

THE SCRIPT 2.0

EDUCATIONAL LEADERSHIP @ ROWAN UNIVERSITY

Winter/Spring 2019

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PROGRAM RESTRUCTURING – THE CPED INITIATIVE

The Educational Leadership faculty continue to work on our redevelopment of the Ed.D. program as part of CPED. This fall we finalized the core courses and structure of the first two years of the program, which will include two notable new curricular features: 1) a reconceptualization of our research courses as broader inquiry practices that support practitioner-scholars and 2) tight linkages between content and inquiry courses every semester to ensure a focus on application.

We are also exploring three co-curricular features to improve the fit between program applicant and our program and to improve the support we provide to students. First, we are exploring a new admissions process that addresses program expectations and dispositions from the outset while building cohort cohesion. Second, we are examining formal mentoring processes from the start of the program that would see students through their dissertation. Arizona State University uses an intriguing concept similar to this called Leader Scholar Communities that provide structured academic and social support through the doctoral program. Finally, we plan to emphasize writing support in new ways, which may include intensive work at orientation, conducting an online writing retreat, and focusing on the first semester.

This spring we are working on curriculum and finalizing our discussions about program structure. In particular, we still have a lot of work to do on the tracks to make sure they are relevant, current, and meet our students' needs. We will also make some decisions about the dissertation process. We look forward to the input and feedback from our current students, alums, and program partners and stakeholders. If you are interested in participating, please contact [Dr. Monica Reid Kerrigan](#), CPED Principal Investigator.

STUDENT FEATURE: SILVANA ZIRCHER

Silvana Zircher is our featured student this issue! She is a current doctoral candidate in the Ed.D. program and a new superintendent.

What is your new role and how do you feel you were prepared for it?

I currently serve as the Superintendent of Schools in South River, NJ. I feel I prepared for this role by participating in as many leadership opportunities (both professionally and through volunteer work) as I possibly could. I regularly participated in professional

development and networked to gain perspective from various districts and educational settings. Lastly, I used the resources from my academic coursework to better understand the application of research-based best practices to problem solve and proactively plan for improvement.

What special projects or initiatives are you working on in the district?

Recently the district was offered the opportunity to apply for a preschool expansion NJDOE grant. With this grant funding, the district has the opportunity to provide tuition free, full day preschool to our community's 3 and 4 year-olds. This provides a huge advantage to over 50% of our families who currently struggle financially and do not have the means to provide early childhood education to their children. The grant application was rigorous, time consuming, and had to be competed in a very short window. I am pleased to report that our district's grant application was approved and we received almost \$700,000 to open our preschool doors on January 2nd. The grant writing and preschool expansion team did a phenomenal job completing the application and then developing the program (top to bottom) in a very short amount of time. I could not be more proud to have led this team and our efforts!

What is your dissertation research about and how do you see it helping schools in NJ?

New Jersey requires that career exploration is explicitly taught in middle schools, yet this instruction is often overlooked. I am conducting a qualitative action research project to find out how teachers can implement effective career exploration lessons at the middle school level. My research also seeks to find out how career exploration lessons can address the needs of economically disadvantaged students. I look forward to finding out what barriers teachers face in planning career exploration lessons, and what supports they need to overcome these barriers.

FACULTY FEATURE: DR. JOANN MANNING



Dr. JoAnn Manning has served as an Assistant Professor of Educational Leadership at Rowan University since 2008. She has also served in the positions of School Principal, Regional Director, Assistant Superintendent and Superintendent for school districts in the states of Pennsylvania and New Jersey. She was the former Executive Director of the Laboratory for

Student Success (LSS), the Mid-Atlantic Regional Educational Laboratory at Temple University Center for Research in Human Development and Education.

Dr. Manning's research is currently focused on building capacity within educational leaders to address issues of trauma and social justice in educational settings. She is also working on a university funded grant to bring a greater focus on social justice within the anchor course for the doctoral program (Leadership Theory). Other projects that she is involved with include:

developing a small conference grant for UCEA social justice scholars; recruitment for the educational leadership doctoral program, and curriculum development – social justice leadership and sustainable institutional change. Her research and work has continually focused on building family, school, and community partnerships, turning around low-performing schools, and educational leadership.

