

2021 LEADERSHIP SUMMIT

THE UNIVERSITY OF ST. THOMAS, HOUSTON

Doctor of Education in Ethical Leadership

Humanity FAITH
HOPE JUSTICE
HOPE *Fortitude*
VIRTUE WISDOM
COURAGE
TEMPERANCE

Evolution of the Pandemic: How We as Leaders Choose to Respond



A MESSAGE FROM THE PRESIDENT

It is a special privilege to welcome you to the University's Ed.D. program's third Leadership Summit. Responding to and growing through the pandemic continues to shape us, both as individuals and as a dedicated corpus of ethically focused leaders.

These are challenging times for all of us. Our mission also calls us to foster engagement in a diverse, collaborative community. We often say that diversity is one of our greatest strengths. It certainly is, but only if we make sure that it remains more than a talking point. How can we do our part to really move society forward? Lasting change is not born of reactive measures, it is born of proactive ones. As a Catholic university, changing society for the greater good is an important part of what we help cultivate universally.

Thank you for your presence here today. My hope is that, as always, this forum will offer us a chance to have a vibrant dialogue around the topics that impact us all and energizes us as one community, working toward a common purpose.

I pray that Goodness, Discipline and Knowledge will guide us along the way,

Richard L. Ludwick

Richard L. Ludwick, JD, EdD

Richard L. Ludwick became the ninth president of the University of St. Thomas on July 1, 2017. He previously served as president of the Independent Colleges of Indiana, the nation's oldest association of 31 private, nonprofit colleges and universities enrolling more than 100,000 students. In that capacity, he led strategic initiatives in public policy at the state and federal levels, spurred innovative, intercollegiate collaborations, and successfully executed multi-million-dollar philanthropic campaigns.

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EVOLUTION OF THE PANDEMIC: HOW WE AS LEADERS CHOOSE TO RESPOND



Dr. Samuel Condic:
Hope: An Essential Element for Human Flourishing

Samuel Condic is an associate professor of Philosophy in the School of Arts and Sciences and

holder of the Cullen Trust for Higher Education Chair of Business Ethics. His background includes a PhD in philosophy and over 10 years of work experience in and around the oil and gas industry. In addition to his work in the field of business ethics, he is the co-author of the prize-winning book, *Human Embryos, Human Beings: A Scientific & Philosophical Approach*, a work that examines human life at its earliest stages.

Degrees: Doctor of Philosophy, Philosophy, University of St. Thomas, Houston; Master of Arts, Philosophy, University of St. Thomas, Houston; Bachelor of Arts, Western Michigan University



Dr. King Davis: Crisis Management

Dr. King Davis was chosen to lead Sheldon ISD in January 2016, bringing with him 27 years of experience in education as a

teacher, coach, assistant principal, principal, assistant superintendent and superintendent. Since then, Davis has helped usher the district through devastation caused by Hurricane Harvey and now faces leading Sheldon through the COVID-19 pandemic. Davis is a strong, dedicated leader who consistently works to forward student success.

Davis describes his personal philosophy as that of a certain major automobile manufacturer: “the relentless pursuit of perfection.” While he concedes that perfection is an elusive goal, it’s one that he still strives for daily. In his role as an educational leader, Davis feels that failure simply isn’t an option. Too much rides on his success. He cites a quote from Aristotle, which states, “The educated differ from the uneducated as much as the living from the dead.”

“When I initially heard this quote some years ago, I thought it was a bit extreme,” Davis says. “Upon further reflection, I’ve concluded that it wasn’t extreme at all, but states a powerful truth. A proper education is so critical to one’s life, that without it, one may very well experience a form of death. The death of dreams, goals, aspirations, prosperity and hope becomes a reality for many of our citizens who lack the opportunities that come along with a proper education. Public education is the only hope that many of our school-aged citizens have; therefore, we must pursue perfection daily.”

Degrees: Doctor of Education in Ethical Leadership, The University of St. Thomas, Houston; Masters in Education - Educational Leadership, Stephen F. Austin University; Bachelor of Science, Stephen F. Austin University



Dr. Arlene Macdonald:
Diverse Ethical Lives

Dr. Arlene Macdonald is an educator and researcher in the areas of health, society, and religion. Formerly an assistant professor at

the Institute for the Medical Humanities at the University of Texas Medical Branch in Galveston, Arlene worked to bring ethics and justice to the professional formation of physicians and other healthcare workers. One piece of that work was imparting and cultivating the highest standards of professionalism practiced in healthcare today. But another important piece of that work was encouraging medical students – the future leaders of tomorrow’s profession – to reflect critically on the profession as it stands, to locate patients and providers in the historical, social, and political forces that shape them, and to develop their own aspirations for the profession they will both inherit and impact.

Providing “situated stories” that narrate people’s lived experiences and locate them in broader social and cultural environments, anthropology is a vital tool for advancing reflexive and ethical approaches to the profession of medicine. An anthropologist of both religion and medicine, Funded by the Lilly Endowment and the Religion & Diversity Project (a Major Collaborative Research Initiative in Canada), her publications have appeared in numerous clinical, social scientific, and humanities journals. As an educator, Arlene has brought the insights of anthropology to undergraduate medical education, interprofessional education (IPE), continuing medical education (CME), and graduate education in the Medical Humanities.

Her endeavors have led her to a deep appreciation for the diversity of ethical life. Shaped by different locations, circumstances, experiences, traditions, resources, and commitments, people vary widely in how they understand and practice what they take to be a ‘good’ life. Arlene is confident that anthropology can assist in understanding the diversity of ethical life in pandemic times and in facilitating more productive conversations about the way forward.

Degrees: Doctor of Philosophy in Religious Studies, University of Toronto, Toronto; Master of Arts, Religion and Culture, Wilfrid Laurier University; Bachelor of Arts, Humanities, York University; Bachelor of Arts, Political Science, York University.



Dr. Phuong Uyen Tieu:
A Practitioner’s Perspective

Dr. Uyen Tieu is Co-Founder and Chief Executive Officer of US Advanced Chiropractic, LLC. In addition to

running her own business, she serves as a consultant for a growing medical group. Dr. Uyen Tieu is a former K-12 leader who served as teacher, assistant principal, principal, director, and chief of academics. She is recognized for her diverse experiences in leadership, project management, rapid business solutions, change management and adaptability in challenging and diverse environments.

She entered the U.S. public school system as a second grader after immigrating from her native Vietnam, and thanks to the encouragement of a caring teacher, she flourished yet realized that because her parents were themselves in uncharted territory, she deeply depended on her teachers for guidance. She graduated from high school and entered the University of Houston, earning her Bachelor of Business Administration degree.

