Message from the Chair

Over the past three years it has been an honor to serve as the Chair of the Department of Educational Leadership and Foundations. Despite the challenges we have faced, it has been a rewarding and productive time for our programs, students and faculty. There are a number of accomplishments that have made me proud over my term. An overarching theme has been the enhancement and solidification of collaboration from our faculty and students.

First, a major development in October of 2010 included full membership in the University Council for Educational Administration (UCEA), a nonprofit consortium of research institutions with a serious commitment to improving leadership practice, preparation, and policy. Full membership to this nationally recognized group of educational leadership programs required a rigorous institutional and program review to ensure that we can contribute to the consortium purpose. I am grateful to the faculty and the administration of the College of Education for their commitment to this process. We will benefit for years to come via our access to forums for scholarly engagement, faculty development and outstanding opportunities for graduate students through UCEA. To find out more I encourage all of our students and alumni to visit ucea.org.

Our faculty has also worked closely on the assessment and evaluation of our doctoral program (Ed.D.). Collectively, we have engaged in discussions and thinking on the current state and future of the program as we enter our seventeenth year. I am proud to report that the average time to degree is about four and half years many of our students continue to work hard to complete their doctoral studies.

Our students have also demonstrated coming together as illustrated by the creation of the Higher Education Student Association (HESA) in 2010. Although the group is young, it is growing, and I am pleased to note that HESA is engaging in fundraising endeavors that will provide opportunities for support travel and fees for professional conferences and symposiums. In addition, under the leadership of Hilda Alaon, current HESA President, the group is seeking new avenues of collaboration by developing relationships with other College of Education student organizations. Thank you to all the HESA members and faculty advisor, Dr. Arellano, for your leadership.

The climate of collaboration and encouragement has stimulated our students to move beyond the walls of our campus and branch out. Now students are actively engaging in presenting at local and national conferences in addition to submitting scholarship for publication. Our faculty are regularly collaborating with one another, as demonstrated by the most recent issue of Journal of Cases in Educational Leadership that Dr. Mendez and I co-edited where a number of our faculty also contributed. In addition, the faculty are mentoring students as they encourage them to contribute to the field and coauthor publications.

Overall I am quite pleased with the direction of the program as we maximize our strengths and work to enhance all that we do. While my tenure as chair comes to a close at the end of June, I leave you all in the capable hands of Dr. Sorenson, as he takes the lead. Thank you for your dedication to the work we are doing and know that while my role is slightly different that my door is always open.

Have a great summer and I look forward to our ongoing journey together.
In Print

**Dr. Zulma Méndez** and **Dr. Rodolfo Rincones** were guest editors of the March 2012 edition of the *Journal of Cases in Educational Leadership*. The edition entitled “Leading into the Millennium: Schools and universities on the U.S.-Mexico Borderlands” describes and explores the complexities surrounding efforts to lead in and build educational organizations that serve the socially and culturally diverse students attending schools on the U.S.-Mexico borderlands. The cases portrayed -of regional importance and national significance-should allow educators to identify, reflect on, and ponder the complexities, challenges, and opportunities that educators may expect to encounter as they practice and lead in the ever-changing landscape of these United States.

In addition, many of the faculty from Educational Leadership and Foundations contributed to the issue. Articles representing the work of our faculty included:

- **Zulma Y. Méndez** and **Rodolfo Rincones**  
  *Leading Into the Millennium: Schools and Universities on the U.S.-Mexico Borderlands—An Introduction*

- **Maria Teresa Cortez**, **Richard D. Sorenson**, and **Dino Coronado**  
  *A Case Study of a New High School Principal: Instructional Challenges and Administrative Interventions Relating to Immigrant Students and Teacher Apathy on the U.S./Mexico Border*

- **Penelope P. Espinoza** and **Crystal C. Espinoza**  
  *Supporting the 7th-Year Undergraduate: Responsive Leadership at a Hispanic-Serving Institution*

