teach:** Foundations of Educational Administration, Administrative Leadership, and Research into Administrative Practice

**Research Interests:** Web-Based Teaching, Leadership and the Superintendency, and Internship through the Portfolio Process

**Overall Involvements in/Contributions to the Ed.D. Program:** I have served on oral comprehensive committees, dissertations committees, and assisted with the screening process for Cohort 6 admissions.

**What is the most impressive thing about the Ed.D. Program?** The most impressive thing about the Ed.D. Program is the bringing together of unique talents and interests from all across the state. The wide variety of students and faculty give the program a diversity that provides a wealth of experience. Each student will bring something unique to the program.

**What advice would you give to students just entering the Ed.D. Program?** Students in the Ed.D. Program should build on each learning opportunity. Take each learning activity and apply your best effort. Do not be afraid to take leaps of faith and try new learning experiences. The Ed.D. Program is one of the safest and best learning experiences for students.

## University of Central Missouri



**Dr.  
Clifford  
Mohn**

Dr. Mohn has taught at UCM for six years and teaches Elementary and Secondary School Administration, School Supervision, School Personnel Administration, Instructional Leadership/School Improvement, and Internship in School Administration - Principalship. His **research interests include** School Improvement and Leadership Preparation Programs. Dr. Mohn has served on several doctoral committees.

**Dr. Mohn believes that** the convenience of this high quality program is the most impressive thing about the Ed.D. The cohort nature is a strength of the program. The diversity of the students in the program is also an important strength.

**Dr. Mohn advises Cohort 6 students** to establish a routine or schedule to do your course work as if it were part of your job. This is particularly helpful when working on your dissertation. Rather than to say you will get to it when you get time, schedule time on your calendar every week just like you would an appointment. Dr. Mohn suggests that students establish a small support group within the cohort. The support group keeps everyone “on target” and comes to the aid of individuals within the group when needed.

Dr. Mohn has enjoyed working with the students who are part of the program and enjoys seeing them grow personally and professionally during their time in the program.

# Adjunct Faculty Spotlight

## Missouri State University



**Dr.  
Beth  
Hurst**

**Number of Years at the Institution:** 12

**Dr. Hurst teaches** graduate courses in the Master's Reading Program including the research study courses and curriculum design in reading.

**Dr. Hurst's research interest is** Reading Instruction.

**Dr. Hurst has been very active in the Ed.D. program.** She has served on 20 dissertation committees and has served on several Doctoral Comprehensive Exam Committees.

**Dr. Hurst believes that the most impressive thing about the Ed.D. Program** is the quality of students, the evidence of students' deep levels of understanding of leadership at the end of the program, and the positive changes students perceive in themselves as leaders as a result of the program.

**Dr. Hurst advises students just entering the Ed.D. Program** to select a topic for your research that fascinates you.

Dr. Hurst extends kudos for a great program.

## Northwest Missouri State University



**Dr.  
Margaret  
Drew**

**Number of Years at the Institution:** 11

**Graduate courses taught by Dr. Drew** include Analysis and Correction of Reading Disabilities, Language Arts Methods, Practicum in the Diagnosis and Remediation of Reading Disabilities K-6 and 7-12. At the undergraduate level, Dr. Drew teaches Diagnosing and Correcting Reading Problems, Reading and Language Arts Methods, Reading and Language Arts Practicum, and Freshman Seminar. Literacy assessment, K-12 reading problems, problem-based learning for pre-service teachers, and continuing professional education for practicing teachers are her **research interests**.

**Dr. Drew has served on numerous** doctoral committees. She enjoys seeing candidates develop a research topic from the basic problem statement through the entire dissertation process to a final culminating presentation of some exciting outcomes and conclusions.

**What's impressive about the program** is its openness to student topic choice and research approach. The cohort model is supportive and very professional in organization and assistance.

**Dr. Drew advises new students** to enter with an open mind and expect to stretch your own view of research. Plan to work on your topic with greater depth than you may have worked previously and try to remain open to others' ideas, even when they are completely opposite of your own. Be sure to explain your commitment to this project to family members and ask for their support – you cannot complete the dissertation successfully without it!