She flourished in retail management and banking yet found her passion elsewhere: teaching. She earned her certification and taught with the Stafford Municipal School District for three years. She became a dual language coordinator then transitioned to serve as the Elementary Dean of Instruction, supporting and sustaining the first Vietnamese – English 50-50 dual language program which gave Stafford nationwide recognition. After six years in Stafford Municipal School District and at the completion of her Master of Education, she became assistant principal at Scarborough High School in Houston ISD. The school was a year two “Improved Required” status at the time she joined the team. By implementing intensive and critical changes, Scarborough met state standards and earned two distinctions.

The journey she traveled “taught me to always do my best, value the opportunity and second chances that I have been given, appreciate and honor friends and family that stood by when I was at my worst. I continue to thirst and crave for knowledge to better myself so that I can better serve the community and the students I serve.” She speaks with conviction that true determination, dedication, and hard work can take a person where they want and need to be.

Degrees: Doctor of Education in Ethical Leadership, The University of St. Thomas, Houston; Master of Education – Educational Administration, Concordia University; Bachelor of Business Administration, The University of Houston



A NOTE FROM THE DEAN, DR. ANA-LISA GONZALEZ

It is such a pleasure to welcome everyone to the annual Leadership Summit hosted by the faculty, staff, and students of the Ed.D. in Ethical Leadership program. The Leadership Summit is a manifestation of the educational experiences, hard work, and expertise of the many doctoral candidates that comprise this amazing program, as well as the expert panel.

It is a very special time at the University of St. Thomas. There are several initiatives that are being instituted, renovations happening around campus, and the restructuring of several programs to meet the needs of the 21st-century student. In the School of Education and Human Services, and specifically with our doctoral program, you will witness many of the changes that will continue to move the program forward. These changes will be reflective of the indelible impressions these candidates continue to make on our UST campus and the larger Houston metropolitan community. The research these doctoral candidates are conducting is bold, timely, and will indeed positively impact the infrastructure of their respective professional settings.

While interacting with these scholars we will witness how authoritative they have become specific to subject matter, their willingness to listen and grow, and how far reaching the impact of these studies will be for the greater good. This and future research will reflect the soul of the curriculum imparted, the Catholic mission and identity of UST, and the passion that these academics have for the issues that they have tackled in order to implement change where it is greatly needed. Once again, welcome to the summit and enjoy the exchange of knowledge that will surely transpire.

Ana-Lisa Gonzalez

Ana-Lisa Gonzalez, Ph.D.



FROM THE Ed.D. PROGRAM INTERIM DIRECTOR

As interim director of the Ed.D. Program at the University of St. Thomas, I pride myself in welcoming all of the third Leadership Summit attendees to Evolution of the Pandemic: How We as Leaders Choose to Respond.

COVID-19 has exposed challenges for technology in education. When the pandemic swept through our society, it upended the structures of our health systems, economic life, and communities. Furthermore, it exposed the need to adopt high-quality education technology and digital capabilities across several colleges and universities.

The Doctor of Education in Ethical Leadership program is emerging from the pandemic stronger than ever before. As your Director, my goal is to leverage technology to achieve sustainable online infrastructure standards for digital accessibility. By Summer 2022, we will be offering asynchronous courses for our students to have the flexibility to study in a self-paced manner, quality online courses, and a HyFlex course format.

As a proud alumnus of The Doctor of Education in Ethical Leadership program, I could not be more proud of the program's accomplishments. The Ed.D. program has successfully provided six years of high-quality educational opportunities to students, resulting in more than 60 alumni who have advanced their careers in the business and education sector. As the program continues to grow, by 2025, the Doctor of Education in Ethical Leadership program will be an optimal training program for producing social justice leaders with technology and data to fuel an unprecedented movement for social justice worldwide.

Brandon Green

Brandon Green, Ed.D.



WELCOME DR. ANDRÉS GARCIA

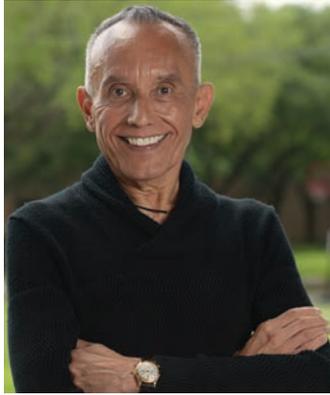
An adjunct fixture in the Ed.D. program since its inception, Dr. Garcia now joins the Ed.D. team as a full-time faculty member. For more than 22 years, Dr. Garcia has actively engaged in the field of education with more than 13 years of experience as a researcher and program evaluator for multiple school districts. His expertise has helped support federal, state, and locally funded educational programs by providing timely and useful planning, research, and evaluation information. His formative and summative evaluation reports have covered curriculum, federal and state programs, federal title programs, gifted and talented, magnet programs, multilingual education, and special education programs. Dr. Garcia earned his undergraduate degree, master's degree, and Doctor of Education from the University of Houston. He teaches Mixed Research Methods and Quantitative Research Methods in the Ed.D. program in addition to serving on multiple dissertation committees as chair or member.

Andrés Garcia

Andrés Garcia, Ed.D.

DR. RAY GARCIA

In 2016, Dr. Ray Garcia, founding director of the Ed.D. in Ethical Leadership program at the University of St. Thomas, envisioned breaking the traditional mold and creating a three-year, technology-rich model to serve today's educational practitioners and the ever-changing societal needs they encounter. "From the beginning, the Ed.D program was designed to be student-centric," he has observed. "So, unlike other traditional programs, UST developed an accelerated, robust, academic program ensuring completion in three years, including dissertation." This original vision formed the foundation for a strong and growing program that will welcome its seventh cohort in June 2022.



Throughout his career in education, Ray Garcia, an Ed.D in his own right, has worked in a variety of administrative capacities including: Professor and Chair of the Department of Educational Leadership in California State University East Bay, Dean of Corporate University and Chief Academic Officer in Spring Branch Independent School District. He began his educational profession as a teacher and subsequently transitioned to the role of principal. The focus of Dr. Garcia's career has always been working with teachers, principals, and district leaders on the school improvement process. His work with school leaders concentrated on approaches to sustaining school improvement efforts for English language learners, leadership training on optimizing staff commitment and diversity training on leveraging cultural traits to enhance school performance. Dr. Garcia's research interests continue to target the building of leadership capacity to transform entrenched organizational patterns into new ways of being and doing in educational settings.

Dr. Garcia's accomplishments are legion, and the Ed.D. program represents the culmination of his professional dreams for the 21st century educator and student. "This program creates a space where analytical discourse and ethical conviction address questions of humanity. The intellectual rigor that characterizes our curriculum yields sophisticated thinkers who value educational equity, cultural competency and community engagement."