- **Leslie D. Gonzales** (Ed.D. ’10) and **Arturo Pacheco**  
  *Leading Change With Slogans: Border University in Transition*

To access this journal online visit [http://jel.sagepub.com/content/15/1.toc?etoc](http://jel.sagepub.com/content/15/1.toc?etoc)

**Dr. Rincones** also recently collaborated on the new book, *Escritos Ambientalistas: Una mirada desde el desierto* (2012) with co-author Dr. Bustillos from Universidad Autónoma de Ciudad Juárez. The book is divided in four sections: First includes the conceptual and theoretical framework for the discussion of the environment. The second, includes essays where the environmental issues on the US-Mexico border are discussed. The third section includes cases studies and results of research regarding environmental education in Ciudad Juarez. The last section offers a reflection on the impact of the activity of human beings upon the environment and makes an invitation to become active in the preservation of natural resources.

**Dr. Richard Sorenson** has been working with associate professor and chair of the Department of Graduate Studies in Education at Abilene Christian University, Dr. Lloyd Goldsmith on a textbook revision. Due out in 2013 is Corwin’s *The Principal’s Guide to School Budgeting* (2nd Edition) which was originally published in 2006.

Dr. Sorenson also completed a textbook chapter in James Vornberg’s classic text; *Texas Public School Organization and Administration* (2013). The an excerpt of this chapter, entitled “Campus Leadership in Texas: The Effective Principal”, is detailed below:

**Effective principal leadership in Texas today is defined and described as being demanding and challenging, but rewarding. Principals are leaders in the middle, caught between high expectations, constant pressures, managing a daily barrage of administrative and instructional demands, and handling unremitting stressors. Yet, effective principals find their position satisfying. Exceptional principals – the best of the best – are supportive, ethical, moral, motivated, instructionally focused, goal-driven, and student-centered. They are also successful and productive because they are compassionate, fair, visionary, collaborative, credible, decisive, trustworthy, and they incorporate humor into the leadership role. These principals inspire others, are visible in their efforts, and possess high expectations for themselves and others; and they know and follow the law (pp. 140-141).**

**Robin Dankovich** (M.Ed., ’08, Ed.D. Cohort 15) recently was notified that her book review on Erika Falk’s *Becoming a new instructor: A guide for college adjuncts and graduate students* (2012) was recommended for publication and should appear in the Winter 2012 edition of *The College Quarterly*.
The Higher Education Student Association (HESA) has been quite active as Hilda Alarcón, our new president, has set out to raise funds to support our endeavors. This past spring HESA held two successful fundraisers. The first was on Valentine’s Day where a variety of baked goods and treats were available in the COE lobby. Later in February beads sales in celebration of Mardi Gras at the Student Union proved quite lucrative for the organization. The funds raised will support travel and registration fees for students attending national and regional conference events.

In addition to fundraising Hilda has reached out to other College of Education student organizations in hopes of developing collaborative relationships. If you are interested in getting involved or finding out more about the Higher Education Student Association please contact Hilda at hlechuga@utep.edu.

### Presentations

**Dr. Arellano** presented at the New Mexico State University Interdisciplinary Conference on Diversity in Higher Education in March 2012 with his colleagues from the same institution. The presentation was titled, “The Importance of Student Cross-Racial Interactions as Part of a College Education: Perceptions of Faculty”.

**Dr. Arellano** presented on legal issues in academic advising for Adams State College’s Advisors’ Professional Development Workshops in March 2012 via Skype.

