Doctoral Program in Educational Leadership

Educational Leadership Newsletter

2015

Doctoral Program Coordinator and Research Center Director
Dr. Patrick M. Jenlink

Doctoral Faculty Council
Dr. Scott Bailey
Dr. Karen Embry-Jenlink
Dr. Patrick M. Jenlink
Dr. Pauline M. Sampson
Dr. Janet Tareilo

Newsletter Editor
Dr. Pauline M. Sampson

STEPHEN F. AUSTIN STATE UNIVERSITY
NACOGDOCHES, TEXAS
Doctoral Graduates Leading Higher Education in Texas

Scott Bailey
Assistant Professor
Stephen F. Austin State University

Clay Baulch
Associate Professor
Sul Ross University

Mary Catherine Breen
Assistant Professor
Stephen F. Austin State University

Irene Cravey
Vice President of Student Learning
Texas State Technical College

Frank Dykes
Assistant Professor
University of Texas at Tyler

Rebecca Frederickson
Assistant Professor
Texas Woman’s University

Peggy Gill
Associate Professor
University of Texas at Tyler

Jeanie Gresham
Associate Professor and Assistant Chair of Elementary Education
Stephen F. Austin State University

Paula Griffin
Assistant Professor
Stephen F. Austin State University

Wesley Hickey
Department Chair
University of Texas at Tyler

Jeremy Higgins
Director of Environmental Health, Safety and Risk Management
Stephen F. Austin State University

Shirley Luna
Executive Director of University Marketing Communications
Stephen F. Austin State University

Glenda Moss
Department Chair and Professor
University of North Texas at Dallas

Sharon Ninness
Assistant Professor
Texas A&M University - Commerce

Sandra Stewart
Associate Dean
Sam Houston State University

Ray Thompson
Associate Professor
Texas A&M University - Commerce

Vance Vaughn
Associate Professor
University of Texas at Tyler

Anthony Walker
Director of Student Success and Completion
Tarrant County Community College System

Michelle Williams
Associate Professor and Middle-Level Grades Online Completer Coordinator
Stephen F. Austin State University

Patrick Winters
Assistant Professor
East Texas Baptist University

Carol Wright
Assistant Professor
Stephen F. Austin State University

Doctoral Graduates in Higher Education Out of State and Abroad

Lisa Bertrand
Professor
Southeast Missouri State University

Greg Bouck
Assistant Professor and Co-Coordinator of Assessment
Northwestern State University

Julie Carlson
Department Chair and Professor
Minnesota State University at Mankato

Terri Hebert
Assistant Professor and Advanced Studies in Teaching and Learning Program Coordinator
Indiana University South Bend

Chuck Lopez
Vice Provost of Undergraduate Affairs and Student Success
Eastern Washington University

Charles Lowery
Assistant Professor
Ohio University

Tara Newman
Director, Office of High Impact Practices
University of Southern Queensland

Nelda Wellman
Assistant Professor
Northwestern State University

Wendell Wellman
Assistant Professor and Educational Leadership Program Coordinator
Northwestern State University
### Superintendents
Cathy Amonett  
Cade Brumley  
Joe Burns  
Michael S. Davis  
Micah Dyer  
Kevin Dyes  
Marc Faulkner  
Kay Handlin  
Brent Hawkins  
James Hockenberry  
Mid Johnson  
Darin Jolly  
John Mastillo  
Christopher A. Moran  
Brian Nichols  
Stephen Patterson  
J.R. Proctor  
Chane Roscoe  
Sharon Ross  
Jim Vaszauskas  
David Walker  
Thomas Wallis  
Eric Wright  

### Principals
Melinda Anderson  
Jacquelyn Armwood  
Jennifer Bailey  
Heather Bergman  
David Brown  
Shelly Butler  
Aaron Covington  
Perry Daniel  
Logan Faris  
Keri Hampton  
Eugene Ibarra  
Raben Jayroe  
Debra Jordan  
Matt LaFollette  
Carla McAvoy  
Jerry Meador  
Patricia Nation  
Tiffany Regan  
Nathaniel Session  
Janie Sims  