DR. EDUARDO TORRES

As he retires from full-time university service this year, Dr. Eduardo Torres can reflect back on a 46-year career rich in various educator roles. He has been an elementary school teacher, elementary school principal, a middle school principal, high school principal, area superintendent, and in San Antonio, became the deputy superintendent. His transition to higher education was a natural next calling. He taught at Texas Lutheran University in Seguin, working with undergraduate students and student teachers in the Teacher Education program. He has served UST as an Assistant Professor, Director of Off Campus Programs, and crowned his career here as Interim Director of the Ed.D. program in ethical leadership in education after Dr. Ray Garcia retired.



He remembers serving on the advisory board of the SEHS at the time the program was proposed; "It was such a wonderful thought... a program of ethical leadership in a time where there exists a vacuum of ethical leadership every way you can define it. He recalls, "We scoured the countryside and were one of the few universities offering this opportunity at the doctoral level." Dr. Torres considers the hallmarks of ethical leadership: "The real parts of ethical leadership, as I understand it, are respect for ethical beliefs and values, the dignity and rights of others, and living by concepts such as trust, honesty, consideration, and fairness."

Earning his undergraduate degree from the University of Texas at El Paso, his master's degree and Doctor of Education from Texas A&M University Commerce, Dr. Torres teaches Ethical Leadership and Diversity and Equity in the Ed.D. program as an adjunct professor. He emphasizes, "My life's work has been mostly in servant leadership but the two are so compatible and so comparable until it's hard to sometimes distinguish one from the other. One of our goals is to make sure that our students see the world through other people's lenses." Dr. Torres has served as a dedicated role model of service and leadership to students of the Ed.D. program since its inception.

FACULTY CHAIRS ADVISORS

Andres Garcia, Ed.D.
Faculty, Dissertation Committee Member
University of Houston

Barbara Eikenberg, Ed.D.
Faculty, Dissertation Chair and Committee Member
Sam Houston State, Huntsville

Brandon Green, Ed.D.
Faculty, Dissertation Chair
University of St. Thomas, Houston

Brian Malechuk, Ed.D.
Dissertation Committee Member
University of Houston

Douglas Franklin, Ed.D.
Faculty, Dissertation Committee Member
University of St. Thomas, Houston

Mack O. Eagleton IV, Ed.D.
Faculty
University of St. Thomas, Houston

Eduardo Torres, Ed.D.
Faculty, Dissertation Chair
Texas A&M University, Commerce

Jessica Thompson Falla, Ed.D.
Faculty, Dissertation Chair
University of St. Thomas, Houston

Joseph Ratcliff, Ed.D.
Dissertation Chair
University of St. Thomas, Houston

Kellie Yoh, Ed.D.
Dissertation Committee Member
University of Houston

Kevin Granderson, Ed.D.
Faculty
University of St. Thomas, Houston

Linda Buza, Ed.D.
Faculty, Dissertation Committee Member
University of Houston

Maria Moreno, Ed.D.
Faculty
University of St. Thomas, Houston

Marshall Scott III, Ed.D.
Faculty
Texas Southern University

Samuel Neher, Ed.D.
Faculty
University of St. Thomas, Houston

Theresa Campos, Ed.D.
Faculty
Dissertation Chair, University of Houston

Victoria Marron, Ed.D.
Faculty
University of St. Thomas, Houston

Ana-Lisa Gonzalez, Ph.D.
Faculty, Dissertation Chair and Committee Member, University of Houston

Jennifer Butcher, Ph.D.
Faculty, Dissertation Chair
Prairie View A&M University

Nduta Gichuri-Echessa, Ph.D.
Faculty, Dissertation Chair and Committee Member, University of Minnesota

Dianne Reed, Ed.D.
Faculty
Texas A&M University

Jerry Wallace, Ed.D.
Faculty, Dissertation Committee Member
Lamar University

Keena Bradley, Ph.D.
Faculty
Texas A&M University

Marsha Bolden, Ed.D.
Dissertation Committee Member
Learning Walden University

Marvin Johnson, Ed.D.
Faculty, Dissertation Committee Member
Texas Southern University

Michael O'Guin, Ed.D.
Faculty
Texas Southern University

Michael Papadimitriou, Ed.D.
Faculty, Dissertation Chair
University of Sarasota

Paul Paese, Ph.D.
Faculty, Dissertation Chair
Ohio State University

Roberto Martinez, Ed.D.,
Faculty
University of Houston

Sandra Harris, Ph.D.
Dissertation Committee
University of Texas at Austin

Sonerka Mouton, Ed.D.
Dissertation Committee
University of Houston

Teresa Hughes, Ph.D.
Dissertation Committee
Texas A&M University

Virginia Leiker, Ed.D.
Faculty
Baylor University

Beverly Barrett, Ph.D.
Faculty
University of Miami, Coral Gables

Catherine Barber, Ph.D.
Faculty, Dissertation Committee
Loyola University

NEW FACULTY

Dr. Beverly Barrett

Dr. Barrett is a global policy specialist, educator, and researcher. With a focus on international business and economic policy, she specializes in regional integration, international trade, institutional governance, and education policy. She is faculty in the graduate programs at the Cameron School of Business, an AACSB-accredited program, at the University of St. Thomas in Houston. Dr. Barrett earned her doctorate (Ph.D.) in International Studies at the University of Miami in Florida while serving in a fellowship with the European Union Center of Excellence. She teaches EDUC 8324, Globalization and the 21st Century in the Ed.D. program.

Dr. Mack O. Eagleton, IV

Dr. Eagleton defines his primary roles as God-chaser and equity-driven education leader. He puts those descriptors into action as the Lead Assistant Principal for North Shore Senior High School (Galena Park ISD). Earning his Ed.D. from the University of St. Thomas in 2019, Dr. Eagleton places special focus on understanding and incorporating ethical motives in the decision-making processes utilized by Texas public secondary school leaders. Now an adjunct professor, he brings this expertise back home, teaching EDUC 8321, Diversity/Equity Leadership in the Ed.D. program.

Dr. Marie Moreno

Dr. Moreno is currently the principal of Las Americas Newcomer School and combines her duties as principal of Las Americas while leading the Jane Long Futures Academy. She began her career as a teacher and assistant principal at HISD's Wisdom High School before moving to Las Americas. Dr. Moreno has worked in the Jane Long/Las Americas community for 24 years and is passionate about English language learners. She now teaches the Ed.D. program's EDUC 8310, Ethical Resource Allocation course as adjunct professor.

Dr. Marshall Scott, III

A devoted educator for the past 24 years, Dr. Scott has extensive K-12 leadership experience. Earning his B.B.A. from Northwood University and his M.Ed. and Ed.D. from Texas Southern University, Dr. Scott now serves as Superintendent of the Bay City Independent School District and Executive Director for Elementary Schools for the Baltimore County Public Schools (Maryland). Dr. Scott places particular emphasis on collaborating with principals and campus leadership teams to develop systems for improving academic outcomes for learners. He teaches EDUC 8321, Diversity/Equity Leadership in the Ed.D. program as adjunct professor.

