

Doctor of Education in Educational Leadership
Faculty Profiles
2010 - 2011

Southeastern Louisiana University

Adams, Nan B.

Dr. Adams is an Associate Professor in the Department of Educational Leadership and Technology at Southeastern University. Prior to her work at Southeastern, she has served in several leadership positions at the university level, most recently as the Director of Academic Computing for the University of New Orleans. Her K-12 teaching experience includes 7 years teaching inner-city high school science. Prior to her academic work, she has 10 years experience as a geological field engineer managing scientific data collection teams in remote locations. Her expertise and research interests include Curriculum Leadership, Change Leadership, Action Research, Intelligence Theory and Virtual Educational Environments.

Blacher-Wilson, Felicia

Received her Ph.D from Iowa State University and has been an active part of the education profession for the past thirty-eight years. She has experience as a teacher of regular, special needs, and gifted students; as an elementary school counselor, assistant principal, principal; an Assistant Superintendent; Director of Elementary Schools and Programs and Assistant Professor and Dean of Education at a major university. She served on the National board for Professional Teaching Standards: Early Childhood and Middle Childhood /English-Language Arts Standards; the State of Louisiana Department of Education Leadership Advisory Board and Principal Internship Committee for the State of Louisiana.

Dr. Blacher-Wilson's research interests are: (1) Spirituality and Leadership; (2) Non-traditional superintendents in urban school districts and (3) personnel performance evaluations for administrators and teachers.

Campbell, Kathleen Taylor

Dr. Kathleen Campbell has 35 years experience in education, 12 of which as a school principal. Her research interests are varied and include gender-based education, teacher leadership, professional development and networking for school leaders, professional dispositions for effective school leadership, university-school district partnerships, etc.

She currently teaches in the master's degree in educational leadership program, preparing candidates for the role of school principal. Her passion is instructional leadership because she believes that it is the core mission of the principalship. Additionally, she has initiated "Conversations in Leadership," a monthly series of presentations by university faculty to engage school leaders in professional dialogue about educational issues.

Crain-Dorough, Mindy

In addition to her background in statistics and research methodology, Dr. Crain-Dorough has several years experience with school and district accountability and school report cards at the Louisiana Department of Education (LDE). Other areas of experience while at the LDE include: the ACT results; various large databases, such as the Student Information Systems (SIS); analyzing and reporting trends in educational data; tracking high school cohorts and calculating graduation rates; and, assessment development, scoring, and reporting.

Dr. Crain-Dorough has varied research interests which include accountability; school effectiveness; characteristics of dropouts and dropout prevention; graduation cohorts and graduation rates; college and work force preparation in secondary institutions; secondary mathematics instruction; early reading instruction, assessment and intervention; and, self-perception, including self-efficacy, self-concept and self-esteem.

DeVaney, Thomas

Dr. DeVaney is a Professor in the Department of Educational Leadership at Southeastern Louisiana University. He has taught research methods and statistics at Southeastern for 13 years. Dr. DeVaney holds a Bachelors degree in Mathematics, a Master's degree in Mathematics Education (University of West Alabama) and a Ph.D. in Secondary Education with a minor in Research and Statistics (Mississippi State University). Dr. DeVaney is currently the Program Director for Educational Foundations. He has published and presented on topics in the areas of statistical significance testing and practices, online distance education, and statistic anxiety.

Ennis III, Willie

Having served in the Department of Educational Leadership & Technology since its inception, Dr. Ennis has also served the SLU community for nineteen years. One of his most notable accomplishments has been serving as a liaison between the department and the surrounding schools creating viable partnerships. He is currently an Associate Professor of Educational Technology. Dr. Ennis has background in Educational Technology, Radio & T.V. Broadcasting and Mass Communications. Additionally, his research interests include technology integration, information literacy and social media, new and emerging technologies and financing distance education.

Fink II, Raymond C.

Dr. Fink spent 36.5 years in public education in Louisiana, serving as a mathematics teacher, coach and school principal. He has special interest in using technology in the mathematics classroom and in developing a mathematics curriculum developed for depth of understanding.

