

Center for Excellence in Education

“To Teach is To Touch Lives Forever”

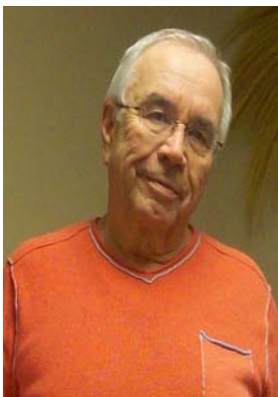
Arkansas State University and the Center for Excellence in Education celebrated the careers of two outstanding educators on May 8, 2014 at a Farewell Reception held on the Jonesboro campus. Both Dr. George Foldesy and Dr. David Cox retired at the end of the Spring 2014 school term.

Dr. Foldesy has been the Director of the Center for Excellence, as well as a teaching professor, since its beginning in 1992. Under his directorship, the program has graduated 143 students. His legacy is building the Ed.D. program from its inception.

Dr. Cox has also been with the Center since its beginning and has been the Director of the Specialist in Community College Teaching program, as well as a teaching professor.

During their time here at ASU, they have been advisors for more than 113 students and chaired more than 63 dissertation committees. They shared their love of learning with the doctoral students in the CEE, devoted countless hours to their craft, and supplied a knowledgebase that is undeniable. Their leadership, expertise, knowledge, and dedication will be greatly missed.

George Foldesy



Dr. Foldesy received his Ed.D. from the University of Nebraska – Lincoln. He began his teaching career in the public school system as a Biology and Science teacher, then going into administration as a high school principal and assistant superintendent. He left the public school setting, went back to school and earned his Ed.D. Beginning his career in higher education as an Assistant Professor at North Dakota State University in Fargo, continuing on as the Department Chair and Associate Professor at Tri-College University in Fargo. Continuing in his career, he became Department Chair and Associate

Professor in the Department of Educational Leadership at the University of Nevada – Reno. He left there to join Arkansas State University

See Retirement

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Spring 2014

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Special points of interest:

- CEE Faculty Accomplishments
- Russia’s Bashkir State Pedagogical University Visits Arkansas State University
- Nesbitt Wins Best in State at ARKAAN

Retirement, continued

in 1992 as the Director of the Doctorate in Educational Leadership (Ed.D.) in the Center for Excellence in Education. During his time with ASU, he also served as Interim Dean in the College of Education, as well as Interim Graduate Dean in the Graduate School. Throughout his career, he chaired 31 completed dissertations and was a committee member on 82 completed dissertations.

He was a member of many various professional boards. Dr. Foldesy has been an exceptional leader in education both in the states and globally. He served as a liaison in the European Teacher Education Network for several years, participating in global conferences to further the understanding of education between cultures. His colleagues have great respect for the work he has done. When asked about Dr. Foldesy's impact on the program, Dr. John Beineke stated, "As a result of Dr. Foldesy's vision for the Ed.D. program at ASU, many professionals in K-12 and higher education from the region have expanded their educational horizons through this program."

David Cox



Dr. Cox received his Ed.D. from the University of Illinois. He began his teaching journey as a high school science teacher. Dr. Cox went back to school and earned his Ed.D.. He started his career in higher education at Broward Community College in Ft. Lauderdale, FL as Director of Counseling, then Student Development Consultant and on to the Dean of Students at the Pompano Beach, FL campus. Leaving there, he joined Lewis-Clark State College in Idaho. He became Assistant Professor at the University of Mississippi – Oxford, going on to becoming an Associate Professor and Chair of Educational Leadership and Educational Psychology. He left there to join Arkansas State University as the Chair of Educational Administration and Secondary Education.

During his career at ASU, he was the Coordinator of the Specialist Program in Community College Education, and at one time, the Interim Director of the Center for Excellence in Education. Throughout his career, he chaired 109 completed dissertations and was a committee member on 54 completed dissertations. He was a consultant and member of numerous professional boards. His approach to teaching is one that allowed students to experience a classroom environment of safe and emotionally secure learning while exploring their inner most self in order to cultivate leadership from within.

According to Dr. John Beineke, "Dr. David Cox was truly a leadership guru. Having worked with many of the top leadership names when I was at the Kellogg Foundation, I would place Dr. Cox right at the top in terms of knowing the literature and practice of leadership. He was also a generous colleague who was willing to share ideas and materials with those around him."