# Faculty Highlight: Dr. Jeni Hart

Dr. Hart became aware of the Ed.D. Program during her first faculty position at Southeast Missouri State University. She did not work directly with the program but many of her SEMO colleagues did. After her move to the University of Missouri-Columbia, Ed.D. committee work, teaching, and other responsibilities provided a connection to former SEMO colleagues. Since joining the faculty at MU in 2003, Dr. Hart has served as an advisor, dissertation committee member, and instructor for the Ed.D. Program. She has taught twice with the Summer II Instructional Team, focusing on qualitative research and policy, and taught Content and Context of Learning for the MU cohort in Fall 2006.



One of the greatest assets to the Ed.D. experience is the opportunity to work so closely with scholars and students to share ideas and knowledge about the PK-20 leadership experience. The Ed.D. purposefully spans the educational spectrum and creates an opportunity for Missouri educational leaders to make education more seamless. In a time when access, accountability, and affordability are higher education touchstones, it is imperative that education leaders at all levels be trained to meet those demands. The Ed.D. structure, organization, and curriculum attempts to do just that.

Dr. Hart, a Midwest native, grew up in Omaha, Nebraska and graduated from Georgetown University with a degree in Foreign Service. Like many student affairs educators, undergraduate student leader experiences led Dr. Hart to a student affairs career. She worked in student activities, judicial programs, and residential life and her last practitioner position was as the Associate Dean of Students at Mount St. Mary's College (now University). Student affairs experience, in both public and private higher education, has provided her the opportunity to see the influence of different missions and leadership styles on organizational structures and on individual and organizational learning.

Dr. Hart completed her Ph.D. in 2002 from the University of Arizona in Tucson, was on faculty for one year at SEMO, and is completing her 4<sup>th</sup> year at MU. Her research centers on academic work and gender. She is interested in activism and organizational change, particularly as it enhances the campus climate related to issues of diversity. Her work is predominantly qualitative, as it best reflects her feminist scholarly identity by providing an outlet to give voice to underrepresented people in the academy.

Dr. Hart is active in the American College Personnel Association (ACPA), the Association for the Study of Higher Education (ASHE), and the American Educational Research Association (AERA). Her work in ACPA provides an outlet to stay connected to student affairs practitioner issues and ASHE and AERA provide wonderful opportunities to grow as a scholar and network with researchers in the field of higher education.

**Photo Caption:** Dr. Hart is pictured (below and in far left picture in a red sweater) advising a student.



# Ed.D. Program 2007 Calendar of Events

## May

- 4 Class work ends (MU)
- 11 Winter semester closes (MU)
- 11 Winter Graduate School Commencement
- 15 Cohort 5 students may begin uploading Portfolio documents  
Summer Instructional Team Meeting

## June

- 4 – 8 Summer Registration
- 11 Prospective SS'07 graduate list to Betty Kissane
- 11 Summer 2007 4-week and 8-week classes begin (MU)  
Summer Instructional Team Meeting  
Summer Ed.D. course work for Cohort 6 - off-site  
Cohort 6 Site Meetings  
End of course work evaluation report due

## July

- 6 Summer first 4-week classes end (MU)
- 9-11 Summer Ed.D. class on MU campus
- 16 Cohort 6 Summer Picnic
- 16-18 Summer Ed.D. class on MU campus
- 23-25 Summer Ed.D. class on MU campus
- 30 – Aug. 1 Summer Ed.D. class on MU campus

## August

- 1 Cohort 6 Summer Gala
- 20 Fall classes begin (MU)

## September

- 10 Year Evaluation Report due

## October

- Update alumni and student addresses

## July 2008

- 7-9 Summer Ed.D. classes
- 14-16 Summer Ed.D. classes
- 21-23 Summer Ed.D. classes
- 28-30 Summer Ed.D. classes

## UCM Has New Homepage Address

Effective January 2, 2007, the University of Central Missouri's homepage address is [www.ucmo.edu](http://www.ucmo.edu) and email suffixes are now @ucmo.edu and the university's toll-free line is 1-877-SAY-UCMO.

## Helpful Additions to Ed.D. Website

(<http://elpa.coe.missouri.edu>)

### Policy Notebook

A revised Policy Notebook is posted on the Ed.D. website. The notebook has a searchable Table of Contents and Appendix and has been reformatted to make it user-friendly.