### Student Opportunities & Resources

**University Council for Educational Administration (UCEA) Graduate Student Council Call for Proposals**
- Deadline: June 1, 2012
- First Annual Graduate Student summit at the UCEA convention—November 14-15, 2012 in Denver, CO
- For more information visit [http://www.ucea.org/ucea-gssummit/](http://www.ucea.org/ucea-gssummit/)

**UCEA 2012 Barbara Jackson Scholars Call for Nominations**
- Deadline: June 22, 2012
- The purpose of the Jackson Scholars Program is to develop future faculty of color for the field of educational leadership and policy. It provides outstanding students of color mentoring, networking and professional development intended to prepare them to be successful in the professorate. For more information visit: [http://www.ucea.org/jackson-scholar/](http://www.ucea.org/jackson-scholar/)

**UCEA Annual Convention—The Future is Ours: Leadership Matters**
- November 15 - 18, 2012
- City Center Marriott in Denver, Colorado
- The 2012 Conference to be innovative—modeling new practices and ways of communicating, creating spaces and places for critical and in-depth dialogues and networking with UCEA members, and fostering new partnerships and research opportunities

**Association for the Study of Higher Education (ASHE) 2012 Annual Conference—Theme: Freedom to Learn**
- Wednesday, November 14 - Saturday, November 17
- Las Vegas, NV—The Cosmopolitan of Las Vegas
- For more information visit [http://www.ashe.ws/?page=749](http://www.ashe.ws/?page=749)

**NASPA Student Affairs Administrators in Higher Education 2013 Annual Conference—Call for Programs**
- Deadline: September 7, 2012
- For more information visit: [www.naspa.org](http://www.naspa.org)
- Conference held March 16-20, 2013 in Orlando
- Conference theme: **BOLD WITHOUT BOUNDARIES**, challenges conference participants to dare to dream and prepare for the ever-changing landscape of higher education.

**American Association of Hispanics in Higher Education, (AAHHE) and ETS 2013 Outstanding Dissertations Competition**
- Deadline for submission: August 24, 2012
- The competition is open to anyone who has completed a dissertation that focuses on Hispanic(s) in higher education or to any Hispanic individual who has completed a dissertation in the social sciences, broadly defined, between December 2010 and August 1, 2012.
- The first place winner of the Outstanding Dissertations Competition will receive an award in the amount of $5,000. The second place winner will receive an award of $2,000. The third place winner will receive an award of $1,000. All of these winners will also be invited and sponsored to attend the 2013 AAHHE National Conference in San Antonio, Texas to present their dissertations.
"To know the road ahead, ask those coming back" - Chinese proverb

As we welcome a new cohort of doctoral students, I can tell you that after almost four years of sweat, one thought that has repeatedly struck me. How much easier the doctoral degree might have been if mystically, some of the things I knew at this moment I could have known when I first entered the Ed. D. in Educational Leadership and Administration at the University of Texas at El Paso (UTEP). While I recognize that my path has been blessed with a great advisor and good peer-mentoring, thorough my research, I have come to understand that most students had to learn difficult lessons the hard way, by themselves.

As the Chinese proverb advises "To know the road ahead, ask those coming back", motivates me to share what the Ed.D. doctoral students from the cohorts 10-16 have suggested in my dissertation research. In my study I analyzed from the doctoral student’s perspectives the educational experiences of their preparation path afforded by the Ed.D. program. As a result, I have unpacked a number of recommendations for newcomer students that are insightful and I cannot keep it in the desk.

The suggestions given varied, from a range of the students’ commitment to the program, through involvement, and even how to deal with the dissertation stage. This is the summary’s list of the most relevant guidance.

Themes of advice that emerged through interviews regarding student’s commitment included:

- **Come in with a positive attitude, dedication and commitment**
- **Enjoy the ride - it is an experience that leaves you great accomplishments, learning, memories, friends and traditions.**
- **Keep your focus**
- **Time management for all aspects of your life, don’t leave anything to the end**
- **Prepare to be serious and engage in the process of learning and developing yourself**
- **Be reflective and open to learning from the faculty and your colleagues.**
- **Be prepared to work, nothing will be handed to you. Put into the program as much as you expect to get out of it.**
- **Understand the commitment you are about to make over a 3-5 year period**

By **Edith Vera**, Doctoral Student Cohort 13

- **The advice I would give first year doctoral students would be that of them making sure they are able to fit in time for reading and to accept the fact that sleep is a five letter word and nothing else.**