Cohort XXII Welcomed By Faculty

On Wednesday, August 21, 2013, the 15 members of Cohort XXII met to begin their two-year journey through the Educational Leadership Ed.D. program. The cohort meets every Wednesday evening until the end of the Spring Semester, 2015.

In order to give students an opportunity to meet one another as well as the faculty, a light meal was hosted by the Center for Excellence.

Dr. Thilla Sivakumaran, Dean of the College of Education and Behavioral Sciences, welcomed Cohort XXII and offered words of encouragement.

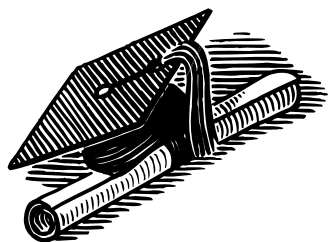
Dr. George Foldesy, Director of the Center for Excellence in Education and the Ed.D. program, reviewed and discussed different aspects of the program, focusing on the Ed.D. Student

Handbook, as well as the Integrative Seminars so that the new students would have deeper insight into the program.

Joyce Mann, CEE administrative specialist, was introduced to the new cohort and everyone was encouraged to contact Joyce with any questions or concerns they may have.

Students met with Dr. Foldesy to begin his class ELAD 8043 Doctoral Seminar: Advanced Organizational Theory and Leadership. Following Dr. Foldesy's course, students met with Dr. David Cox for the ELAD 8313 Doctoral Seminar: Educational Leadership Practices I course.





2013-2014 Dissertation List

Graduate/ Cohort	Dissertation Title	Advisor
Holly Ayers Cohort XVII	A Model Policy on Employment, Professional Development, Institutional Integration, and Evaluation of Part-Time Faculty in	Foldesy
Dawn Bessee Cohort XIX	The Impact of Intervention Practices on the Academic Self-Concept of Struggling Middle School Students	Foldesy
Sanoya Amienyi Cohort XIX	Perception of Institutional Communication for Parents of Undergraduate Students in the United States	Saleh
April Hicks-Konvalinka Cohort XIII	The Pursuit of Leadership in Energy and Environmental Design (LEED) Certification for Campus Housing at Public Universities	Foldesy
Shelley Williams Cohort XV	An Investigation of Classroom Mathematics Instructional Practices in High-Poverty Middle Schools and the Extent of their Relationship to Student Achievement in Arkansas	Saleh
Krishna Bista Cohort XIX	Asian International Students' College Experiences at Universities in the United States: Relationship Between Perceived Quality of Personal Contact and Self-Reported Gains in Learning	Saleh

2013-2014 Dissertation Abstracts

A Model Policy on Employment, Professional Development, Institutional Integration, and Evaluation of Part-Time Faculty in the Public Two-Year College

Author: Holly Ayers

Advisor: George Foldesy

Committee members: David Cox; Ahlam Lee; Paul Finnicum; D. Mike McDaniel

For years, researchers and part-time faculty advocacy organizations have addressed the distinctive circumstances surrounding the inequitable workforce situation that continues to plague higher education. Regardless of the vast research that focuses on how and why the situation remains unchanged, few institutions have been proactive in seeking a comprehensive, policy-based solution to the substandard working conditions that part-time faculty endure and the need to improve those conditions through policy reform initiatives. At the real core of the issue is the question of how institutions can realistically improve the quality of working conditions for part-time faculty, a challenge that has spanned the lifecycle of the American two-year college.

In this dissertation, a current model policy brief on part-time faculty employment and support was developed for public two-year colleges. Specific attention was given to the areas of recruitment, selection, and hiring, terms of employment, standards of compensation, professional development, institutional integration, and evaluation. A review of the literature carefully highlighted the unique practice, mission, and purposes of two-year colleges as organizations where student learning and the factors that influence student learning must prevail.

Exemplary policies, procedures, and practices in part-time faculty employment and support were identified by the leadership of prominent national higher education and part-time faculty advocacy organizations. Policies, procedures, and practices were studied and carefully analyzed for content elements and policy components. From these components, a draft policy brief was formulated. Last, individuals recognized by the leadership of the national organizations as experts in the field of part-time faculty and higher education policy issues critiqued the draft brief and provided feedback to finalize an operational policy.