### Faculty Listing and Research Interests

Students have indicated that it would be helpful to access a full listing of all Ed.D. program faculty and their research interests. This listing is now on the Ed.D. website and will aid students in identifying committee members and local resources.

### Publications, Presentations and Dissertations About the Ed.D. Program

A complete listing of professional presentations, published articles, and dissertations related to the Statewide Cooperative Ed.D. Program are listed on the website. Please help us keep the list up-to-date by notifying us of your publications and presentations on the Ed.D. Program.

### 2007 Ed.D. Fact Sheet Available

The 2007 Fact Sheet has been updated and re-designed and an electronic version is posted on the Ed.D. website.



**Photo Caption:**  
Cohort 6 members prepare for a tour of the MU campus on April 20, 2007.

# Dan Cockrell Ed.D.

## Dissertation Award Winners

The first dissertation awards were given at the 2006 Annual Banquet. Winning dissertation abstracts are featured here.

### 2003 Dissertation Award Winner

Like a hand in a glove: The cultural role of intercollegiate athletics in one small college

Schroeder, Peter J.

Colleges and universities are complex entities, and athletic departments are among the most difficult components to manage (Duderstadt, 2000). The relationship between athletics and academics is marked by a “myriad of contradictions” (Zimbalist, 1999, p. 5). Intercollegiate athletics can not only provide institutions with positive benefits but can also detract from schools’ educational missions. Hannah and Beyer (2000) believe this conflict is best understood as a consequence of the unique cultural role of intercollegiate athletics. Therefore, this study’s purpose was to qualitatively examine one small college athletic program using the organizational culture perspective. Data was collected through interviews with leaders, observations of cultural events, and document analysis. Theorizing, an analytical method developed by Goetz & LeCompte (1983), was used to analyze the data. Findings indicated that Pacific Christian’s intercollegiate athletic program reflected tensions created by a transformation in the college’s overall culture. The college’s culture had centered on its Christian mission, but environmental factors have forced the college to reorient its culture around the need to become academically elite. Athletics contributed to this transformation by marketing the school, enhancing the college’s image, improving fundraising, and facilitating community relations. However, the quest for an improved academic reputation also created tensions within the athletic department. The increasing selectivity of the college and financial concerns related to this shift threatened the athletic teams’ ability to remain successful and weakened its link to the college culture. Nevertheless, the study concluded that strong leadership from administrators and coaches was the key to keeping athletics culturally relevant. To integrate the two cultures, leaders used extensive communication and relied on subcultural hybrids. Leaders also embodied new cultural assumptions by paying attention to the athletic department, role modeling assumptions about athletics, designating specific personnel criteria. In addition, the integration and

embodiment mechanisms were both facilitated by the organizational design and structure of Pacific Christian. Practitioners can draw on these conclusions to better manage the relationship between athletics and academics at other institutions. Furthermore, the insight provided by the organizational culture perspective should continue to inform research on intercollegiate athletics.

### 2005 Dissertation Award Winner

The role of middle leaders in fostering organizational learning in a state cooperative extension service

Leuci, Mary S.

Researchers have pointed to the importance of organizational learning for higher education in order to deal with globalization, new technologies, the explosion of knowledge, the widening gap between the affluent and the poor, declining public revenues, and the call for engagement and civic participation. Through extensive interviews with top and mid-level leaders, faculty, and extension council members, this study explored the nature of organizational learning and the role of regional directors and program directors fostering organizational learning in one state’s cooperative extension service as part of a land grant university.

Organizational learning involved adapting as well as challenging and changing operations and learning across the organization versus up and down the organization. An important part of the knowledge base of the organization was the experiential knowledge of its members. Some of the most important learning cited was the use of the process of involving constituents and faculty in teams to learn together and develop solutions. Mid-level leaders were critical to organizational learning. They fostered a culture of care and created the real and virtual space for learning through nurturing relationships, building trust, communication, and engaging people in dialogue.

The results of this study suggest the importance of creating a vision for organizational learning. Supporting experiential learning and developing ways to tap the hidden knowledge of organization members will be essential to organizational success. Understanding how to nurture organizational learning and act as “knowledge activists” may be one of the most critical skills for leaders of the future.

# Centers Located at MU Service Missouri

The featured centers are located within MU's College of Education in the Department of Educational Leadership and Policy Analysis.