### Districts
O’Donnell  
DeSoto Parish, Louisiana  
Coppers Cove  
Cushing  
Lovelady  
Livingston  
Center  
Kenedy  
Blacklick Valley, Pennsylvania  
Brownsboro  
Lakeview  
Orangefield  
Axtell  
Moody  
Mexico  
Mansfield  
Christoval  
Bryan-College Station  
Fredericksburg  

### Associate Superintendents
Ronny Knox  
Nacogdoches  

### Assistant Superintendents
Valerie Baxter  
Ray Deason  
Daya Hill  
Sherry Kenner  
Georgia King  
Tammy Lemoine  
H. Brian Morris  
Donna Porter  
Jo Ann Simmons  
Donna Thompson  

### Assistant Principals
Cynthia Lindley  

### Other Notables
Walter James Bevers  
Stephanie Bush  
Jo Lynn Corley  
Sheron Darrough  
Joel Davenport  
Regina Davis  
Sherry Durham  
Nicola Esch  
Cathy Gabro  
Wanda Giacona  
Brooks Knight  
Danny J. Lovett  
Delinda Neal  
Shelia Neal  
Toby Nix  
Peggy Oden  
Laurie Rogers  
Michael Schweig  
Joanna Slaton  
Debbie Taylor  
Diana Vaught  
Craig Wilcox  
Quentin Wood  
Angela Wright  

### Associate Principal
Fred Black  
Lamar Consolidated  
Kenedy  

### Assistant Principals
Cynthia Lindley  
Kilgore  

### Doctoral Graduates Serving as School Administrators Across Texas

Scholarship Recipients

Allene and Randolph Hankla
Memorial Scholarship recipient .................. Melissa Leigh

Barton Family Memorial
Scholarship recipient ................................ Igor Husvakov

Malcolm Rector
Scholarship recipient ................................ Melissa Leigh

Pauline Sampson
Scholarship recipient ................................. Youshawna Hunt

Sandra Lowery
Scholarship recipient .................................. LaToya Walker

Doctoral students study abroad in Costa Rica

Last summer, doctoral students in Cohort 17 embarked on a 13-day field experience in Costa Rica led by Drs. Karen Embry-Jenlink and Neill Armstrong. The course focused on cross-cultural learning with the aims of preparing scholar-practitioner leaders who are able to function in any culture with flexibility, creativity, a tolerance for ambiguity and divergent thinking.

Arriving in San José, the students and professors backpacked through diverse social and geographical environments, including mountainous regions, towns, villages, rain forests, coastal areas, agricultural zones and a local school in a remote village on the Atlantic coast.

Sites students visited included Puerto Viejo, Cahuita, La Fortuna, Santa Elena, Monteverde Cloud Forest, Quepos and Manuel Antonio National Park. Students traveled on public transportation, dined locally and stayed in locally-owned establishments. Upon their return, doctoral students described the immersion experience as having a direct and immediate impact on their practice by increasing their awareness for cross-cultural learning in their schools and creating a heightened capacity to more effectively serve diverse learners in culturally responsive ways. Although short in duration, the study abroad trip offered a transformative learning experience that will continue to yield cross-cultural understanding long after students graduate the doctoral program.
Dr. Stephanie Barber Applewhite
May 2015 Graduate

**HIGH-IMPACT PRACTICES AND FIRST-YEAR SEMINARS: A QUASI-EXPERIMENTAL STUDY MEASURING CHANGE IN ACADEMIC SELF-EFFICACY**

First-year seminars, high-impact practices and academic self-efficacy have been identified as relevant to the successful transition process from high school to college. A two-group quasi-experimental study using a pre-to-post survey was conducted with 104 control group participants and 91 sections of participants. The findings revealed that the overall gain in the mean of both groups from the pre-to-post survey was statistically significant. While the students in the high-impact sections reported higher post mean on the College Academic Self-Efficacy Scale than those who did not receive the high-impact instruction, the gain was not statistically significant.