His research interests include school law, especially the history of school desegregation, school climate issues and change leadership.

Fulwiler, John Howard

As a senior faculty member of the Department of Educational Leadership and Technology, Dr. John Fulwiler has multiple responsibilities including program director of the two-year old Technology Leadership program as well as a full professor faculty member serving both graduate and undergraduate candidates. Dr. Fulwiler has considerable experience in program assessment and was a co-developer of the PASS-PORT assessment system, currently used as the College of Education & Human Development primary candidate and program assessment system. Additionally, Dr. Fulwiler has expertise in distance learning, technology planning and digital imaging/photography. Research interesting include higher education administration, course management systems, new and emerging technologies, the digital divide/diversity issues, and the history of education.

Hancock, Robert (Jason)

Dr. Hancock is an Assistant Professor in Educational Technology Leadership at Southeastern Louisiana University. Dr. Hancock holds a Ph.D. in Educational Computing from the University of North Texas, a M.Ed. in Educational Administration and a B.A. in English & History at Texas A&M University. Dr. Hancock received the 2007 National Education Computing Conference Research Paper of the Year and the 2007 Louisiana Computer Using Educators (LaCue) Professor of the Year. He has received technology grants of over \$100,000 during his two years in higher education. Additionally, he has several publications in professional journals and has presented extensively at national, regional and state conferences.

Hoffman, Sharon (Shari)

Dr. Hoffman has more than 25 years of varied leadership positions in K-12 (curriculum specialist and at-risk high school director) and a six-campus community college system (strategic planner, institutional effectiveness, and institutional research).

Hoffman is program coordinator for the annual Women in Educational Leadership Conference and associate editor for the *Journal of Women in Educational Leadership*. Her research interests are leadership theory, leadership development, compassion fatigue, and race, class, access, and equity issues. She earned a Ph.D. from the University of Nebraska-Lincoln.

Lane, Kenneth E.

Dr. Lane holds a Doctorate in Educational Administration from Texas A&M University - Commerce, a Master's in Counseling from the University of Missouri - St. Louis and a

Bachelor's degree in sociology from Indiana State University. Before coming to Southeastern Louisiana University in the Fall of 2006, he served as the Director of the National Center for Excellence in Distance Learning at California State University, San Bernardino, where job skill assessments were conducted for the civilian workforce and learning simulations were developed in critical thinking and decision making for officers in the U.S. Navy. Dr. Lane has an extensive background in Educational Administration and Leadership including experience as a high school administrator and as Director of Planning & Distance Learning Programs, Assistant to the Dean, Department Chair and Program Coordinator on the university level. He has chaired initiatives in developing copyright and intellectual property policies as well as successful accreditation procedures. He also is the recipient of the only Faculty Leadership Award for teaching excellence via distance learning ever given by his prior university.

Dr. Lane has served on the Board of Directors of the Education Law Association and is currently serving as the Chair of the Publications Committee. He has served as a consultant on legal issues, facility planning and management practices in Australia, Mexico and the United States. Including the Office of Naval Research, U. S. Navy Information Technology Center, Sebel Furniture of Australia, Southeastern Louisiana University, Armenian Meskopian School (Pico Riveria, CA), and the Palm Springs Unified School District. Dr. Lane has led delegations for People to People to South Africa and China to observe the quality of education including legal issues in education and the application of technology. He has over 110 publications in professional journals and books and over 100 presentations at local, state, national and international conferences. His current research interests include (1) intellectual property and copyrights issues and (2) simulation development for learning, (3) facility planning and design as it impacts teaching and learning and (4) assessing the needs of organizations and the skill level of the employees within those organizations to determine a practical application for closing the gap to make both the organization and the employees more effective.

Mense, Evan G.

Dr. Mense received his Doctorate in Education Leadership from Saint Louis University and has been an active part of the education profession for the past twenty years. He has experience as a teacher of regular, special needs, and gifted students; assistant principal, principal; Assistant Professor Director of a Master's Program.