This study provides valuable guidance for today's public two-year college stakeholders as well as a flexible approach to framing the issue, using benchmarked best practices in policy development, and ensuring the appropriate infrastructure and resources needed to support sustainable reform efforts. Supported by exemplary standards and expert reviewers, the model policy brief provides an appropriate structure and resources that will guide and support institutions as they face the critical issues regarding part-time faculty employment and support.

2013-2014 Dissertation Abstracts

The Impact of Intervention Practices on the Academic Self-Concept of Struggling Middle School Students

Author: Dawn Bessee

Advisor: George Foldesy

Committee members: David Holman; Ahlam Lee; Osabuohien Amienyi; Leah Saal

In this study, 432 non-proficient Arkansas middle school students in grades 6-8 completed the Academic Self-Description Questionnaire-I and II, a tool designed to measure academic self-concept (ASC). Analyses were conducted in order to compare the ASC means of students in four types of intervention practices: integrated, segregated, combined, and none. Student intervention groups' ASCs were also compared based on gender, socioeconomic status, and race. All analyses were conducted for ASC in literacy, as well as ASC in mathematics. Statistically significant differences were found in mathematics for students in segregated, combined, or no interventions. The ASC of segregated mathematics intervention groups were also significantly different between socioeconomic status students. In literacy, the only significant difference was found between males and females in integrated interventions.

Additional regression analyses revealed that combined variables of gender, socioeconomic status, race, and intervention practices did not create a significant predictor model for change in ASC for literacy. These same variables did create a significant predictor model for change in ASC for mathematics, with segregated interventions, combined interventions, and gender being significant variables when controlling for all other variables.

Perception of Institutional Communication for Parents of Undergraduate Students in the United States

Author: Sanoya Amienyi

Advisor: Amany Saleh

Committee members: David Cox; George Foldesy; Don Maness; Cherisse Jones-Branch

This study examined parents' perceptions of the usefulness of and satisfaction with institutional communication for parents of undergraduate students. The sample included 1080 parents participated from eight Research I universities across the United States.

Continued on next page

2013-2014 Dissertation Abstracts

Amienyi, continued from previous page

The findings suggest that parents of undergraduate students preferred to receive information from parent programs through online portals, which they find useful and satisfactory. Broadly speaking, this finding supported King (2012) and Savage and Wartman (2008), who wrote that colleges and universities believe that communications outlets aid in strengthening partnerships between parents and their children's academic institutions. Additionally, findings indicated that parents viewed campus visits to be the most helpful avenue for assisting them with their child's college choice decision. Multiple regression analysis was conducted to examine if four independent variables (age, race, income, and educational level) were good predictors of parents' perceptions of the usefulness of and the level of satisfaction with the parent program communication outlets. The results indicated that the overall regression equations were statistically significant predictors of the usefulness of and level of satisfaction with parent program communication outlets when all variables were entered into the regression equation.

The Pursuit of Leadership in Energy and Environmental Design (LEED) Certification for Campus Housing at Public Universities

Author: April Hicks-Konvalinka

Advisor: George Foldesy

Committee members: David Cox; David Holman; Joseph Nichols; Marceline Thompson-Hayes

This dissertation identifies the reasons why institutions of higher education pursue Leadership in Energy and Environmental Design (LEED) certification for new construction of campus housing. The research was guided by three questions:

1. Why did the institution choose to pursue LEED certification for campus housing?
2. What considerations should be made in the design, development, and planning process of a LEED residence hall?
3. What significant impact has the LEED residence hall made on campus?

The outcomes of this study will provide insight to university and housing administrators who are considering pursuit of LEED certification for new residence hall development. The primary sources of data are chief housing officers or their designees at public four-year colleges and universities with new campus housing awarded LEED certification. Qualitative research techniques were used to conduct interviews by LEED certification level: Platinum, Silver, Gold, and Certified.