Dr. Richard Cardin
May 2015 Graduate

**CAREER AND TECHNICAL EDUCATION AND HIGH SCHOOL GRADUATION RATES**

The purpose of this study was to compare the high school graduation rates of Career and Technology Education students against non-CTE students. The study also examined the socio-economic status and gender relation to graduation rate. The study used a causal/comparative research method of examining the variables to determine a significant difference in graduation rates among students in the Texas Region X area. The data showed a significant difference in graduation rates in all areas studied. Differences in graduation rates ranged from 10 percent to 15.2 percent. CTE was found to be a contributing factor to increased graduation rates.

Dr. Lara L. Cavin
December 2014 Graduate

**VOICES OF PRINCIPALS: THE MEANING OF TRUST AS DEVELOPED THROUGH PORTRAITURE**

“Voices of Principals: The Meaning of Trust as Developed through Portraiture” was a qualitative study that examined a principal cohort from a public school district in Texas that developed a trusting relationship with its superintendent. The researcher provided background and a statement of the problem, acknowledged a multitude of research that surrounds the issues of trust, and examined why a school district’s superintendent of schools would desire to develop a trusting relationship amongst the members of his or her cohort. The portraiture methodology was selected to provide an in-depth view of trust between a superintendent and the principal cohort team from the principals’ perspectives, while additionally identifying specific actions the superintendent used that engender trust in these relationships. The researcher as a portraitist examined the qualities of goodness and imperfections that created the meaning of trust through the themes that emerged from the data-collection process. The findings identified seven emerging themes embedded in this portrait of trust, which included personal relationship and demonstration of care, respect, competence, predictability, continuous feedback, honesty and loyalty. The findings further concluded that, even though the emerging themes are evident among all members of the principal cohort, each of the principals associated his or her own meaning of trust more closely with one or more of the attributes.
LEADERSHIP ADVENTURES OF AN EMERGING SCHOLAR–PRACTITIONER: AN INTERPRETIVE AUTOETHNOGRAPHY

The purpose of this study was to examine through an interpretive autoethnographic inquiry various processes of deconstruction and reconstruction of my own self as a scholar-practitioner. Designed as an interpretive autoethnographical study, I served as both the researcher and participant throughout the research. With the use of autoethnographic reflections, analysis and interpretation, I painted my own cultural image as an emerging educational leader and an emerging scholar–practitioner. This study was ethnographic in methodological orientation, cultural in its interpretive orientation and autobiographical in its content orientation. Also, reflections of lived experiences in culture served as both subject and method in this study. Autobiographical reflective narratives in cultural context served as data. The key findings of the study include five themes of identity development as an emerging educational leader, five themes of a doctoral student’s identity formation, three themes of impact of doctoral study on the researcher-practitioner and five themes of future paths for scholar–practitioners. The themes are discussed through the lens of crystallization.

A CASE STUDY OF PARENTS’ PERCEPTIONS OF BARRIERS THAT PREVENT PARENTAL INVOLVEMENT IN A SCHOOL

The purpose of this qualitative case study was to examine parents’ perceptions of barriers preventing parental involvement in a middle school. The results of this study provided a baseline for future research by considering parental involvement measured in one middle school using a sample of the school’s parents. This study also investigated parents’ perception of family values toward education and factors that had an adverse effect on parental involvement in the middle school. This study provided evidence to indicate that there were factors within the school’s organizational processes and culture that contributed to the lack of parent involvement by all parents.