Dr. Mense's research interests are: (1) Data driven decision making; (2) Non-traditional administrators in public schools and (3) Raising student achievement in low poverty schools.

Oescher, Jeffrey

Dr. Oescher is an associate professor in the Department of Educational Leadership and Technology at Southeastern Louisiana University. Dr. Oescher holds a Ph.D. in Educational Research from the University of South Carolina, a M.A. in English Education from the University of South Florida, and a BA in English from Tulane University. Dr.

Oescher's areas of research interest are classroom assessment, teaching research methods and evaluation. He has over 50 publications and has made over 60 professional presentations at international, national, regional and state conferences. Dr. Oescher has 20 years of experience in higher education including the University of New Orleans as well as Southeastern Louisiana University.

Parton, Becky

Dr. Parton has a Masters in Deaf Education and a PhD in Educational Technology along with 10 years of professional programming experience. Her primary research interests center on instructional technologies for culturally Deaf students and she collaborates with several residential schools. Dr. Parton is currently co-Principle Investigator on a US Department of Education Steppingstones of Technology grant and a Technology Innovator's grant to develop technology tools for Deaf children. She focuses often on tangible interaction design and mobile technologies. She is also co-editor of a new journal in the field, the Journal of Deaf Educational Technology (JDET).

Dr. Parton's background in programming included building dynamic web interfaces for a multimedia center, coding on the mainframe, and creating a database system for Denton Animal Control in Texas. She enjoys teaching courses on software development, video production, multimedia tools, emerging technologies, distance education, and web design. She has won multiple awards in her field including being named State-wide Technology Educator of the Year by the Louisiana Technology Council in 2009. Dr. Parton frequently presents papers at conferences and writes for journals.

Rhodes, Elizabeth M.

Dr. Elizabeth Moore Rhodes is a 2003 graduate in Educational Technology from Pepperdine University. She earned a Master of Arts degree from the University of Michigan and a Bachelor of Arts from Xavier University of Louisiana. She currently serves as an Assistant Professor at the Southeastern Louisiana University in the Department of Educational Leadership and Technology. Dr. Rhodes has several online profiles. She can be found on the SELU Island in Second Life as Ms. Creole Xue. Become her friend on Facebook, and Google her name for the serious stuff.

She is currently involved in two research projects. The Teaching Diverse Students Initiative's (TDSI) project's purpose is to enhance the quality of teaching experienced by students of color. The TDSi is unique in its focus on how educators can improve their professional skills, understandings, and dispositions that are especially relevant to the race and ethnicity of their students. This research project is in the data collection phase. Her other ongoing qualitative research involves the study of communities of practice or learning communities and the effect that technology has on the culture of those communities.

Richardson, Michael D.

Michael D. Richardson is Department Head and Hibernia Endowed Professor of Educational Leadership at Southeastern Louisiana University. He previously held faculty and administrative appointments at Western Kentucky University, Clemson University and Georgia Southern University. He completed a BS and MA in Education at Tennessee Technological University and was awarded the EdD from the University of Tennessee. Dr. Richardson served as Founding Editor of the *Journal of School Leadership* an internationally refereed journal of educational leadership, and as Editor of *The Journal of At-Risk Issues* and Founding Editor of *Contemporary Issues in Educational Leadership*. He has authored or edited fourteen books, published more than one hundred twenty articles in professional journals, and made more than one hundred and fifty presentations to national and international professional organizations. He has chaired more than seventy dissertations and continues to actively conduct research and write for publication. His current research areas are organizational theory, the Principalship, and the implications of technology for administrators. Dr. Richardson served as a secondary and elementary principal, Personnel Director, Director of Special Projects, Coordinator of Federal Programs, and Assistant Superintendent before entering higher education.

Stringer, James C.

Completing his first year as Assistant professor, Dr. Stringer has 23 years of school administration experiences to share with graduate candidates. Serving as a junior high principal, building/site principal, alternative education supervisor, in addition to transportation coordinator and athletic director, he is able to convey the many aspects of administration. Dr. Stringer has served as a Southern Association of Colleges and Schools (SACS) evaluator and coordinator, District Test Coordinator, and District School Safety Liaison. Dr. Stringer's research interests are in Alternative Education/Dropout Prevention, School to College preparation and transition, and Classroom climate development.