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2013-2014 Dissertation Abstracts

Hicks-Konvalinka continued from previous page

Data collection ended when data saturation of each question in each certification level was achieved. This dissertation offers reasons why universities pursue LEED certification: state requirement, institutional commitment, institutional standard, environmental stewardship, departmental decision, and student interest. Additionally, considerations and lessons learned from the pursuit of LEED certification have been identified and can serve as a guide to housing administrators who aim to achieve any LEED level certification.

An Investigation of Classroom Mathematics Instructional Practices in High-Poverty Middle Schools and the Extent of their Relationship to Student Achievement in Arkansas

Author: Shelley Williams

Advisor: Amany Saleh

Committee members: George Foldesy; Julie Grady; Ahlam Lee; Amanda Lambertus

National and international studies indicate that there persists a gap in student mathematics achievement between middle school students who attend high poverty schools and their more affluent peers. We must close this gap for the sake of those students whose math skills may shut them out of future opportunities in science fields and technology. But what is the most effective approach to close the gap and give all students equitable opportunities to succeed? Some educators hold to the traditional approaches of rote memory, procedures, drill and practice as the way to teach necessary mathematics skills. Mathematics education reformers feel that what is needed is a totally student-centered approach. Still others believe that utilizing some teacher-centered and some student-centered strategies is the best way to teach students to think critically and mathematically (Marzano, Pickering, & Pollock, 2001).

This study investigated the instructional practices and pedagogical behaviors that are being used by eighth grade mathematics teachers in Arkansas' public and public charter schools. Teachers in high and low poverty schools reported the use of both teacher and student centered strategies. However, there were differences noted in the frequency of the use of these strategies between the school types. The findings indicated that a balanced approach using both teacher and student centered strategies were associated with high performing schools. Additionally, a practice that had the singularly most focused relationship to high performing schools was teachers holding high expectations for student achieving.

2013-2014 Dissertation Abstracts

Asian International Students' College Experiences at Universities in the United States: Relationship Between Perceived Quality of Personal Contact and Self-Reported Gains in Learning

Author: Krishna Bista

Advisor: Amany Saleh

Committee members: Steve Bounds; David Cox; David Holman; Clint Relyea

This study examined associations between Asian international students' perceived quality of contact with faculty, administrative personnel and other students, and self-reported gains in areas identified in *College Students Experience Questionnaire*. The sample included 705 Asian students from 25 research universities across the United States. Of 705 Asian international students, 390 were from East Asia. Results indicated that Asian international students' relationships with peers were positively associated with all five domains of gains of learning (i.e., personal development, science and technology, general education, vocational preparation, and intellectual skills). Also, Asian students' relationships with administrative staff were positively associated with the five domains of gains of learning. Asian students' relationships with faculty members were positively associated with all five domains of gains of learning. Out of the five domains, student classification (as undergraduate and graduate) was correlated with gains in general education. The nature of the relationship was that having a higher score on classification (i.e., being undergraduate) was associated with a lower score on gains in general education. Regression analysis was conducted to examine if four independent variables (gender, academic level, length of stay and country of origin in Asia) predict gains in learning. The results indicated that the overall regression equation was significantly predictive of gains in learning when all independent variables were included in the model. The results of regression analysis also indicated that all four independent variables were not significantly predictive of Asian students' perceived quality of relationship with peers, administrators, and faculty.

Students attend Global Conference on Education

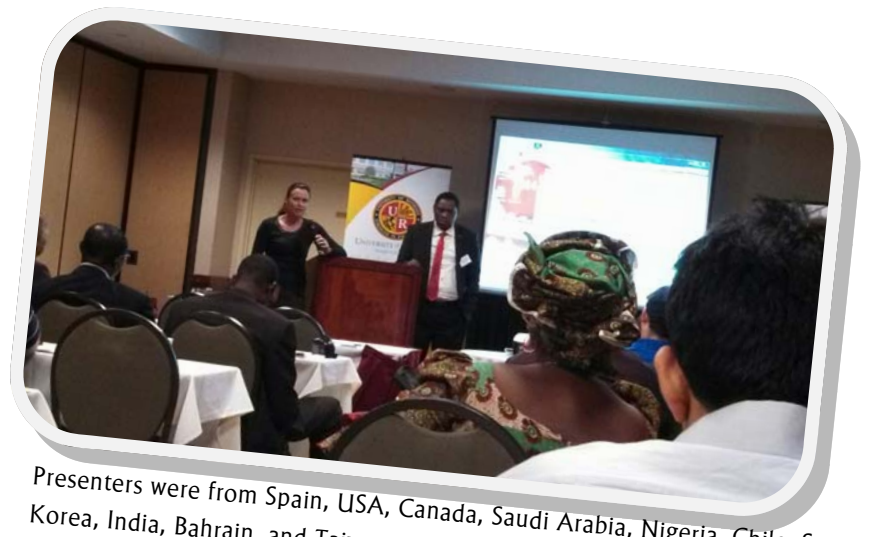
Doctoral students Sanoya Amienyi, Cohort XIX, Suhair Mrayan, Cohort XXII, and Pamela Shultz, Cohort XX, attended the *Global Conference on Education* in Ontario, California on May 2-3, 2014, which was sponsored by the University of Riverside in Ontario, CA.