The International Center for the Advanced Study of Advocacy and Social Justice: A Research Depository*

EDD1

- Academic Shaming (1)
- Accountability Practices at Non-Profit (1)
- At-Risk Students (1)
- Character Education (1)
- Community Service (1)
- Decision-Making (1)
- Dreamers' Motivation (1)
- Education (2)
- Education for Incarcerated Population (1)
- Educator Code of Conduct (1)
- English Language Learners (1)
- First Generation (1)
- Food Insecurities (1)
- Gender Equality/Title IX (1)
- Gifted Education (2)
- Higher Education (1)
- Homeless Black Students (1)
- Income (1)
- Individuals with Disabilities (1)
- Racism and Minorities (1)
- Resource Allocations for ESL/Bilingual (1)
- Restorative Discipline (1)

EDD2

- Developing Energy Talent Pipeline (1)
- Disciplinary AEP (1)
- English Language Learners (1)
- First Generation (2)
- Gender Equity (4)
- Individuals with Disabilities (1)
- International (1)
- K-12 Education (1)
- Kinship Foster Care (1)
- Racism and Minorities (3)
- Retention of School Administrators (1)
- Social Justice Consciousness (1)
- Special Education (1)
- Student Success (1)
- Technology (2)
- Unaccompanied Youth (1)

EDD3

- Cultural Relevance (1)
- Culture's Impact on Desire to Read (1)
- Disabilities Services (1)
- Diversity in Occupational Therapy (1)
- Early College (1)
- Executive Functions in PK (1)
- Gender Equality (1)
- Gentrification (1)
- Gun Violence (1)
- High and Low Performing Schools (1)

- HS Retention Intervention (1)
- Impact of A-F Accountability (1)
- Impact of Revenge Porn on Victims in HE Environments (1)
- Incarcerated Parents (1)
- Newcomer MS Study (1)
- Oncology Social Commitment (1)
- Poverty (1)
- Professional Learning Communities (1)
- Racism and Minorities (2)
- Re-Humanization of Medicine (1)
- Role of Play in PK (1)
- SES (1)
- Social Promotion in ES (1)
- STEM (1)
- Teacher Involvement in IEPs (1)
- Teaching Intellectual Virtues in Prison (1)
- The Impact of Pre-K on SEL (1)
- University Support Services (1)
- Wraparound Services (1)

EDD4

- Administrators' Perception of Students with Aggressive Traits (1)
- Affordable Housing Shortage (1)
- Art of Policing (1)
- Bilingual Education (1)
- Black Coach Perceptions on NCAA Division I Basketball (1)
- Catholic High Schools (1)
- Community College Library Instruction (1)
- Cultural, Ethnic, & Gender Minority Issues (3)
- Education K-12 School (8)
- Effects of Standardized Testing on Teacher Morale (1)
- ELL (1)
- First Generation (2)
- Gender Equality (1)
- Gender, Culture, and Race Representations in STEM (1)
- Global Competence Development (1)
- Higher Education (1)
- Hip-Hop Music (1)
- Immigrants (2)
- Incarceration African American Males (1)
- Intergenerational (1)
- Interior Design (1)
- National School Lunch Program (1)
- Neurodiversity and Inclusion (1)
- Paraeducators' Self-Efficacy (1)
- Parent Immersion in IEP Planning (1)
- Prejudice and Biases Educators Toward Middle Schoolers (1)
- Seeking Public Charter School's Original Intent (1)

- Social Emotional Learning (3)
- Social Media (2)
- Student Attrition and Academic Outcomes (1)
- Workforce and Industry Readiness (1)

EDD5

- Adult Homelessness (1)
- Covid 19 Pandemic (1)
- Cultural, Ethnic, & Gender Minority Issues (7)
- Dual Language Programs (1)
- Education K-12 (2)
- First Generation (1)
- Graduation Rates of Black NCAA Division I Scholarship Recipients (1)
- Higher Education (1)
- Immigration (1)
- Mental Health Disparities (1)
- Private High School Students (1)
- Professional Development (1)
- Public and Private Religious Schools (1)
- Socio Critical Literacy (1)
- Special Education (1)
- STEM (3)
- Teacher Preparation Programs (1)
- Title I Schools (2)
- Women in STEM (1)

EDD6

- Accountability in Standardized Testing (1)
- Barriers in Physicians (1)
- College Readiness, Equity and Student Success (2)
- Cultural, Ethnic, & Gender Minority Issues (5)
- Decision-Making (3)
- Digital Citizenship (1)
- Education K-12 (4)
- Gifted Education (2)
- Healthcare Service (1)
- High School Dual Credit (1)
- Higher Education (4)
- Individuals with Disabilities (1)
- International (2)
- Liberal Arts (1)
- Poverty (1)
- Sexual Assault Prevention Programs (1)
- Special Education (2)
- Teacher Preparedness (1)
- Technology (4)
- Title I Schools (1)

*Many of these abstracts are on file with the leading dissertation database UMI/ProQuest Digital Dissertations.



Kimberly Anderson

K – 12 Education

CHAIR: Dr. Brian Malechuk

COMMITTEE MEMBER: Dr. Jennifer Butcher

PROPOSAL TITLE: A Qualitative Study of Self-Determination in Female, First-Generation, Non-Traditional Students

ABSTRACT: Non-traditional students are a rapidly growing population in higher education. Most identify as people of color, first-generation, and are predominately female. Non-traditional students are over the age of 25, work full or part-time, and are likely to have caregiving roles. These individuals do

not fit the traditional profile of a full-time student and have unique needs as adult learners. Graduating with the characteristics of being female, first-generation, and non-traditional is a success that runs counter to the data on the low college graduation rates of first-generation and non-traditional students as compared to continuing generations. This study used methodology for phenomenological narrative to interview 15 female, first-generation, non-traditional college graduates to determine what life experiences developed their self-determination. Analysis of the data had two phases: first and second cycle coding for the purpose of identifying emerging themes of meaning within the transcribed interviews. The study findings indicate that the mental health of the participant, family member, or life partner was a factor in the delayed, or discontinuous, enrollment in college. The sources of self-determination were experiences of success in academics, the workplace, and extracurricular activities. Within these settings, the role of other women in the motivation of the participants was significant. Additionally, the findings recommend that colleges increase opportunities for non-traditional students to engage in student life and provide professional development for faculty on building positive relationships with their students.