University of Louisiana Lafayette

Del Favero, Frank S.

Dr. Del Favero is an Assistant Professor in the Educational Foundations and Leadership Department in the College of Education at the University of Louisiana at Lafayette. He holds permanent certifications in New York State as a 7-12 French and German teacher and School District Administration. He has taught French and German at the middle and high school levels and has served as assistant principal, principal, and executive principal at the middle and high school levels. In addition to certification in computer engineering and extensive study in Switzerland and Austria, his educational background includes a BS degree in secondary French, a Master's degree in French literature, a Certificate of

Advanced Study in Educational Administration, and a Ph.D. degree specializing in Educational Administration and Policy Studies.

His interests in research include but are not limited to the effect of professional development on student performance and the collection and analysis of school, student, and community data for the purpose of developing “informed” decisions regarding strategies to improve schools. As a native to near-native speaker of four languages and having lived and studied abroad Dr. Del Favero has extensive experience in cultural diversity and multiculturalism. His approach to teaching at the post secondary level integrates academic theory with his extensive background as a secondary education practitioner.

Flaitz, Jim

Dr. Flaitz holds the rank of Professor of Education. He has been a member of the UL-Lafayette teaching faculty for 22 years and had three years of administrative experience as a director of institutional research prior to joining the University of Louisiana. In addition to his teaching duties, he has served as Director of Graduate Studies in Education and as Director of Research and Grants in Education. His Ph.D. (1984) was awarded by the University of Alabama in Educational Research and Psychology. His Masters degree (1975) was awarded by Auburn University in General-Experimental Psychology. His Baccalaureate (1972) was awarded by Auburn University in Psychology. His areas of teaching expertise include educational research, statistical methods, educational and psychological measurement, classroom assessment, educational psychology, and program evaluation. He has served on the thesis/dissertation committees of numerous Masters and Ph.D. students over the years, assisting with research design, data analysis, and interpretation matters.

Dr. Flaitz’s research interests focus principally on issues of classroom assessment and the use of assessment by teachers to foster student learning. Dr. Flaitz has served as program chair and president of the Classroom Assessment SIG (affiliate of AERA), and most recently completed a 6 month appointment as Visiting Scholar with the Hong Kong Institute of Education.

Ma, Yuxin

Dr. Yuxin Ma is an assistant professor at the Center for Innovative Learning and Assessment Technologies (CILAT) at the University of Louisiana at Lafayette. Dr. Ma holds a Bachelor's degree in English language and literature, a Master's degree in school psychology, and a Ph.D. in instructional technology. She is conducting research in two main areas: a) emerging technologies in teaching and learning and b) teacher education with a focus on technology integration. Her previous and current research topics include faculty development and teachers' belief change, diffusion of innovation, performance improvement, organizational learning and knowledge management, and the design of student-centered learning environments. She has training and experience in both qualitative and quantitative research methods.

Montgomery, Paula

Dr. Montgomery is the Department Head of Educational Leadership and Foundations at the University of Louisiana at Lafayette. Dr. Montgomery holds a Ph.D. in Educational Leadership and Research from the University of Southern Mississippi, a Master of Education in Guidance and Counseling from the University of Southwestern Louisiana, and a Bachelor of Arts in Social Studies Secondary Education from the University of Southwestern Louisiana. Dr. Montgomery has over 45 publications in professional journals and has made over 40 presentations at federal and state professional conferences. Her research interests are in the areas of cultural diversity and women in leadership.

Olivier, Dianne F.

Dr. Olivier's primary areas of research include professional learning communities, organizational school culture, teacher self- and collective efficacy, and the development of measures designed to assess professional staff in selected leadership areas. She is the 1st author of the *Professional Learning Community Assessment (PLCA)*, a widely used measure for assessing schools as PLCs. She has also developed a collective-efficacy instrument and co-developed measures assessing school culture, teacher self-efficacy, and teacher leadership. Dr. Olivier's additional research interests include school improvement, change issues, and teacher leadership.