The *Global Conference on Education* is an international refereed conference dedicated to the advancement of the theory and practices in education. The conference promotes collaborative excellence between academicians and professionals from Education. Sanoya Amienyi stated, "The conference awarded me the opportunity to gather different perspectives on higher education from educators across the world." Pamela Shultz said "The conference created network connections with other conference attendees which will allow for future research collaborations."

Presentations at the conference included a wide range of topics on education: Health Education, Higher Education, Secondary Education, Wireless Applications in Education, Distance Education, Counseling in Education, Adult Education, Technology in Education, as well as countless others.



L-R: Pamela Shultz, Sanoya Amienyi, Suhair Mrayan



Presenters were from Spain, USA, Canada, Saudi Arabia, Nigeria, Chile, South Korea, India, Bahrain, and Taiwan.

2013 Eugene W. Smith Fellowship Award



Dawn Bessee

Congratulations to Dawn Bessee and William Wood on being the co-recipients of this year's annual Eugene W. Smith Fellowship Award!

Bessee's dissertation topic is "The Impact of Intervention Practices on the Academic Self-Concept of Struggling Middle School Students".

Wood's dissertation topic is "An Ethnographic and Phenomenological Exposition of Disciplinary Integration".

The Eugene W. Smith Research Fellowship is awarded by the ASU Foundation each year for the purpose of assisting deserving students who are pursuing an Ed.D. in Educational Leadership with expenses incurred during their dissertation research.

Students may apply for the scholarship upon completion of the dissertation proposal. Applicants must submit a written justification for the award, prepare a budget reflecting how the award will benefit the research, and develop a description of the methodology that will be used in the completion of the dissertation.

Applications for next year's Fellowship award are available on our website at: <http://www.astate.edu/a/education/cee/>

Deadline each year is **March 1st**.



Bill Wood

Nesbitt Presentation Wins BEST IN STATE

Nikesha Nesbitt, Cohort XX, presented at the ARKAAN State conference in April 2013. She was awarded BEST IN STATE for her presentation: *An Advising Model: Connecting Character, College & Career for Academic Success*.

Winning Best in State, allowed Nesbitt to represent Higher Education Institutions in the state of Arkansas by presenting at the Regional NACADA Conference held in St. Louis, MO on February 21, 2014.



Nikesha Nesbitt

Cohort XXI Member Receives Scholarship



Kimberly McFall

The Sibylla and Kenneth Peters Alpha Delta Kappa Scholarship was awarded to Cohort XXI member Kimberly McFall in the Spring of 2014.

Alpha Delta Kappa is an international honorary sorority for Women Educators. As such, one of its purposes is to promote high standards of education. One way the Northeast Arkansas chapters have chosen to do this is through the presentation of a jointly-sponsored cash award each year to an outstanding undergraduate and graduate education major.

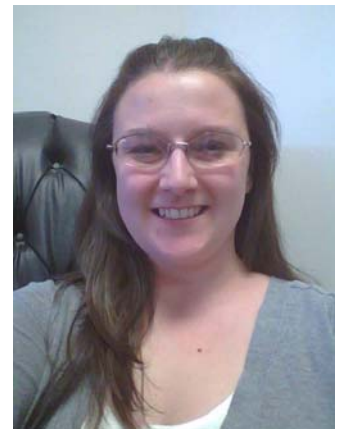
This award is in honor of Sibylla Peters' contributions and service on behalf of Alpha Delta Kappa on the local, state, and national levels and her husband, Kenneth's, financial support of this scholarship.