A DESCRIPTIVE STATISTICAL ANALYSIS OF PUBLIC SCHOOL SHOOTINGS WITHIN THE UNITED STATES: 2004-2014

This study was a descriptive statistical analysis of public school shootings within the United States from 2004 through 2014. Archival school-shooting data such as the age of the shooters, weapons employed in the attack, prevalent states in which school shootings occurred and safety measures in place at the time of the shootings were measured utilizing basic statistical processes to determine the mean, median, mode and standard deviation of the data. Analyzed data was organized and summarized into trends of past school shootings, which served as a basis for future recommendations on improved safety measures for public schools. An in-depth introductory case study review of the mass school shooting at Columbine High School in Littleton, Colorado, served as the backdrop for a discussion of recent school shootings up to the most recent tragedy in Newtown, Connecticut.
The purpose of this critical autobiography study was to examine how my educational experiences informed the woman I am today. Critical Race Theory was used as both the lens and the methodological tool of the research study. As an African-American woman raised and educated in a culture of assimilation, this research sought to critically analyze my life experiences and the lessons learned that informed my practice as a black female, mother, wife, educator and scholar-practitioner. The research answered CRT’s call for the use of narratives to voice the experiences of historically marginalized people in order to counter the stories told by the majoritarian. The intersection of race, power and gender was interwoven in the stories of overcoming and achievement. This study revealed racism is a part of the fabric of U.S. culture. It is embedded systemically, and through the use of narration, marginalized people can begin to counter the majoritarian narrative and illuminate racism in hopes of once eradicating it.

The purpose of this transcendental phenomenological inquiry was to explore the experiences and perceptions of professors who teach and advocate for Deweyan democracy. John Dewey remained steadfastly dedicated to democracy throughout his life and his writings. This study sought to uncover the meanings and essences of teaching and advocating for Deweyan democracy.

Before the Internet existed, university marketing and public relations personnel spent their days printing and faxing press releases or sending press releases with their accompanying photos via “snail mail” to media outlets. The Internet changed everything. Now, marketing administrators are responsible for “tweeting” to constituents and “Facebooking” with friends or followers. This transition made communication with constituents much more immediate and interactive, and it became more important than ever that universities live up to the promises made to their constituents. The use of social media has been linked to improved communication, brand loyalty and customer engagement, but the social media environment makes mistakes more likely and more visible. A university’s reputation is as valuable as ever, but because of the ubiquitous nature of social media, that reputation may be much more vulnerable. The basis for this case study with cross-case analysis was a 2011 study conducted by Dr. Adrenna Alkhas in the California State University system examining the use of social media in higher education marketing. In this modified replication, a survey was administered to social media administrators working in four institutions within the University of Texas System to determine similarities and differences in the policies and procedures regarding management of social media websites. The findings show how educational institutions are appropriating valuable resources to social media and developing standards to use when evaluating the performance of social media managers, the gatekeepers who serve on the frontline guarding the university’s reputation.
This research examined the perceived usefulness of information technology by faculty and staff members at a public Texas university through qualitative survey data. The effectiveness and implementation quality of IT greatly depends on the end user’s ability and desire to understand and correctly utilize technology that is distributed throughout any higher educational system. The number of systems and amount of data that is used on a daily basis by faculty and staff members are constantly growing along with the amount of time required to fulfill these job responsibilities. This study examined the perceived usefulness of these IT systems in an attempt to identify areas for systemic improvement in data management, purchasing and implementation of technologies across the academy. Faculty and staff members are responsible for utilizing the technology that is put in place, but their involvement in the decision-making process and perception of technology within the university with the chosen technologies was the focus of the study.

In the United States and Texas, we are becoming increasingly more dependent on the success of Hispanics and whether or not they reach higher education. The purpose of this narrative inquiry was to understand 1) the barriers successful Hispanic students at various higher education institutions experience, 2) the expertise/knowledge required to successfully overcome these barriers, which will be extrapolated by studying their experiences in an anecdotal approach and 3) based on these findings, offer suggestions and recommendations for addressing the barriers experienced by Hispanic students in public education that would facilitate more Hispanics attaining higher education. More specifically, the researcher examined the barriers students experienced during their K-12 experiences focusing on the expertise students required to overcome the barriers Hispanic students experienced.
This descriptive case study sought to examine concerns and perceptions of vested individuals related to the importance of literacy skills among deaf students and the factors contributing to the lack thereof. Specifically, vested individuals, including students, adults, teachers, interpreters and administrators, were asked to participate in an online survey about literacy skills. The participants were members within a deaf community, either through teaching, counseling, leading, interpreting and/or a parent. The online survey was designed and field-tested prior to administration to the participants. The survey collected demographic data for all participants and used Likert scale items concerning the participants’ experiences within the deaf community. Open-ended questions were used to collect specific perceptions of the participants related to literacy skills. Quantitative data analysis was conducted using descriptive statistics. Qualitative data analysis followed a coding schema using open and axial coding to identify themes. The results of this study denoted the meaning of literacy, the contributions to the lack of literacy skills for deaf and hard-of-hearing students, the use of language within literacy and recommendations for advancement of literacy programs among deaf and hard-of-hearing programs.