Krystal Auguste

K – 12 Education

CHAIR: Dr. Brian Malechuk

COMMITTEE MEMBER: Dr. Jennifer Butcher

PROPOSAL TITLE: The Influence of Teachers' Social Emotional Learning on Student-Teacher Relationships

ABSTRACT: As teachers enter the public education system, they face inadequacies in curriculum and instruction, relationship building, and how to address social and emotional needs of their scholars. The purpose of this phenomenological narrative study is to explore the influence of teachers'

Social Emotional Learning in developing relationships between students and elementary school teachers. For the purpose of this research, Social Emotional Learning will be defined as when students and teachers have and are able to use self-awareness, self-management, responsible decision-making, relationship skills, and social awareness (CASEL, 2017). The central research question and investigation in this study is: How do teachers' Social Emotional Learning influence student-teacher relationships? The maximal variation sampling technique will be used to ensure participants are elementary public-school educator of first through fifth grade students, familiar and currently uses Social Emotional Learning strategies with their students. This study will focus on teachers reflecting and deepening their own social and emotional learning competence in an effort to build student-teacher relationships.



Shaniki Bates

K – 12 Education

CHAIR: Dr. Theresa Campos

COMMITTEE MEMBER: Dr. Michael Papadimitriou

PROPOSAL TITLE: Exploring Parent Engagement in Special Education Individual Education Planning

ABSTRACT: The examination of parental perceptions of their experiences during the IEP meetings is a worthwhile pursuit. Given the need to understand parental perceptions of their role during the Individualized Education Program (IEP) meeting process, it was useful to evaluate how parents see their contribution to the

educational programming of special education services for their child.

This study explores parent perceptions on the equity of participation during IEP meetings. Parents are vital contributors in the planning for special education services according to Varvisotis et al. (2017). The theoretical basis for this study is the invitational theory. Invitational theory seeks to explain phenomena and provide a means of intentionally summoning people to realize their relatively boundless potential in all areas worthy of human endeavor (Purkey & Novak, 1992). Although invitational theory includes three foundational ideas, this study will focus primarily on the foundational idea of perceptual tradition as it seeks to identify the perception of parents' experience during the IEP meeting.



Patrick Blake

K – 12 Education

CHAIR: Dr. Brian Malechuk

COMMITTEE MEMBER: Dr. Jennifer Butcher

PROPOSAL TITLE: A Qualitative Case Study Analyzing Policies in Policing

ABSTRACT: The purpose of this case study is to explore the standard operating procedures of police departments, as they relate to policing, screening of potential officers, training of officers, and the use of force that leads to bodily injury or even death. The central research question in this study is: What policy and procedures

can be implemented to hinder the use force that leads to bodily injury and death? Qualitative case studies research begins with the identification of a specific case that needs to be analyzed. (Creswell & Poth, 2018). This research is used when a group of people need to be studied. This qualitative study will be conducted by interviewing participants who enforce policy and procedures in policing. This research is done to understand the complexities of decisions that have been made regarding question police practices. This case study examines policies in policing and is important because there are many instances where minorities have been killed at the hands of police officers (Lowery, 2016). From January 2015, police have shot and killed 175 black males from the age of 18-29 (Lowery, 2016).



Kelli Bolen

K – 12 Education

CHAIR: Dr. Jessica Thompson-Falla

COMMITTEE MEMBER: Dr. Marvin Johnson

PROPOSAL TITLE: The Perceptions of High School Teachers Regarding Cultural Competency in Their Practice of Instructional Social Media

ABSTRACT: My study focuses on the perceptions of high school teachers regarding cultural competency in their practice of instructional social media. This work is important because there is a gap in the research on how to build cultural competence in online

educational mediums. We know that teachers care deeply about avoiding micro-aggressions, stereotypes, and insensitivity, but care must be supplemented with teacher training.



Andrea Boronell

K – 12 Education and Higher Education

CHAIR: Dr. Brian Malechuk

COMMITTEE MEMBER: Dr. Jennifer Butcher

PROPOSAL TITLE: Analysis of Postsecondary English Instructor Perceptions of African American Vernacular Speakers

ABSTRACT: Most upper echelon careers require communication skills. Many high-profile careers have few minorities in place. According to the U. S. Bureau of Labor Statistics (2020), in 2019 careers that are higher level management were filled by 79% white, 10% Hispanic

and only 9% African Americans. This gap in career success often begins with education. When students that attend schools where standard American English is spoken often find obstacles if they have a home environment where African American vernacular English is spoken. Studies have found that instructors often view students who use African American vernacular English as needing remedial instruction in order to be academically successful. Most research tends to focus on K-12 schools, while post-secondary research is rare. This study seeks to understand post-secondary instructor perceptions and pedagogy styles for Freshman African Americans that speak using an African American vernacular English in comparison to Freshman African Americans who speak using standard American English. This study uses a snowball qualitative method with participating instructors from seven different campuses of a Southeast Urban Texas community college system. Themes are being analyzed.



Deborah Bossley

Higher Education

CHAIR: Dr. Brandon Green

COMMITTEE MEMBER: Dr. Andreas Garcia

PROPOSAL TITLE: Assessing the Value of Public Service in Interior Design Education

ABSTRACT: When preparing an adult learner enrolled in an undergraduate interior design program as an interior design major, professional interior designers serving as faculty in Council for Interior Design Accreditation (CIDA) accredited interior design and interior architecture programs must prepare

interior design scenarios that meet or exceed the CIDA sixteen professional standards for accreditation. CIDA Professional Standard 6: Business Practices and Professionalism states; "Interior designers understand the principals and practices that define the profession and the value of interior design to society". Design scenarios presented to students as classroom assignments require interior design students to understand that they are responsible for the health, safety, welfare, and wellbeing of their client. During these interior design scenarios, students encounter real world social issues when faculty incorporate the needs of an underserved population into classroom assignments. This mixed methods convergent research study will examine the perceptions of interior design students and interior design professionals regarding the value of participating in public service to contribute to a student's professional and emotional growth while obtaining an undergraduate degree in interior design. The study will contribute to the body of knowledge for the planning of future public service activities to meet CIDA program expectations for public service. This study is significant because it examines how independent accrediting agencies such as CIDA can contribute to social change by exposing students to inequities that exist in society through participation in public service while gaining an understanding of the value of interior design to society.



Margaret Buza

K – 12 Education

CHAIR: Dr. Theresa Campos

COMMITTEE MEMBER: Dr. Michael Papadimitiou

PROPOSAL TITLE: Effects of Standardized Testing on Teacher Motivation, Self-Efficacy, and Job Satisfaction

ABSTRACT: This mixed methods study will determine the effects of standardized testing on teacher motivation, self-efficacy, and job satisfaction, specifically for third through fifth grade public school teachers in the United States. This study will test

Deci and Ryan's (1985) self-determination theory and will aim to find if there is a correlation between standardized testing and teacher motivation, self-efficacy, and job satisfaction. Data sources will include a 34-question survey and follow-up interviews to help explain teacher's perceptions toward standardized testing.

Experiencing the UST Ethical Leadership program has guided me to be more reflective of my leadership practices and the impact those practices have on others.