Doctoral Student Receives Don and Myra Wright Educational Leadership Scholarship

Doctoral student, Pamela Shultz, Cohort XX, was awarded the Don and Myra Wright Scholarship for Spring 2014.

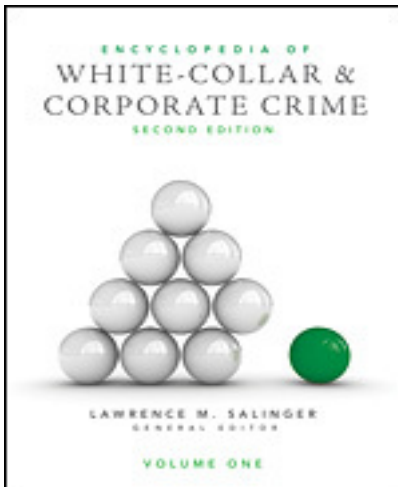
Recipients of the award must be an educational leadership doctoral student born in Arkansas or educated in Arkansas public schools or a student who has been accepted into the Early Childhood Education Program. Financial need is also a consideration for the award.

"I am extremely honored to have received this award. It means a lot to have been chosen by Mrs. Myra Wright for the scholarship. Education is very important to me, and through her hospitality, I am able to continue my education and one day help others in the same manner in which she helped me." Pamela Shultz



Pamela Shultz

Doctoral Students Published in Encyclopedia



Dr. Krishna Bista, Cohort XIX, and Pamela Shultz, Cohort XX, have each published an article in the second edition of The Encyclopedia of White-Collar and Corporate Crime edited by Lawrence M. Salinger, Chair of the Department of Criminology, Sociology, and Geography at Arkansas State University.

Dr. Krishna Bista published an article titled, "Upton Sinclair". Pamela Shultz published an article titled, "AT&T".

Students Recognized at Graduate Student Council Luncheon

Students from Cohorts XX and XXI received awards at the Graduate Student Council Luncheon held April 16, 2014. Pamela Shultz, Cohort XX, and Dalia Tejada, Cohort XXI, were recognized for their service as GSC officers. Ms. Shultz, Ms. Tejada, and Laura Kuizin, Cohort XXI, were also recognized for their service as GSC representatives for the academic year. During the awards ceremony, students who were GSC representatives and were graduating in either May or August were awarded medallions.

The Graduate Student Council serves as the main support organization for graduate students. The council works for the benefit of the University community and serves as an advocate and resource for ASU students. The Awards Ceremony has been one of the highlights of past and present GSC members. The vision is to recognize and honor graduate students for their outstanding achievements and contributions at Arkansas State University.



Dalia Tejada has served as President and Pamela Shultz has served as secretary for the 2013-2014 academic year. Both Dalia and Pamela will serve in these same capacities for the 2014-2015 academic year.

Bashkir State Pedagogical University Delegates from Russia visit Arkansas State University, Jonesboro

In May 2013, a group of four Ed.D. students, Karin Brown, Brandy Humphrey, Sheena Terrell Meadows, and Pamela Shultz, members of Cohort XX, along with two professors, Dr. Amany Saleh and Dr. Julie Grady, visited Bashkir State Pedagogical University in Ufa, Russia.

In November 2013, Russia delegates from Bashkir State visited Arkansas State University.

The goal of the visit to ASU was to establish a formal research partnership and explore student exchanges in Psychology and Teacher Education.

The Russian delegation was also invited to visit Ozarka College in Melbourne, Arkansas to establish a relationship with the two-year college.

While at Ozarka College, the delegates had the opportunity to visit local areas of interest in Mountain View for cultural opportunities. Areas of interest included: a self-sustaining farm, where they sampled homemade and homegrown foods and drinks; a pottery shop, where they observed local art; and a craft store where locally made crafts are sold to the public.



ACCOMPLISHMENTS OF ALUMNI

Dr. Holly Ayers, Cohort XVII, presented her research titled “Developmental Education Redesign: Radically Increasing Acceleration, Retention, and Completion Rates” at RTIME conference in Charleston, SC. She also presented this research at the Higher Learning Commission’s annual conference in March. Dr. Ayers’s research focuses on the implementation and assessment of a full scale redesign of developmental reading, writing, and mathematics.