This multi-case study examined the various methods four inner-city high schools used to meet the needs of their growing “at-risk” student populations. The study highlights each school’s programs that instructional leaders identified as having made the greatest impact on shaping campus culture, improving graduation rates and helping increase the levels of student achievement. All four schools included within this study are traditional high schools that serve students from grades 9 – 12. The findings suggest all four schools felt parental involvement, student connectedness and involvement in campus organizations, and most importantly, effective instruction played critical roles in the success of their kids. Having seen the success of their efforts, instructional leaders can now revise their current instructional and programming practices in hopes of impacting even more students.

This quantitative study was designed to examine the intersection between language and meaning in preservice secondary education teacher students. The study sought to determine whether or not one’s ethnicity played a role in his or her performance on a culturally relevant assessment. Specifically, the study was designed to examine the intersection of language and meaning. The researcher designed a survey and administered the instrument to students enrolled in Stephen F. Austin State University’s teacher preparation program. The instrument tested common phrases, colloquialisms and idioms found in the culture of three ethnicities: white, black and Hispanic. The students’ scores were assessed and compared to determine whether one’s ethnicity was a factor in the understanding of language.
Dr. Scott Bailey is an assistant professor in SFA’s Department of Secondary Education and Educational Leadership. He earned his bachelor’s degree from Baylor University, followed by a master’s degree and a doctoral degree from SFA. Bailey began full-time work in higher education in 2012, following a career in public education where he held positions as a science teacher, assistant principal, curriculum director and principal. He teaches an introductory freshman seminar, as well as graduate classes in both the principal preparation program and the doctoral program. His research interests include the improvement of instructional practices in K-12, higher education and online classrooms; developing principals as instructional leaders; and investigating successful practices for at-risk and diverse learners. Bailey has published a number of journal articles and regularly presents at regional, national and international conferences. In addition, he serves as the assistant editor of the School Leadership Review and is a reviewer for Corwin Press. Bailey has worked with schools across the state in their efforts to improve leadership and instructional practices. He may be contacted at (936) 468-4880 or baileybryan@sfasu.edu.

Dr. Janet Tareilo has served in the field of education for the past 33 years. As an educator in the public school system, she has been a classroom teacher, coordinator of a gifted and talented program and an elementary principal. After receiving her doctoral degree in educational leadership from Sam Houston State University in 2004, she entered higher education as an assistant professor at SFA in 2006. In the field of higher education, Tareilo has served as a program coordinator, board member for various state and national organizations, editor for NCPEA Publications, and a reviewer for such entities as UCEA, AERA, SERA, and IJELP. Tareilo focused on preparing future school leaders. Now, as the associate dean of student services and advising, she works to assist students in completing their college degrees. She may be contacted at (936) 468-2549 or tareiloj@sfasu.edu.