Dr. Manning's favorite course to teach in the Ed.D. program is Advanced Leadership. She says it's because students are able to demonstrate their ability to synthesize and demonstrate what they have learned about leadership, change, and social justice. Students work collaboratively with an institution to identify, analyze and provide recommendations to an institution that is dealing with a "challenge of practice." Looking forward, she visualizes a doctoral program that has a systematic process to assess and improve the outcomes of program practices that build the capacity of educational leaders to apply scholarly and practical wisdom to implement sustainable institutional change that focuses on social justice and equity.

FACULTY MEMBER SEEKS TO ALIGN NURSE EDUCATOR TRACK TO NJ NEEDS

What do doctoral-level nurse educators and leaders need to know? The nurse educator track in the Educational Leadership doctoral program is critically important at a time when both patient and nurse demographics are undergoing rapid change in the state. How should our Ed.D. respond to the needs of both the community and practitioners in New Jersey? To find out, Drs. Carol Thompson, Associate Professor of Educational Leadership, and Mary Ellen Santucci, Associate Professor of Nursing, are conducting interviews with higher education administrators, faculty, and practicing nurses from institutions around the area. They expect their study to play two roles, first in revising the curriculum to meet the changing needs of nursing education leaders, and second, to connect the Ed.D. program more substantially to stakeholders throughout the community.

FACULTY MEMBER SPEARHEADS SPECIAL ISSUE OF *AMERICAN BEHAVIORAL SCIENTIST*

Dr. Monica Reid Kerrigan, Associate Professor in the Ed.D. program, recently spearheaded the creation of a special issue in the journal *American Behavioral Scientist*. The issue focuses on the use of innovative qualitative research techniques to study public policy in education. In collaboration with her colleague, Dr. Ane Turner Johnson, Dr. Kerrigan welcomed key researchers in the field to participate in the issue, specifically women, women of color, pre-tenure researchers, critical theorists, and researchers focused on education policy that impacts marginalized communities. Faculty included in the special issue hailed from Vanderbilt University, Howard University, University of Massachusetts Amherst, Princeton University, Hofstra University, University of Nevada Las Vegas,

and the Ed.D. program's very own faculty member, Dr. Cecile Sam.

Of the special issue, Dr. Kerrigan said, "These articles contend with the challenges to conducting qualitative inquiry within a positivist, neoliberal regime that privileges quantitative research and that is currently dictating the terms of much education policy research and analysis. Each article provides a substantive critique of this regime and offers evidence of when an innovative qualitative approach improved our understanding of a specific education policy." Articles in this issue can be found [here!](#)

BUILDING SOCIAL JUSTICE LEADERS: FACULTY MEMBERS PRESENT AT UCEA



Pictured from left to right: Dr. James Coaxum, Dumar Burgess (current), Dr. JoAnn Manning, and Dr. Hajime Mitani

Drs. JoAnn Manning and James Coaxum continued their work on building social justice leaders along with alum Dr. Mary Clark, '17, presenting three

sessions at the 32nd Annual 2018 UCEA Convention held in Houston, Texas. The theme for the convention was "Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice".

Session One: Towards the Preparation of Culturally Competent School Leaders. This research paper examined how one educational leadership preparation program develops school leaders by building their capacity as culturally competent leaders.

Session Two: Revolutionizing Educational Leadership Preparation Programs to Develop Socially Just and Equitable-Oriented School Leaders Critical Conversations and Networking Sessions. This critical conversation and networking session served as a platform for researchers, scholars, graduate students, and practitioners to discuss the challenges facing preparation programs

to revolutionize their preparation of school and district leaders who will enact socially just and equitable leadership, research, and practice.

Session Three: Building Social Justice and Equity-Minded Leaders in Doctoral Educational Leadership Programs. This ignite session shared how educational leadership preparation programs that focus on social justice and equity issues are preparing educational leaders who will be able to solve complex problems in practice. The participants facilitated the session by maintaining focus on the guiding reflective

question: “How can educational leadership programs develop social justice and equity-minded leaders who understand and address social justice and equity problems of practice?”

A few of the scholars that participated in the sessions include James Joseph Scheurich, Indiana University; Milan Sevak, Southern Methodist University; Jeffrey S. Brooks, RMIT University, Australia; María Luisa González, University of Texas at El Paso; and Kathryn Bell McKenzie, Texas A&M University.

FACULTY MEMBER WINS GRANT TO RESEARCH INDIGENOUS KNOWLEDGE IN AFRICA

Dr. Ane Turner Johnson and her co-researcher, Dr. Marcellus Mbah of Nottingham Trent University in the U.K., were awarded one of six research grants given by the [Society for Research into Higher Education](#) (SRHE), an organization that advances understanding of higher education through the insights, perspectives, and knowledge offered by systematic research and scholarship.