Dr. Wendy Rickman, Cohort XII, has been chosen to receive the Pat McDonald Outstanding Individual Achievement Award. This honor is awarded to an AAIM, Arkansas Association of Instructional Media member, who has demonstrated outstanding leadership in promoting media programs and practices that have resulted in an improvement of media usage in instruction. Dr. Rickman has over 19 years of teaching experience in P-12 and higher education. Her work includes collection development practices of school librarians, resource development for diverse populations, and school library programming.

Dr. Elaine Novak, Cohort XIV, accepted a position as Dean of the School of Business and School of Fine Arts and Design. Departments under these colleges include: Accounting, Business Administration, Marketing, Insurance, Banking, Logistics/Supply-side Transportation, Entrepreneurship, Business Technology, Information Technology, Cyber-Tech, Database Manager, and Visual Communication. In 2014, School of Public Services and School of Education will be added to her title.

Dr. Terry Rippy, Cohort IX, is semi-retired and living in the Philippines. Dr. Rippy has been conducting seminars sponsored by the Philippine Department of Education and I.E.L.T.I (International English Learners’ Training Institute) and C.H.E.D. (Commission of Higher Education for the Republic of the Philippines). He was the keynote speaker for a Reading teachers’ workshop in the Philippines. He was a guest speaker at an International seminar on Bullying. He spoke at Systems Plus University on Trends and Issues of School Organizations. In March, he was a speaker at an International conference where he spoke on Ethics in the School Setting. In April, he spoke at two International conferences. His topics included: Research and Teacher Evaluation.

Dr. Angela Totty, Cohort XVI, has been given the opportunity to develop the inaugural President’s Leadership Academy (PLA) at Three Rivers College in Poplar Bluff, MO where she currently serves as the Vice President for Student Success. The PLA is a team effort with President Dr. Devin Stephenson to provide leadership development opportunities for a selected group of faculty and staff members.

Dr. Darla Fletcher, Cohort XVIII, has accepted a position as university webmaster at The University of Memphis.

Dr. Allen Mooneyhan, Cohort IX, currently works for ASU-Newport and has been promoted to the position of Dean of Distance Learning for ASU-Newport serving ASU-Newport campuses in Newport, Marked Tree, and Jonesboro. Dr. Mooneyhan co-presented findings on personal barriers to student success and ways to overcome these barriers at this year’s League of Innovation Conference in Anaheim, CA.

ACCOMPLISHMENTS OF ALUMNI

Dr. Jeremiah Burks, Cohort XIV, is currently working at Delta State University as an adjunct instructor in Leadership.

Dr. Krishna Bista, Cohort XIX, accepted a faculty position at the University of Louisiana-Monroe. Dr. Bista has currently authored or co-authored several academic articles which have been published in numerous journals. Topics have included the need for Global Education Programs in the U.S., Cohort-Based Doctoral Programs, Twitter in Higher Education, and Successful School Leadership.

Dr. Crystal Machado, Cohort XII, was promoted to Associate Professor at Indiana State University of Pennsylvania in the Fall 2013. Crystal received a an Emerging Technologies Mobile Learning Award for a project titled “Teaming Teachers with Tablets”. Dr. Machado also is co-chairing a section in the 2014 Annual Conference of the American Educational Research Association Annual Conference.

Dr. Jim Haynes, Cohort IV, retired from his position as Associate Professor of Nutrition and Dietetics at Eastern Kentucky University on December 31, 2013. Dr. Haynes taught Foodservice Management and Dietetics courses in the Department of Family and Consumer Sciences at Eastern from 2000 to 2013. One of his greatest accomplishments was the building and operation of a new commercial foods laboratory and a student run restaurant in 2010 at Eastern Kentucky University.

Rodney Lancaster, Cohort XVIII, published two books. The first “I Survived the Educational Leadership Doctoral Program: Reflections and Research. A Must Read for All Educational Leadership Candidates” and the second “The Historical Significance of Freemasonry to Public School Education”.