Dr. Karen Embry-Jenlink is a professor of doctoral studies in educational leadership. She received her bachelor’s degree from East Texas Baptist University, earned her master’s degree in education from the University of Texas at Tyler and holds a doctoral degree in education from Texas A&M University - Commerce. Embry-Jenlink has served as a bilingual educator, program coordinator, professor and academic dean. With more than 20 years experience in higher education, her teaching and administrative assignments include SFA, St. Edward’s University and East Texas Baptist University. Currently, her teaching emphasis is in higher education administration and research methodology. At SFA, she is a co-principal investigator of the Talented Training for Teachers in Texas—a $1.45 million Robert Noyce Scholarship program to recruit mathematics and science teachers funded by the National Science Foundation. Throughout her career in education, Embry-Jenlink has worked to promote greater opportunity and equity for teachers and students in schools, colleges and universities. Her current research interests include hard-to-staff schools, STEM education and global challenges in teacher development. Outside of the U.S., she has organized and participated in educational research and creative inquiry in England, Ireland, Hungary, the Czech Republic and China. Embry-Jenlink is a former president of the Consortium of State Organizations for Texas Teacher Education and president of the Texas Association of Teacher Educators. She is the author of more than 35 journal articles and book chapters and serves as associate editor of Teacher Education and Practice. Her books include “The Adams Test Preparation Guide Praxis I and II” (2005), “Portraits of Teacher Preparation: Learning to Teach in a Changing America” (2005) and “Teacher Preparation in Career Pathways: The Future of America’s Teacher Pipeline” (2012). She may be contacted at (936) 468-1784 or kjenlink@sfasu.edu.

Dr. Pauline M. Sampson, professor, received her doctoral degree from Iowa State University at Ames. She earned her Master of Science at Drake University at Des Moines. Sampson has 27 years of experience in public schools as a teacher, consultant, principal, director of special education and superintendent. She brings extensive experience in school improvement efforts with an emphasis on school change and organization development. Her current research interests include superintendents, effective school systems, gender and curriculum. Currently, she serves as editor of School Leadership Review. She also serves as secretary for the executive board for the National Council of Professors of Educational Administration. Additionally, she is a member of the executive board for the Southwest Educational Research Association, treasurer of the Research Board chair, Early College High School liaison between the university and two school districts, the America Reads coordinator and the superintendent certification coordinator. Sampson has conducted several school audits for local schools. Further, she has been a consultant on National Council for Accreditation of Teacher Education for the University of Idaho. She has published four books, “Taking the Mystery out of Texas School Finance,” “Daily Devotions for School Superintendents,” “Preparing and Passing the School Superintendent Test of Texas,” and “I Heard the Angels Sing.” She may be contacted at (936) 468-5496 or sampsonp@sfasu.edu.
The SFA educational leadership scholar-practitioner doctoral program focuses on developing leaders for today’s schools. The emphasis on educational leadership provides the knowledge and expertise to meet today’s complex challenges of cultural diversity, policy analysis and design, problem solving, and the change process. The program’s cohort design provides collegial support as students explore leadership theory and the social and political context of schools. Individualized summer leadership internships provide students with linkages between theory, contextual knowledge and educational practice. Synthesis seminars further connect and extend learning experiences. Admission to the program requires a master’s degree in educational leadership or a related field from an accredited college or university and a minimum 3.5 (4.0 scale) GPA for all graduate work. SFA also requires a current (within past 10 years) GRE score for application/admission. Concerning GRE scores, we look for a composite score in the range of 1,000 on the verbal and quantitative sections of the GRE if taken prior to Aug. 1, 2011, or a composite score of approximately 300 on the verbal and quantitative sections of the GRE if taken after Aug. 1, 2011.

To request an application for admission to the educational leadership doctoral program, please contact:

Stephen F. Austin State University
James I. Perkins College of Education
Department of Secondary Education and Educational Leadership
P.O. Box 13018, SFA Station
Nacogdoches, Texas 75962-3018

Phone:  (936) 468-1756 or (936) 468-2908
Email:  pjenlink@sfasu.edu

We encourage you to submit applications to the doctoral program by the early admission deadline, Feb. 15.

The final application deadline is April 15.

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**CALL FOR SUBMISSIONS:**

The Graduate School invites all SFA graduate students to participate in the **2016 Graduate Research Conference**, a presentation of graduate student research and creative activity in a professional format.

**SUBMISSION DEADLINE:**

THURSDAY, APRIL 14, 2016

DOWNLOAD FORM AT WWW.GRC.SFASU.EDU

**CONFERENCE DETAILS:**

1-5 P.M. / WEDNESDAY, MAY 4, 2016

BAKER PATTILLO STUDENT CENTER

STEPHEN F. AUSTIN STATE UNIVERSITY