Advice about involvement-networking, mentoring, courses, and faculty:

- **Take courses outside of the department in an effort to develop the theoretical and conceptual portions of the dissertation**
- **Develop working relationships with faculty early on and engage in research.**
- **Seek help from faculty and colleagues.**
- **Be prepared to present at yearly professional conferences.**
- **Engage with a mentor that is willing to aid in achieving your goals in research and other skill sets, but most importantly believes in your strengths regardless of your personal obstacles.**
- **Network with your cohort,**
- **Know when you need a break to regroup and recharge.**

Advice about research and further steps beyond courses:

- **Be patient with the opinions of others and start thinking on your subject of investigation**
- **Be prepared as it is not geared specifically toward students with full-time jobs.**
- **Take your time--enjoy every class because when the core courses are completed you have to self-mindedly continue on your own.**

To close, this last wise advice may reflect and summarize what an Ed.D. students will go throughout the program. "It will take you a year to figure out if it’s something you really want to do. The first summer semester will test you, the second semester will make it better...you’ll say to yourself "I can do this!" It's a program that you have to give 100% and realize that you need to give 100% to your professional career. You can have personal time but you'll be thinking about assignments as you sit in the movie theater or ponder with others or not you should go out with friends and drag your two chapters. You will have to sacrifice some things but you need to say it's worth it.” (Survey Comments, 2011). I really agreed with this last statement, it is worth it, and as the title of this article which recall a student’s comment “Get it done! It is doable!”, and certainly, you will carry it with you.
Spring Commencement 2012

EDLF would like to congratulate our students for their effort, hard work and dedication to their studies. Listed below are the graduates recognized during Spring Commencement on Saturday, May 12, 2012. Best of luck as you continue to teach, learn and lead.

**Master of Education**

* Educational Administration
  - Manuel De Jesus Aldaco
  - Jose Salvador Cabrera
  - Michael Hans Coppock
  - Hermila Gamez
  - Christopher Robert Gibson
  - Sergio Arturo Gonzalez Jr.
  - Leticia Gutierrez
  - Charlie Walden Harris
  - Angelica Hernandez
  - Luis Rodrigo Jacquez
  - Sean Michael Kilkenny
  - Araceli Lara
  - Thelma Laredo
  - Mark Anthony Loya
  - Brennan Dean Masters
  - Sandra Araceli Medrano
  - Mary Ann Paz
  - Karen Martinez Reid
  - Yvonne Romero
  - Martha Sagarrio Santamaria
  - Mike Rudy Torres
  - Erik Vasquez
  - Melissa Arlene Vasquez
  - Jennifer Lynn Veik
  - Michael Joseph Woznicki

**Doctor of Education**

* Educational Leadership and Administration
  - Curtis J. Barnes (Ed.D., Cohort 13) Dissertation Title: *Distortion, Disparity, and Dubious Data: The Impact of Accountability on Instructional Practice*
  - Committee: Dr. Don Schulte, (Chair), Dr. Bill Johnston, Dr. Penelope Espinoza, Dr. George Keating

  - Catherine Kennedy (Ed.D., Cohort 12) Dissertation Title: *Teacher Evaluation: Empty Ceremony or Vital Activity*
  - Committee: Dr. John Daresh (Chair), Dr. Zulma Mendez, Dr. Don Schulte, Dr. Hector Montenegro

  - Josie H. Lucker Keffer (Ed.D., Cohort 3) Dissertation Title: *Educational Leaders Beliefs and Attitudes Regarding Core and Current Issues in Special Education*
  - Committee: Dr. Rodolfo Rincones, (Chair), Dr. John Daresh, Dr. Richard Sorenson, Dr. Helen Hammond

  - Lizely Madrigal-Gonzalez (Ed.D., Cohort 13) Dissertation Title: *Still ’Unfinished Education’: LATINO Students Forty Years After the Mexican-American Education Study.*
  - Committee: Dr. Kathleen Staudt, (Chair), Dr. Arturo Pacheco, Dr. Penelope Espinoza, Dr. Jose Villalobos

**Recognition**

Congratulations to Dr. Eduardo Arellano and his wife, Julia, for being recognized as the Bilingual Education Advocates of the Year for 2011 by the Bilingual Education Encouraged in Multicultural Settings (BEEMS), a bilingual education regional organization. They were nominated by Ellen Chavez, the dual-language coordinator for the El Paso Independent School District.