Drs. Johnson and Mbah will undertake a project in Spring 2019 titled, “*A determination of how African academics understand and maximise the existing and potential role of indigenous knowledge and practices within their community-based research: Profiling the ecologically minded university and its contribution to sustainable development.*” The research project will seek to establish a systematic understanding of how African academics involved in community-based

research projects within developing world contexts construct the existing and potential role of indigenous knowledge and practices. The research will take place in Gabon, The Gambia, and Zambia.

Of the project, the SRHE awards committee stated, “The Society received a large number of high quality applications for research funds this year and the peer review and final decision making processes were extremely thorough...[the recipients] should be rightly proud of this achievement. [The] proposal was considered to be very strong, well put together and well thought through and on a topical issue likely to be of wide interest in the field.” For more information, check out the SRHE [research awards](#).

SPECIAL FEATURE: LEADERSHIP: THE ENDURING PARADIGM *BY PATRICIA CERULLI, ED.D. (2002)*

Experienced leaders know that leadership is a context rather than a concept. A leader builds a contextual framework by scanning the environment to ascertain the needs of both the followers and the organization. Once such needs are identified, a leader can then move forward to collaboratively construct vision and mission statements. It is the responsibility of the leader to communicate the organizational vision and mission to those being led. It has been my experience that communication is the most important element in building the collaboration needed to implement the scope of both the vision and mission.

Leadership is facilitating change, everything else is management.

So what is the purpose of the aforementioned leadership actions? The answer is meaningful change. Change that leads to individual and organizational successes. It is no accident that by studying the theoretical writings and research of respected leaders, I not only better understood leadership, but constructed my own definition: “Leadership is facilitating change, everything else is management.” This is not to say that leaders may also be managers, it is to say that management supports leadership but is not in itself a subset of leadership. How

leadership and management operate as interdependencies is an important aptitude for organizational leaders as long as they realize that although management and leadership complement each other, they are not the same.

My scholarship and research within the Rowan University Doctoral Program included more than the conventionally held elements of leadership. Other leadership norms that I was able to implement include, but are not limited to the following:

- Respect the cultural norms of the organization
- Realize that changing one element of culture can take a long time
- Be a good listener, listen to the voice of dissent
- Identify the continuously changing needs of constituent groups
- Leadership is more democratic than autocratic
- Trust is earned, distrust is virtually impossible to eradicate
- Use questioning, not universal statements

These are the program takeaways that made remarkable differences for me in my work as a Dean of Liberal Arts at Rowan College at Burlington County, and as a Trustee Emeritus of the Rowan College at Burlington County Foundation. It is not enough that a doctoral student in a leadership program completes a dissertation and successfully graduates. Leadership is an enduring paradigm that is an animated archetype of learning and application. Over time, one element that became clear to me is that individual constituents and organizations need individualized leadership. One size does not fit all. Leadership experience counts, and so does respecting the formal and informal leaders of the workplace.

It could be said of the Rowan University Doctoral Program in Educational Leadership that *no automatons need apply*. Even though doctoral students will learn important concepts, interact with other future leaders, and learn the value of research based practice, leadership is most effective when the leader is charged with the concerns and benefits of those being led. In sum, leadership is about using what is learned, studied and researched for the benevolence of those you lead.

Dr. Cerulli graduated from the very first cohort in the Ed.D. program and was the first alum to earn four distinct degrees from the university. She is #RowanPROUD!

FACULTY, STUDENT, AND ALUMNI NEWS & NOTES

Faculty Publications

Hull, D.M., Hinerman, K.M., **Ferguson, Sara L.**, Chen, Q., & Haslund-Hadley, E.I. (2018). Teacher-led math inquiry: A cluster randomized trial in Belize. *Educational Evaluation and Policy Analysis*, 40, 336-358. doi: 10.3102/0162373718768430

Johnson, Ane T. (2018). Women in the field: Positioning, troubling, and (em)bodying researcher identities in international and comparative education. *Research in Comparative and International Education*, 13(4), 516-533. doi: 10.1177/1745499918807031

Johnson, Ane T. (2018). Armed with real guns: Student unions, identity, and violence in Côte d'Ivoire. *Higher Education Research & Development*. Online First. doi: 10.1080/07294360.2018.1551332