We appreciate everyone who responded to our inquiry about any presentations, promotions, awards, or additional accomplishments that have occurred during the past academic year.

Any information that was noted in the previous newsletter was omitted from the current one.

*Please send any updates by **April 30th** for inclusion in the next newsletter.*

PLEASE KEEP IN TOUCH!

We love hearing from you throughout the year. If you publish or present, receive an award, write a grant, or take a new job, let us know.

Email Joyce Mann at jmann@astate.edu

In other news...

On November 19, 2013, Dalia Tejada, Cohort XXI, received recognition at an awards ceremony for “Who’s Who Among Students in American Universities & Colleges.” Students are honored based on outstanding campus leadership, scholastic ability, leadership on and off campus, and community service. Faculty, administration and student body committees in each institution nominate a select number of undergraduate and graduate students for this honor annually.

Congratulations, Dalia!



Pictured L-R: Sandra Tejada, Dalia Tejada, Sharon Lee, and Dr. Alejandro Tejada

Cohort XXI finished the coursework necessary for the doctoral program in Spring 2014 semester. Cohort members have selected their areas of research and are now currently working on completing the required dissertation.



Pictured Front L-R: Jacob Hutchinson, Joey Walter, Kimberly McFall, Vicki Walker, Edna Holt, Patience Bartunek, Melissa Jackson, Candace Jeffery, Jessie King, Dalia Tejada, Dr. George Foldesy. Pictured Back L-R: Dr. David Cox, Cheryl Bell, Dr. Amany Saleh, Dr. David Holman, and Laura Kuizin. Front: Shaquita Lee Renelique

FACULTY/STAFF ACCOMPLISHMENTS

Dr. John Beineke

Dr. John Beineke was recently recognized as a co-recipient of the 2013 Ball State University Teachers College Outstanding Alumni Award. Dr. Beineke was awarded this honor alongside Dr. John Zakelj on February 7, 2014. The BSU Teachers College Outstanding Alumni Award is made to Ball State University Teachers College alumni who are active in education, psychology, or other human services and who have made significant contributions to teaching, administration, counseling, scholarship or service.

Dr. Amany Saleh

Dr. Amany Saleh has published the following publications this academic year:

Bista, K. & Saleh, A. (2014, April). Assessing the need for graduate global education programs in the United States. *Journal of International and Global Studies*,

Saleh, A. & Sanders, H. (2014). The wolf in sheep's clothing: The Matthew Effect in online education. *International Journal of Sociology of Education*, 3 (1), 26-50.

In an effort to bring awareness to Globalization in Education, she has presented both nationally and internationally the following:

Saleh, A. (2014). The interplay of factors impacting nationalization and globalization of higher education in developing countries. Paper presented at the annual conference of the Comparative and International Education Society, Toronto, Canada.

Saleh, A. (2013). A look into the future impact of the national language policy on public education in Egypt. Paper presented at the XV Comparative Education World Congress, Buenos Aires, Argentina.

Ed.D. Leadership Team



• **John Beineke**
Distinguished Professor
Ed.D.—Ball State University



• **Ahlam Lee**
Assistant Professor
Ph.D.—University of Wisconsin



• **David Cox**
Coordinator, Community
College Teaching/
Administration Program
and Professor
Ed.D.— University of Illinois



• **Amany Saleh**
Professor
Ph.D.—University of Alabama



• **David Holman**
Associate Professor
Ph.D.— University of Nebraska



• **Josie Welsh**
Professor
Ph.D.—Virginia Commonwealth University



• **Joyce Mann**
Administrative Specialist
Center for Excellence in Education



Dr. George Foldesy
Director, Center for
Excellence in Education
and Professor
Ed.D.—University of Nebraska

Arkansas State University

Center for Excellence in Education

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We are on the WEB!!

<http://www.astate.edu/a/education/cee/>

Mission Statement

Arkansas State University-Jonesboro established the Center for Excellence in Education in 1992. The Center for Excellence provides the following services:

- A program of academic preparation of educational leaders to serve in local, state, regional, or national organizations that have education as an integral component;
- Research and development inclusive of evaluative and consultant services to secondary, post-secondary, and other educational agencies.

Newsletter Editors—Spring 2014

Kimberly McFall, Joyce Mann, Pamela Shultz