## **Middle Level Leadership Center**

### **MLLC Research Team Studies Middle Schools and Student Achievement**

Dr. Jerry Valentine, MU, three MLLC graduate assistants, an Ed.D. doctoral student, and a former Ph.D. graduate student are in the midst of data collection for a comprehensive study of middle schools across the state of Missouri. Using student achievement as measured by MAP scores in grades five through eight as the dependent variable, the first phase of the study began last year with data collection and analyses of relationships between school-wide "middle school" programs and practices and student achievement in 225 of the state's 334 middle schools.

This year, the MLLC researcher team continued their collection of middle school programs and practices data from the remaining 100-plus schools and added data about principal and teacher leadership, school culture and climate, teacher collective efficacy and commitment, and classroom assessment practices. Upon completion, the study will be the country's most comprehensive set of research data about middle schools when using student achievement as the dependent variable. The research team is hopeful that the findings will inform policy about middle schools both across the state of Missouri and the nation. In all states, including Missouri, policy makers are looking carefully at "middle schools" and questioning why achievement gains are not advancing at the same rate and level as in elementary schools. While those are appropriate questions to ask, some policy makers have been quick to assume that the problem lies in the philosophy and programs and practices of middle schools. Prior literature implies that the problem is with the rigor and integrity of implementation, not with the conceptual underpinnings of the middle school philosophy; schools with higher levels of implementation integrity have higher

levels of achievement. The MLLC data from last spring confirmed the importance of having a "middle school philosophy" and an instructional program grounded in effective, mature interdisciplinary teams. Schools with higher levels of effective implementation of those important variables had higher levels of achievement in both math and communication arts, including higher achievement when analyzing the data while controlling for the socio-economic status of the schools' communities. The addition of the data from this school year to the existing programs and practices data should yield additional insight about middle school effectiveness not previously documented in the middle school literature.

## **Center for Community College Research**

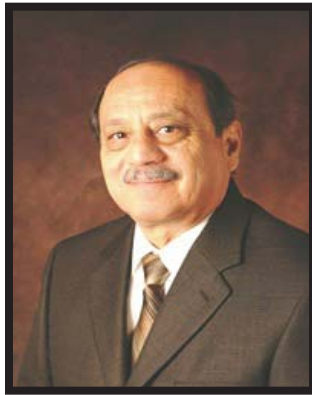
Established in Fall 2006, the Center for Community College Research has as its mission to encourage, conduct, and disseminate research about the community college. Of particular interest to the Center is (1) the impact of national, state, and institutional credit-transfer systems upon community college students, (2) the effects of government and institution policies on baccalaureate attainment through initial attendance at the community college, and (3) best practices facilitating community college students who wish to and do transfer to four-year colleges, particularly in the state of Missouri. Dr. Barbara Townsend is its Director and Dr. Terry Barnes, former president of Mineral Area College and assistant to the MU Provost for community college relations, is its Associate Director. For information about the Center's current project, go to <http://cccr.missouri.edu>

**Look in the Fall 07 issue for features on:**

**Hook Center**

**MLLC and Project ASSIST**

# Alumni Spotlight: Dr. Jesus (Sonny) Castro



**Cohort:** 2  
**B.S.:** English, University of Texas at El Paso  
**M.S.:** MAIS-Higher Education Emphasis, University of Texas at El Paso  
**Ed.D.:** University of Missouri-Columbia, May, 2003  
**Dissertation Title:** Effective Leadership Among Academic Deans: An Exploration of the Relationship Between Emotional Competence and Leadership Effectiveness

Dr. Castro was the Assistant Vice President for Student Affairs and Director of Student Life at University of Central Missouri when he began the Ed.D. program and is now the Associate Vice President for Student Affairs at UCM. Dr. Castro learned about the Ed.D. program through marketing materials and from Dr. Jim Machell, the UCM Ed.D. Program Coordinator at the time.

**What profound learning resulted from the program?**

Clearer understanding of the educational leadership dynamic; the importance of professional collaboration and networking; the importance of assessment in decision making.

**What is the most memorable thing about the Ed.D. Program?**

Frankly, graduation

**What was the most challenging about the Ed.D. Program?**

Meeting academic responsibilities in relation to the fulltime job

**What advice would you give to Cohort 6 members who will begin the program in Summer 2007?**

Think about the first summer as academic boot camp and resolve to survive it.