In addition, Dr. Arellano was also awarded the Faculty Service Award by the College of Education for 2011. He was nominated by Dr. Rincones.

**Fast Track Program**

Do you know someone thinking of returning to school and pursuing their Master’s degree and/or Principal Certificate? Well then let them know that the University of Texas at El Paso Summer 2012 Registration is still open! SUMMER IS THE BEST TIME TO BEGIN!

Our program has a number of scheduling options and course formats available in the Educational Leadership and Foundations Department at UTEP! UTEP offers classes this summer in a variety of formats

► 2-week classes in both Summer I and Summer II!
► 4-week classes in both Summer I and Summer II!
► Day classes and evening classes!

Earn a Master’s degree and your principal certificate in about 1-year!

For more information, call or e-mail; Dr. Richard Sorenson, Director of the Principal Preparation Program 915-747-5383 rsorenson@utep.edu
Miners on the Move

Are you relocating, recently promoted or welcoming someone new to your family? We would love to hear more. Keep in touch with us by sending an email to edlf@utep.edu.

K12 Administration

Congratulations to our current and former students in K12 making professional moves of their own. Thank you Dr. Cortez for keeping tabs on our students and alumni in our K12 Administration programs.

Monica Bustillos (M.Ed., '06) was assigned as the newest Assistant Principal at Montwood High School.

Mily Gamez (M.Ed., '12) is the new testing coordinator at Coronado High School.

April Granados (Current M.Ed. student) received 2012 Teacher of the Year at Sun Ridge Middle School. This summer she is also moving on to at El Dorado 9th Grade Academy via her promotion to AVID Coordinator/Curriculum Coach.

Rafael Guardado (M.Ed., '08) - Assistant Principal at Hart Elementary School

Angelica Hernandez (M.Ed. '12) was named 2012 Teacher of the Year for Horizon Middle School.

Mark Paz (M.Ed., '11) is named Assistant Principal at El Paso High School.

Higher Education

Dr. Armando C. Aguirre (Ed.D, '04, Cohort 6) was named the new assistant provost overseeing The El Paso Collaborative for Academic Excellence. Based at UTEP, the collaborative is a partnership among education, business and civic leaders in the region.

Dr. Lisa Campos (Ed.D., '09, Cohort 8), was recently named Vice President for Intercollegiate Athletics by Northern Arizona University. She had spent the last nine years serving UTEP in Student Affairs and Athletics, most recently as Senior Associate Athletic Director. Lisa’s leadership and commitment to students the University of Texas at El Paso will surely be missed. Best of luck to you Dr. Campos as you continue to be an advocate for academic and athletic excellence. Congratulations.

Denise Lujan (M.Ed., '08), Director of Developmental Math at UTEP and President-Elect for the Texas Association of Developmental Education (TADE) was recently chosen to work with the Texas Higher Education Coordinating Board on the Developmental Education Advisory Committee (DEAC) to address legislation passed in 2011 that impacts developmental education across the state. Denise will chair the statewide committee that will make recommendations to the Coordinating Board on new policies and procedures for implementing the TSI guidelines as well as look at what programs and initiatives should be offered to students who place into developmental education. Thank you Denise for being a leader in developmental education not only at UTEP but across Texas.

Marisa Pierce (M.Ed., ’01, Cohort 11), has been named Testing Services Director at El Paso Community College. She previously directed GEAR UP at EPCC and continues to balance both roles as the GEAR UP programs comes to a close in 2013. Best of luck Marisa as you take on this challenging new role.