Kerrigan, Monica R., & Johnson, Ane T. (2018). Timing is everything: The utility of time-series analysis for case-based policy inquiry. *American Behavioral Scientist*. Online First. doi: 10.1177/0002764218819692

Kerrigan, Monica R., & Johnson, Ane T. (2018). Qualitative approaches to policy research in education: Contesting the evidence-based, neoliberal regime. *American Behavioral Scientist*. Online First. doi: 10.1177/0002764218819693

Sam, Cecile (2019). Shaping consciousness through social media: Using Foucauldian Discourse Analysis to explore the stories that shape educational public policy. *American Behavioral Scientist*. Online first. doi: 10.1177/0002764218820565

Sam, Cecile, & Darfler, A. (2018). Using activity theory to understand the role of the coach in K–12 curriculum redevelopment. *International Journal of Mentoring and Coaching in Education*, 7(3), 231-247.

Sam, Cecile, & Gupton, J. (2018) Cultivating ethical mindfulness. In A. Kezar, J. Drivalas, and J. A. Kitchen (Eds.) *Envisioning public scholarship for our time: Models for higher education researchers*. (pp. 62-81) Sterling, VA: Stylus Publishing,

Thompson, Carol C. (2018). Advancing critical thinking through learning issues in problem-based learning. *Medical Science Educator*. Online first. <https://doi-org.ezproxy.rowan.edu/10.1007/s40670-018-00649-2>

Thompson, Carol C., & Patterson, Jill ('15) (2018). Promoting critical thinking in an online certificate program for faculty in the health professions. *American Journal of Distance Education*. Online first. doi: 10.1080/08923647.2019.1555304

Faculty Presentations

Ferguson, Sarah L., & Givens, L. (2018). *Pathways to science careers: Exploring perceptions of science educators and professionals on being a scientist*. Paper presented at the Northeastern Education Research Association conference, Trumbull, CT.

Johnson, Ane T. (2018, November 23). *Research and education networks, development, and the digital transformation of the policy and practice of African higher education*. Paper presented at UbuntuNet Alliance Connect 2018 Annual Conference, Zanzibar, Tanzania.

Sam, Cecile (2018) *Safety Dance: An exploration of “safe space” discourse in higher education media*. Presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.

Current Students & Alumni Publications & Presentations

Chestnut, Patrick (current) (2018, November). *The critical role of semiotic resources in increasing physics learning outcomes: Case study*. Poster session presented at the 117th annual Meeting of the American Anthropological Association, San Jose, CA.

Laverty, Diane ('18) (2018, November 14). *Demystifying the process: Insight into instructors' influence on the development of graduate health science students' clinical reasoning*. Paper presented at the 117th Annual Meeting of the American Anthropological Association, San Jose, CA.

Moore-Bembry, Natalie ('18) (2018, June 6). *Forging ahead: From reflection to action*. Presented at Rutgers University School of Social Work 2018 Challenging Racial Disparities: A Call to Action. New Brunswick, NJ.

Moore-Bembry, Natalie ('18), Deepak, A. C., & Lazarro, L. (2018, April 13). *Growing together as ALLIES*. Presented at The Social Inclusion and Social Justice Conference for the Institute for Social Inclusion (INSINC) at Shippensburg University, Shippensburg, PA.

Moore-Bembry, Natalie ('18) (2018, March 14-18). *Social work educators as agents of political change: Starting at home*. Presented at the Association of Baccalaureate Social Work Program Directors Annual Conference, The Grand Challenges of Political Change, Atlanta, GA.

Sheppard, Rebecca S. ('17), & Kerrigan, Monica R. (2018). Building institutional research knowledge and skills through communities of practice networks. *Mid-Western Educational Researcher*, 30(4), 251-277.

Vorensky, Sandra ('18) (2018, November). *Exploring teachers' self-efficacy about technology use in learning design and student performance in mathematics*. Poster session presented at the 117th Annual Meeting of the American Anthropological Association, San Jose, CA.

Current Student & Alumni Announcements

Natalie Moore-Bembry ('18), Assistant Director of Student Affairs for the Rutgers University School of Social Work, was appointed the Camden Campus Coordinator for the Bachelor of Arts and the Masters in Social Work. Congratulations Dr. Moore-Bembry!

Jason Fredericks (current) was promoted to Dean of Student Affairs at Raritan Valley Community College in New Jersey. Congratulations Jason!

ANNUAL GIVING!

Interested in supporting the work of the Ed.D program? **Gifts of all sizes make a big impact on the lives of Rowan students!**

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