**What is distinct about the Ed.D. Program?**

The structure of the program – permitting one to continue a full-time job and pursue educational goals

**How do you utilize Ed.D. Program concepts and learning in everyday work life?**

I teach graduate courses on leadership and organizational theory, team development, and assessment and have used the doctoral program resources as the foundations for syllabi. I look at organizational dynamics through a number of lenses (Bolman and Deal; Morgan) to make sense of higher education as an organization.

**What is a skill you honed due to your completion of the Ed.D. Program?**

Data-driven decision-making

**Do you have advice for current Ed.D. students regarding the comp process?**

Organize your class materials on an on-going basis so that it is easier to review at the end of the course work stage. I found it helpful to review these materials right after the semester ended.

**Do you have advice regarding the dissertation?**

Completing the dissertation is a test of persistence. Develop a routine to work on it, and stick to the routine.

# Welcome Cohort 6 Members

## Missouri State University

|                 |                   |
|-----------------|-------------------|
| Rhonda Bishop   | Luke Boyer        |
| Caron Daugherty | Amy DeMelo        |
| Melissa Harp    | Daren Harris      |
| Stephanie Hein  | Robert Hornberger |
| Thomas Lane     | Allan Liggett     |
| Marta Loyd      | Jane Renner       |
| David Schmitz   | Jason Steingraber |
| Julie Thompson  | Renee White       |

## Northwest Missouri State University

|                |                 |
|----------------|-----------------|
| Tyrone Bates   | Meridith Berry  |
| Beverly Deis   | Martha DeVries  |
| Gregg Eddins   | Beth Gregory    |
| Mike Hardy     | Paul Honnold    |
| Nissa Ingraham | Robert Newhart  |
| Teresa Nook    | Eria Stephenson |
| Mark Stewart   | Jeanette Wolfe  |

## Southeast Missouri State University

|                  |                       |
|------------------|-----------------------|
| Kyle Dare        | Sharon Dees           |
| Craig Ernstmeyer | Takeshi Fujii         |
| Sara Garner      | Jane Kester-Koppenaar |
| Dixie McCollum   | Douglas McDermott     |
| Lori Mueller     | William Myers         |
| Darin Siefert    | Kendra Skinner        |
| David Wilson     |                       |

## University of Central Missouri

|                 |                   |
|-----------------|-------------------|
| Mishelle Banas  | Wendy Brock       |
| Jill Brown      | Phillip Byrne     |
| Jean Carton     | Susan Dockery     |
| Andrew Gebara   | Nikki Gebarra     |
| Karen Goos      | Nick Goos         |
| Cindy Jorgenson | Catherine Miller  |
| Thomas Mitchell | James Moore       |
| Jason Morton    | Michala Patterson |
| Mark Pottorff   | Daria Zerr        |

## University of Missouri-Columbia

|                    |                  |
|--------------------|------------------|
| Tim Baker          | Colleen Brown    |
| Gregory Caine      | Monica Gillespie |
| Darlene Grant      | Marshall Green   |
| Edna Grover-Bisker | Gretchen Guitard |
| Michael Jeffers    | Andrew Kohl      |
| Terry Lorenz       | Timothy Majerus  |
| Janice Morris      | Dee Peneston     |
| Jean Selby         | Tina Sheppard    |
| Kristi Smalley     | Sherrie Wisdom   |



# Ed.D. Program Invited Into Carnegie Project on the Education Doctorate

## Institutions Enlisted to Reclaim Education Doctorate

**Press Release Issued by Carnegie Foundation.** *Stanford, CA, March 2007*—The education doctorate, attempting to serve dual purposes—to prepare researchers and to prepare practitioners—is not serving either purpose well. To address what they have termed the “crippling” problem, The Carnegie Foundation for the Advancement of Teaching and the Council of Academic Deans from Research Education Institutions (CADREI) have launched the Carnegie Project on the Education Doctorate (CPED), a three-year effort to reclaim the education doctorate and to transform it into the degree of choice for the next generation of school and college leaders.

The project will be coordinated by Dr. David Imig, professor of practice at the University of Maryland and a former Carnegie Foundation visiting scholar. Imig spent more than 25 years leading the American Association of Colleges for Teacher Education (AACTE), retiring as its president in 2005. Working closely with colleagues from the Carnegie Foundation, Imig will direct the work of this project.