- Dr. Alexis Clark



Trinidad Carrillo

K – 12 Education

CHAIR: Dr. Babette Eikenberg

COMMITTEE MEMBERS: Dr. Michael Webster, Dr. Sandra Harris

PROPOSAL TITLE: Paraeducators: A Phenomenological Study On Perceptions of Job Preparedness Effectiveness Using Bandura’s (1977) Theory of Self-Efficacy

ABSTRACT: Paraeducators, also known as teacher assistant are support systems found in public schools throughout the United States. Initially hired to assist teachers with clerical duties, they have grown to become

an important instructional partner working primarily with students in today’s classroom. As their instructional role becomes more defined, an understanding of how they are prepared and the effect the training has on them is worth exploring. The purpose of this phenomenological study will be to describe the perceptions of job preparedness effectiveness using Bandura’s (1977) theory of self-efficacy for paraeducators at a suburban school district in southeast Texas. For the purpose of this research, the effectiveness of job preparedness will be framed by the four central tenants (mastery, vicarious, social and verbal persuasion, and emotional states) to define the shared lived experiences with training offered to the paraeducator of skills required to perform to job assignment. The hope is for this phenomenological study to delve deeper into the lived experiences of working paraeducators and share an insight on the current training practices offered to them.



Candice Castillo

K – 12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Dianne Reed

PROPOSAL TITLE: Latino Parent Self-Efficacy Through Involvement

ABSTRACT: Through engagement in the education of their middle school children in a public-school district in southeast Texas, by addressing the perception of Latino parents of middle school children on their power to make well-informed decisions as they engage in their children’s education, by gaging if the content of school events, proactive

communication from schools, and timing of school events play a role in their perception of self-efficacy.

My Ed.D. helps me approach leadership with equity, humility, and the desire to see others grow.

- Dr. Michael Wallace



Erika Cruz

K – 12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Dianne Reed

PROPOSAL TITLE: Influence of K-12 School Principals’ Emotional Intelligence on Teacher Retention in Title 1 Schools

ABSTRACT: Research estimates that between 40-50% of teachers leave the profession within their first five years in the career. To help mitigate teacher turnover, this qualitative phenomenological research study intended to explore if teacher’s perceptions of their school principals

demonstrated emotional intelligence influence teacher retention. Using a semi-guided interview matrix protocol, 10 participants, all certified EC-12th grade teachers in southeast Texas, shared their experiences with emotional intelligence and if they influence their decision to stay at their current place of employment. Findings explained that eight out of 10 participants said social awareness skills influence teacher retention, seven out of 10 participants said relationship management skills influence teacher retention, and six out of 10 participants said self-management skills influence teacher retention.



Carolyn Davis

Higher Education

CHAIR: Brian Malechuk

COMMITTEE MEMBER: Jennifer Butcher

PROPOSAL TITLE: The Influence of Summer Bridge Programs on Conditionally Admitted Students College Success

ABSTRACT: The retention of college students has been a significant priority for universities in recent years and typically comes at a greater cost because high attrition rates contribute to a loss of financial and time resources (Brown & Kurzweil, 2018; Millea et al., 2018;

Wernersbach et al., 2014). As a result, many universities have undergone drastic changes and implemented focused strategies to ensure high retention rates (Dawson et al., 2017; Kimbark et al., 2016; Tight, 2020). One such focus has been the retention of conditionally admitted students who enter college academically underprepared.

The purpose of this phenomenological study is to describe the inputs, environments, and outcomes for conditionally admitted students who participated in a summer bridge program at a public university in Southeast Texas. Utilizing Astin’s (1991) Input-Environment, and Outcome (I-E-O) College Impact Model, this study will explore conditionally admitted students’ pre-college academic preparation (inputs), college experiences, and interactions (environment), and retention and persistence to graduation (outcomes). The researcher seeks to understand the perspectives and experiences of conditionally admitted college students and whether their participation in a summer bridge program contributes to their persistence and degree completion. Implications for college enrollment and retention administrators’ focused retention and persistence strategies for subpopulation groups such as conditionally admitted students who are deemed not college-ready at the time of enrollment.



Imelda De La Cruz

K – 12 Education

CHAIR: Dr. Brandon Green

COMMITTEE MEMBER: Dr. Andres Garcia

PROPOSAL TITLE: Title of Study School Administrator’s Perception of Violent Students

ABSTRACT: When students commit violent actions, the question arises do they understand the horrendous acts and the implications to others? This study will review school violence and administrator’s perception of students who commit violent acts. The purpose of this phenomenological study is to

understand the similarities and differences of violent student on campus by Pre-Kindergarten through twelfth grade public school from the perception of the school administrators in southeast Texas.



Lynnette Durant

K – 12 Education

CHAIR: Dr. Theresa Campos

COMMITTEE MEMBER: Dr. Michael Papadimitriou

PROPOSAL TITLE: Intergenerational Study of Community and Educational Success Factors in Urban High Schools

ABSTRACT: In this intergenerational study the author sought to discover the community and environmental factors that contribute to student success for urban high school students. This single case study research focused on an urban high school within the north east corridor of a south Texas city over the

sixty-year history of the school. This historically low performing urban high school and the surrounding impoverished local community were chosen as it is the only school in the history of the state to not meet state accountability standards for nine consecutive years. Making it, on paper, the worst school in the history of the state of Texas. The theoretical framework for the study is based on Weiner’s 1972 attribution theory which identifies four elements as causes of success or failure for students; luck, effort, ability, or task difficulty. The researcher interviewed former students, faculty and community members to investigate the circumstances that were present in a community and its high school during times of academic success and academic decline.



Shevonne Elliott

K – 12 Education

CHAIR: Dr. Jessica Thompson-Falla

COMMITTEE MEMBER: Dr. Marvin Johnson

PROPOSAL TITLE: An Exploration of Teacher Trainees’ Perception of Instructional Coaching During Student Teaching

ABSTRACT: This qualitative phenomenological research study used a guided protocol to explore teacher trainee perceptions on the role of instructional coaching during the student teaching component of their teacher training. Participants completed

their student teaching as a requirement of teacher preparation at a small private university in a large urban city in Texas. The study results support the notion that the instructional coaching model provided teacher trainees with guidance and feedback during their student teaching, as well as the opportunity to collaborate with someone whose sole role was to provide support. Teacher trainees universally felt having an instructional coach was a valuable component of their teacher training program.



Christopher Gereke

K – 12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Anne Gichuri

PROPOSAL TITLE: Mixed-Methods Study on Role of Teacher Perceptions in the Inclusion Classroom and on Ninth Grade Student Education Outcomes

ABSTRACT: The purpose of this study is to explore teacher perceptions on the role of an inclusive classroom setting on the education outcomes of ninth-grade inclusion classroom students at XYZ school district in southeast Texas. Specifically, this study seeks to

explore the perceptions of 18 ninth-grade teachers at the three main ninth-grade schools in xyz school district. In addition, each campus has four main English, Math, Science, and Social Studies core courses, each taken by all students in the two ninth-grade streams per school and each taught by two teachers per subject per campus. Therefore, although all eight core subject teachers per campus will be invited to participate in this study, the researcher anticipates that at least six core teachers per school will accept to be recruited for participation in this study’s survey questionnaire, regardless of the subject area taught. Further, two teachers per school campus will also be invited to participate in a follow-up interview phase, based on who consents to participate in the study first. Finally, archival student performance, attendance, and discipline data in each of the participating teachers’ core subjects will be collected to further triangulate the teacher perceptions on student education outcomes.