Dr. Olivier blends her experience and interest in educational research with her long-term practice as a public school educator with 26+ years as a district administrator. While her practitioner experience included overseeing all areas of curriculum and instruction, PK-12, she served as a mentor for new principals, teacher leaders, and district staff in school improvement, accountability, and professional development efforts. Dr. Olivier is recognized as a certified master-trainer for the Southern Regional Education Board (SREB) School Leadership Initiative and provides training focused on leadership to improve student achievement through the creation of high-performance learning cultures, coaching for school improvement, and organizing the learning environment.

Rieck, William A.

Dr. Rieck is a Professor of Education and the Holder of the Joan D. and Alexander Haig Endowed Professorship in Education I. He has taught high school chemistry, physics, and biology, served as a high school principal for 16 years and has spent the last 17 years at UL Lafayette. He has served as President of the East Paterson Education Association, a Director of the Illinois Network for School Development, President of the Colonial Valley Athletic Conference, board member of the New Jersey Principals and Supervisors Association, chaired more than a dozen accrediting committees for regional associations and currently serves as President of the Louisiana Council for Exceptional Children. He has articles published in *NASSP Bulletin*, *Principal Leadership*, *Intervention in School and Clinic*, *The Clearing House*, *Science Activities*, *The Science Teacher*, *American Secondary Education*, *Teaching Exceptional Children*, and *Phi Delta Kappan*. He has made

presentations at national conferences hosted by the National Association of Secondary School Principals, Council for Exceptional Children, Association for Supervision and Curriculum Development, National Science Teachers Association, and the National School Boards Association. He has also authored three books, though the only one still in print is *Teaching in Secondary Schools* with the 4th edition due out in January.

With such an eclectic background, he does not believe he is a high powered "expert" in anything, but a solid journeyman in several areas. His interests lean more toward practical application than esoteric research and he is interested in instructional practices and their impact on students, staff development, clinical supervision, and curriculum. Supervision matters, curriculum and staff development apply at any level, but when looking at instructional strategies his interests are in grades 6 and above.

Roberts, Nathan M.

Nathan Roberts is the Director of Graduate Studies in Education and an associate professor at the University of Louisiana at Lafayette where he also holds the Mr. & Mrs. Pat Nalley/Board of Regents Professor of Education. He holds a Bachelor's degree in Social Studies Education, a J.D. law degree and a Ph.D. in Educational Leadership, Research and Counseling. He has fourteen years of legal experience including six years as a school board attorney before joining the faculty at the university. He teaches graduate courses in school law and policy and educational leadership. He is a member of the Wallace Foundation School Administrative Managers (SAMs) Leadership Issues Group and a member of the Southern Regional Education Board's University Educational Leadership Redesign Network. His research interests include school law and personnel issues as well as educational policy analysis. He is trained in legal research methods and primarily reviews recent cases to determine how they impact educational leaders and their policy decisions.

Slater, Robert

Robert Slater holds a master's degree in educational policy and leadership from Harvard University and a PhD in educational administration and sociology from the University of Chicago. A Senior Fulbright Scholar, Dr. Slater's has been an educational consultant to governments in Mexico, Peru, India and China and has also presented papers in Switzerland and France. In keeping with his international experience and interests, one area of his research has to do with the creation of 21st-century schools and the implications of knowledge societies for education and educational leadership. Some of the questions he is dealing with in this case include: What qualities should children acquire to enable them to succeed in and contribute to a knowledge society? What kinds of schooling and leadership are required to design and maintain the type of schools and schooling needed for them to develop these qualities? In another area of research, he is studying the values of American teachers. Here some questions are: What are the values of American teachers, especially as they pertain to a democratic society? Do teachers value freedom, equality, trust, and family values more or less than other Americans? Dr. Slater also has had a longstanding interest in the characteristics of high-performing schools and the role that

leadership plays in making them effective. To this end, he is also interested in looking at the characteristics of effective schools in Louisiana and the qualities of organization and leadership within them.