“Today, the Ed.D. is perceived as ‘Ph.D.-lite,’” said Carnegie President Lee S. Shulman. “More important than the public relations problem, however, is the real risk that schools of education are becoming impotent in carrying out their primary missions to prepare leading practitioners as well as leading scholars. We must move forward on two fronts: rethinking and reclaiming the research doctorate (the Ph.D.) and developing a distinct professional practice doctorate (the P.P.D.), whether we continue to call it an Ed.D. or decide to give it another name.”

At the invitation of the two organizations, education schools at 21 institutions (including MU and the Statewide Cooperative Ed.D. Program) so far have committed to working together to redesign and transform doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation’s schools and colleges and the organizations that support them. The areas of professional practice that most interest participating institutions thus far are K-12 school and educational leadership, community college and higher education leadership, and teacher education from pre-service through professional development.

“During the course of the coming three years, we intend to have participating institutions plan and develop models that highlight the preparation of professional practitioners,” Imig said. “Our goal is to share these models with other education schools in the network and in the larger community of schools of education.

The education schools will work to strengthen every facet of their current doctoral programs—from candidate selection to the “capstone” experiences for advanced candidates, from the assessment procedures used in the program to the curriculum that is offered. It is expected that each participating institution will develop “professional practice laboratories” as the settings in which candidates will collaborate to address the challenges of educational practice, and a new generation of assessments for monitoring the progress of candidates and to permit reasonable peer comparisons among programs. Participants will be guided by recent work of the Carnegie Foundation that has focused on pursuit of excellence in doctoral education and in a variety of forms of professional preparation.

At their institutions’ expense, teams that include faculty members, administrators and graduate students will attend meetings throughout the year in order to create a network that will stimulate individual work and provide space for sharing and critique. Most recently, the teams met in New York in conjunction with the annual meeting of the American Association of Colleges of Teacher Education.

The following institutions are currently engaged with Carnegie and CADREI in the CPED and other institutions are likely to join the effort during the coming months:

University of Connecticut  
Duquesne University  
University of Florida  
University of Houston  
University of Kansas  
University of Kentucky  
University of Louisville  
University of Maryland  
University of Missouri-Columbia  
University of Nebraska-Lincoln  
Northern Illinois University  
University of Oklahoma  
Pennsylvania State University  
Rutgers University  
University of Southern California  
Vanderbilt University  
University of South Florida  
University of Vermont  
Virginia Commonwealth University  
Virginia Polytechnic Institute & State University  
Washington State University

*Founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, The Carnegie Foundation for the Advancement of Teaching is an independent policy and research center with the primary mission "to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education." The improvement of teaching and learning is central to all of the Foundation's work. The Foundation is located in Stanford, Calif.*

*The Council of Academic Deans from Research Education Institutions (CADREI) considers questions relating to the promotion of the preparation of education personnel in all its phases in the Universities and Land-Grant Colleges of the several states of the Union and the discussion of such questions and formulation of such plans, policies and programs as may tend to make the member institutes of the Council more effective in their work.*

**Grogan, M., & Donaldson, J.** Co-PI, Carnegie Foundation Initiative on the Professional Practice Doctorate in Education (notification January 2007).

## 10th Anniversary of Statewide Cooperative Ed.D. Program

The year 2007 marks the 10<sup>th</sup> Anniversary of the Statewide Cooperative Ed.D. Program.

This column takes a quick look back at program outcomes and accomplishments and also inspires a future filled with enthusiasm and pride.

- As of December, 2006, 143 students have graduated from the program
- As of December, 2006, 221 students are actively enrolled in the program
- In March, 2007, 81 members were admitted to Cohort 6
- Alumni and active students hail from 133 different Missouri communities
- The program has been delivered at 17 sites in Missouri
- Cohort size has ranged from 62 to 108, with 79 being the average size
- 94% of students who began the program have continued
- 97% of Cohorts 1-4 students rated the program as exceptional, of high quality, and rigorous and would recommend the program to others
- 90% of Cohorts 1-4 students cite innovative and flexible structure as being critical to their decision to enroll
- 90% of Cohorts 1-4 students cite the mix of students as enriching to the program



# Site Focus: Missouri State University

The Statewide Cooperative Ed.D. Program at Missouri State University has enjoyed a busy and productive ten years. From the first cohort of 21 students until the most recent group of 16, the number of doctoral students involved has been consistently high. In addition, the completion of dissertations has also been a hallmark of the program with 100% of the students from the first two cohorts having successfully defended their dissertations.