Victor Gomez

Higher Education

CHAIR: Dr. Anne Gichuri

COMMITTEE MEMBER: Keena Bradley

PROPOSAL TITLE: Mixed-Methods Study on Academic Experience and Resilience of Postsecondary Education Voucher Recipients

ABSTRACT: The purpose of this mixed methods study is to explore the academic experience and resilience of postsecondary education voucher recipients. This study will focus on the awarding of a McKinney-Vento educational tuition waiver to foster youth, while enrolled in postsecondary

institutions in southeast Texas. As part of the social justice implications, homeless liaisons will serve as an advocate for youth who are homeless. Supportive/ Opposing Literature will be shared as it pertains to foster care youth and any related literature. Research questions will be in alignment MTFC conceptual framework model. Foster care youth will be introduced to the CD-RISC scale, a ten question instrument with a five-point scale. Further implications dictate that states should collect more data on the educational attainment of foster youth to further evaluate policies and programs. Additionally, states must be willing to invest heavily in the educational attainment of foster youth to improve legislation and laws.

My Ed.D. helped me learn the value of collaboration and tapping into others’ strengths to achieve goals.

- Dr. Christine Ford



Debra Haney

K – 12 Education

CHAIR: Dr. Babette Eikenberg

COMMITTEE MEMBER: Dr. Susan Harris

PROPOSAL TITLE: Parental Choice and Catholic Education for Students with Special Needs

ABSTRACT: This qualitative phenomenological study will describe what lived experiences and factors parents consider when making a Catholic high school choice for their student with special needs. The research will focus on the elements involved in parental choice schooling decisions and factors related to the spiritual, academic, physical, and

social/emotional opportunities provided for students in high school. Factors will be defined within Glasser's Choice Theory as it relates to a person's need for safety and security; love and belonging; power; freedom; and fun. After completing individual interviews, the researcher will describe how choice allows parents the right to look at their basic needs, infuse their knowledge of various schools' attributes as well as their values as a family, and decide which school can become a reality for their child based on their version of their quality world and their perception of how their child's needs can be met with their choice, especially as it relates to Catholic education. This study will be useful as it will highlight factors that parents utilize in making their school choices in an archdiocese in southeast Texas.



Shannon Hausinger

Higher Education

CHAIR: Dr. Brandon Green

COMMITTEE MEMBER: Dr. Andres Garcia

PROPOSAL TITLE: The Impact of Library Instruction on Community College Student Success

ABSTRACT: Higher education persistence and retention rates are being scrutinized more than ever before, at both the state and national levels. Student success and completion rates are central to funding formulas, and this is specifically true for community colleges in Texas. This study examines

the influence of library instruction on community college student course success and completion. The frameworks used to support this study are Astin's Theory of Involvement, Astin's I-E-O Model, and the ACRL Information Literacy Framework. The data set was collected over a multi-year period at a large community college in the Gulf Coast region of Texas and includes student demographics, number of library instruction sessions, course completion and success rates, and retention and persistence rates. Library instruction served as the environment based on Astin's model. Student demographics served as the inputs. The data was analyzed to see if there was a statistically significant impact on the outputs, course success, completion, retention, and success; when combined with the inputs and environment variables.



Belinda Hunter

Higher Education

CHAIR: Dr. Joseph Ratcliff

COMMITTEE MEMBERS: Dr. Babette Eikenberg, Dr. Shantay Grays

PROPOSAL TITLE: The Motivational Impact of African American Women University Presidents on Baccalaureate African American Women Students' Drive to Succeed

ABSTRACT: This qualitative phenomenological research study used narrative inquiry to discover how role modeling and the role modeling process impact the goal-related behaviors and role modeling

outcomes of African American women baccalaureate students at a historically Black university in the southern region of the United States. This study utilized Creswell's (2018) six-step methodology for analysis of interviews conducted during the data gathering phase of phenomenological studies. The themes discovered during this study are expected to support the idea that not only do young African American undergraduate women benefit from having women role models, but that the influence on their drive for academic and career success is positively impacted when the role model is also their African American woman university president.



Belema Ibama

K -12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Anne Gichuri

PROPOSAL TITLE: Mixed-Methods Study on Role of Social Media Use in Academic and Social Wellbeing of International Baccalaureates

ABSTRACT: This mixed-methods study examines the role social media use plays on the social and academic wellbeing of international baccalaureate students, in terms of their socio-academic experiences, retention, and academic outcomes.

The research addresses the questions of whether perceived socio-academic learning challenges experienced by international baccalaureate students are in any way mitigated by their social media use, and whether such social media use plays any role on their retention and academic outcomes.

My Ed.D. helps me look at the world and the workplace through a more distinctive lens. It allows me to paint a clearer picture of our world and society and how I make day to day decisions.

- Dr. Scott Talley



Damien Kelly

Non-Profit

CHAIR: Dr. Jessica Thompson-Falla

COMMITTEE MEMBER: Dr. Marvin Johnson

PROPOSAL TITLE: Differences in Academic Achievement in the Children Housing Choice Voucher

ABSTRACT: Housing Choice Vouchers have expanded housing opportunities for millions of low-income families throughout the United States of America. Vouchers provide opportunities for families to move to higher quality neighborhoods. These new residents have access to resources which would

otherwise remain unavailable in low-income communities. A growing body of research has shown where a family lives has a large impact on both, a family's economic outcomes, and the quality of their children's education. The purpose of this research is to determine the effect neighborhood choice has on the academic achievement of housing choice voucher participant's high school aged children.

This quantitative research study will use a combination of archival data and survey data to examine the effect the neighborhood choice has on standardized test scores when compared against other students attending schools in similar socioeconomic neighborhoods. The researcher will explore the difference between the racial/ethnic background of students by examining the use of the housing choice voucher in three different socioeconomic settings comprised of low, median, and high-income neighborhoods.