Three faculty members have served as Site Coordinator for the program at Missouri State University. Dr. George Petersen was the first faculty member to serve in the role of coordinator, followed by Dr. Barbara Martin. In 2006, Dr. Cindy MacGregor assumed the role of Site Coordinator when Dr. Martin went to the University of Central Missouri. The success of the program can be attributed, in large part, to the diligent efforts of Drs. Petersen and Martin who laid a solid foundation for the program. Dr. Robert Watson serves the important role of faithful friend and comrade to Dr. MacGregor in the Missouri State program and assumed teaching duties in the program following Dr. Martin's departure.

Drs. MacGregor and Watson have been facilitating a variety of teaching approaches during the current academic year. The two classes meet in various formats and configurations to stimulate lively dialogue. Sometimes all students from both classes meet face-to-face, including students who drive from West Plains and Joplin. At other times the Springfield students interact with their fellow cohort members via interactive television links to the remote campus sites. Class activities have included role play, structured debate, and conceptual mapping.



**Photo Caption:**

Missouri State University utilizes interactive television to provide flexibility in class scheduling for some of the class sessions. Pictured, L to R: Brad Owings, Justin Herrell, Rachel Baker, Jim Cummins, and Janell Bagwell.



**Photo Caption:**

Dedicated faculty at Missouri State University provide countless hours of service on dissertation committees. Pictured L to R, front: Cindy MacGregor and Gerald Moseman; L to R back: Bob Watson and David Goodwin.

# More Faculty Awards & Recognitions

## Publications Continued

Arnold, A., **Martin, B.**, Jinks, M., & **Bigby, L.**, (2007) Is there a relationship between honor codes and academic dishonesty? *Journal of College & Character* 8(2) 1-19.

**Blackburn, H. C., Martin, B., & Hutchinson, S.** (2006). The role of gender and how it relates to conflict management style and school culture. *Journal of Women in Educational Leadership* 4(4) 43-53.

**Condren, T., & Martin, B.** (2006, Summer). What does emotional intelligence and gender have to do with leadership effectiveness.... Or does it? *Advancing Women in Leadership On-line Journal*, 21.  
[www.advancingwomen.com/awl/summer2006/CondrenMartinHutchinson](http://www.advancingwomen.com/awl/summer2006/CondrenMartinHutchinson)

**Robins, J.** (2006). What works for me: Electronic portfolios as a bridge. *Intervention in School and Clinic*, 46(3), 198-209.

**Townsend, B., & Dougherty, K.** (Eds.). (2006). *Community college mission in the 21<sup>st</sup> century*. New Directions for Community Colleges No. 136. San Francisco: Jossey-Bass. Townsend co-authored "Community College Missions: A Theoretical and Historical Perspective" and "The Transfer Mission: Tried and True but Troubled?"

**Townsend, B.** (2006). Community college organizational climate for minorities and women. *Community College Journal of Research and Practice*, 30(10), 813-826.

**Wasonga, T., & Messner, P.** (2006). External assets and the development of resiliency among urban American high school students. *Eastern Education Journal*, 35(1), 45-49.

**NOTE: Bolded names indicate Ed.D. faculty or alumni.**

The program enjoys the support of very dedicated faculty members within the department and across the campus. Dr. Beth Hurst is an amazing editor and carefully checks for APA perfection. Dr. Diana Garland and Dr. Tammy Condren, graduates of the program, are also valuable assets on dissertation committees. Drs. Holloway, Moseman, and Agnew are faithful colleagues within the Educational Administration Department and serve on many dissertation committees. Sometimes our emeritus professors, including Drs. Don Keck and Lonnie Barker, pitch in to help with dissertations. Our newest addition to dissertation committee work, Dr. Chuck Barke´, also serves as acting department head for the Educational Administration Department.

There is an exciting future ahead for the Statewide Cooperative Ed.D. Program offered through the University of Missouri-Columbia at Missouri State University. Sixteen students are about to finish their two years of coursework, entering the comprehensive and dissertation phase of the program, with sixteen more students accepted into the next cohort. Previous graduates have experienced promotions and additional leadership opportunities as a result of the program. Many have presented their research at conferences, such as the American Educational Research Association, and have been published in various journals. The program, via its students, is making an important difference in educational leadership.



**Photo Caption:** MSU students Janell Bagwell, Janelle Andrus, and Karyn Christy during a class discussion.

# More Faculty Awards & Recognitions

## Presentations

**Alexander, C., & Messner, P.** (2007, February) presented to Liberty Public Schools faculty during a professional development conference. Messner's presentations were titled, "Trust: The Key to Team Building" and "Teacher Made Test Reliability and Validity." Alexander presented "Current Legal Issues Teachers Should Know."

**Anderson, J., Martin, B., & Jinks, M.** (2006). *Servant leadership: A case study of an emerging leadership theory that enhances organizational culture leading to the removal of social injustice.* Presented at UCEA Annual Conference, San Antonio, TX.

**Anderson, J., Martin, B., & Jinks, M.** (2007) *Servant leadership: A case study of the phenomenon in a K-12 school setting.* Presented at AERA Annual Conference, Chicago, IL.

**Antrim, P., Jurkowski, O., Robbins, J., & Svarvari, P.** (2006, April). *It's not magic: How to improve MAP reading skills.* Presented at annual Missouri Association of School Librarians (MASL) meeting, Osage Beach, MO.

**Curs, B.** (2007, March). *What can financial aid buy? The effects of financial aid packages on the enrollment decisions of applicants to a large public university.* Presented at American Educational Finance Association Conference, Baltimore, MD.

**DeVore, S., Martin, B., & Jinks, M.** (2006) *Amidst the storm of change: Is ethical decision making and moral leadership needed?* Presented at University Council for Educational Administration (UCEA) Annual Conference, San Antonio, TX.

**DeVore, S., Martin, B., & Jinks, M.** (2007). *Ethical decision making practices of female and male superintendents.* Presented at AERA Annual Conference, Chicago, IL.

**Jurkowski, O., Gibbons, R., Hargrave, R., & Shannon, P.** (2006, April). *Getting administrators excited about libraries.* Presented at annual meeting of the Missouri Association of School Librarians (MASL), Osage Beach, MO.

**Kosek, S., Piveral, J., & Messner, P.** (2006, August). *New teacher induction practices in Missouri secondary schools.* Presented at National Council of Professors of Educational Administration (NCPEA) Conference, Lexington, KY.

**Messner, P., Graham, M., & Fridell, M.** (2006, August). *Instructional strategies designed to develop superintendent candidate trust and team building skills.* Presented at National Council of Professors of Educational Administration (NCPEA) Conference, Lexington, KY.

**Messner, P., Graham, M., & Fridell, M.** (2006, September). *Team building and decision making.* Presented a workshop held at Joplin High School.

**Messner, P.** (2006, January). *Strategies for team building.* Presented at Northwest Missouri Association of Elementary School Principals, St. Joseph, MO.

**Spence, J., Martin, B., & Maples, C.** (2006, January). *Effective leadership practices of undergraduate teaching professors.* Presented at International Conference on Education, Hawaii.

**Townsend, B., & Wilson, K.** (2007, January). *University actions and dimensions affecting transfer students' academic and social integration.* Presented at 5<sup>th</sup> annual meeting of the Institute for the Study of Transfer Students, Dallas, TX.

**Townsend, B.** (2006, November). Blurring institutional types: The authorization of community colleges to award the baccalaureate degree. Presented in *The future of the community college as an institutional type.* Symposium conducted at annual meeting of Association for the Study of Higher Education (ASHE), Anaheim, CA.

**Wall, T.** (Cohort 4 graduate), helped lead a roundtable discussion and poster presentation at the 59th annual meeting of the American Association of Colleges for Teacher Education in New York City. The discussion was titled, "Templates and Forms that Make Accreditation Easier" and also led a seminar in early March at William Jewell College called "Tips, Tricks and Techniques to Increase Teacher Candidate Performance and Reduce Test Anxiety on the College Basic Academic Skills Test (C-BASE)."