Marcus King

Higher Education

CHAIR: Dr. Jessica Thompson-Falla

COMMITTEE MEMBER: Dr. Marvin Johnson

PROPOSAL TITLE: Black Male Head Coaches' Perceptions of Selection Process Equity and NCAA Division I Men's Basketball

ABSTRACT: The purpose of this phenomenological study is to understand the perceptions of NCAA Division I men's Black head basketball coaches regarding the selection process to become a NCAA Division I men's head basketball coach. The identified

population size for this study will be 12 Black male coaches from NCAA member institutions with NCAA Division I men's basketball head coaching experience. Hermeneutical phenomenology approach will be used to interpret the experiences shared through interviews. Descriptive coding strategy will be used to identify dominant themes of the perceptions of the selection process to become a NCAA Division I men's head coach. At this stage in the research, the selection process of NCAA Division men's I head basketball coaches will generally be described as career self-efficacy using the framework of social dominance theory tenet legitimizing myths; cultural fit, social capital, human capital, and organizational alignment using the framework of critical race theory tenets intersectionality, white privilege, and institutional racism. This study seeks explore the role the selection process plays in Black males becoming NCAA Division I men's head basketball coaches.



Naomi Lawrence-Lee

Higher Education

CHAIR: Dr. Joseph Ratcliff

COMMITTEE MEMBERS: Dr. Babette Eikenberg, Dr. Raijanel Cockrem

PROPOSAL TITLE: Exploring the Success of First-Generation Black Male Community College Transfer Students at an Urban Four Year Historically Black College and University in Southeast Texas

ABSTRACT: The purpose of this phenomenological study is to describe the lived experiences of successful transition from community college to a four-year university for first-generation Black male students attending a

historically Black university in Texas. For the purpose of this research successful transition will be generally defined as increased student understanding about self-actualization, the situation, institutional support structures and strategies needed to assimilate into a new university. The study will explore how first-generation Black male community college students successfully transition and what strategies they utilize. Schlossberg's transition theory (1981) provides the framework to provide a critical lens for analysis and a better understanding of their unique transitional experience. The researcher will explore the student's perception of how the factors impact student success in a specific situation, self-actualization, institutional support systems and coping strategies. Implications for college administrators to better understand how to support first-generation Black male community college transfer students' success outcomes and policymakers.



Antonio Juan Lopez

K – 12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Dianne Reed

PROPOSAL TITLE: **Implications of Trauma in Young Adults Familial and Romantic Relationships**

ABSTRACT: This study looked at the influence trauma has on young adults' familial and romantic relationships. Constructs for this study are trauma, young adults, familial relationships, and romantic relationships, bonds, and or attachments. The aim of the study is to see how experienced trauma prior to the

age of 26 influenced young adults' familial and romantic relationships, bonds, and or attachments.

My Ed.D. helped impregnate with ethics the approach with which we educate our residents and has reinforced the way we ethically treat our patients.

- Dr. Juan Fabregat



Ceshia Love

Higher Education

CHAIR: Dr. Joey Ratcliff

COMMITTEE MEMBER: Dr. Babette Eikenberg

PROPOSAL TITLE: Leveling the Playing Field: Women Leaders in Higher Education

ABSTRACT: The purpose of this phenomenological study will be to describe the perceptions of top-level women higher education administrator's views of perceived gender role impact on their career ascension on university campuses in Texas. This research seeks to address the central question: Based on

their experiences, do women higher education administrators in Texas perceive that gender norms based on their experiences have affected their career ascension?

Women in higher education remain underrepresented consistently at the executive levels of leadership in the positions of dean, provost, and president (Gallant, 2014). The data shows women are not ascending to leadership roles, given that they hold a greater share of the entry-level, service, and teaching-only positions than their male counterparts (Johnson, 2017). A role congruity theory of prejudice toward female leaders proposes that perceived incongruity between the female gender role and leadership roles leads to 2 forms of prejudice: (a) perceiving women less favorably than men as potential occupants of leadership roles and (b) evaluating behavior that fulfills the prescriptions of a leader role less favorably when it is enacted by a woman. (Eagly & Karau, 2002, p. 573)



Margaret Mahoney

Higher Education

CHAIR: Dr. Jessica Thompson-Falla

COMMITTEE MEMBERS: Dr. Andres Garcia, Dr. Joey Ratcliff

PROPOSAL TITLE: The Relationship between College Student Involvement and Global Competence

ABSTRACT: America's culture is seated on the backs of our citizens and their ability to be globally competent. Higher Education is urged to focus on internationalization efforts to create more global citizens. Graduating globally competent college students requires programs and curriculum that facilitate

the development of global skills and competencies. Astin's (1999) theory of student involvement posits varying types of student involvement lead to overall student development. The purpose of this study is to determine if a relationship exists between student involvement and global competence of senior college students at a publicly funded, four-year university in southeast Texas. Global competence is defined as open-mindedness, cultural knowledge and awareness, global skills, and global action. This study considers three variables of student involvement: on-campus living, student organization involvement, and education abroad. This study of student involvement and the components of global competence as development outcomes can be used by student affairs professionals, faculty, administrators, and other institutional stakeholders to inform the development curricular and co-curricular experiences further developing student global competence.



Valerie McAvey

K – 12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Anne Gichuri

PROPOSAL TITLE: Mixed-Methods Convergent Design Study on Role of Cancer Diagnosis and Support in Doctoral Student Wellbeing and Education Outcomes

ABSTRACT: It is well documented that increases in the incidence of cancer correlate to increasing age. As cancer treatment advances, cancer is transforming into a chronic disease rather than a death sentence. These

two factors combined with the increasing number of students entering doctoral programs above the age of 30 means that there will be more incidences of doctoral students completing their doctoral studies while receiving cancer treatment.

Using a convergent fully integrated design mixed-methods study, the researcher will examine the roll of a cancer diagnosis as well as in class and out of class support on doctoral student wellbeing and the associated educational outcomes. Using posttraumatic growth theory and the student wellbeing model, this study seeks to examine the relationships between student personality factors, environment factors and posttraumatic growth and wellbeing.



Kim Meador

K – 12 Education

CHAIR: Dr. Brandon Green

COMMITTEE MEMBER: Dr. Andres Garcia

PROPOSAL TITLE: Perceptions of African American Texas Public School Superintendents: A Qualitative Study

ABSTRACT: The role of the public-school superintendent comes with responsibilities and an expectation that he, or she knows how to perform effectively, and that the most important part of the job is to make sure students are learning and achieving at high levels (Grissom & Andersen, 2012). Horsford

(2009) wrote that although ample studies have been done to capture voices and perspectives of African American teachers and African American principals, more scholars need to study the African American school superintendent and the issues and concerns they face in this role. Fields, Jones, and Korelich (2019) highlighted that the experiences of African American public-school superintendents in Texas have been largely neglected. African American men and African American women are opting for careers in the superintendency, but there is still an underrepresentation and a shortage of available research that depicts their overall experiences and perceptions. A problem exists with not having a sufficient data about African American superintendents (Fields et al., 2019). The purpose of this qualitative phenomenological study is to understand African American Texas public-school superintendents' perceptions of the superintendency during their tenure. The findings of this study will add value to the current related work.

To most effectively lead, I am willing to engage in critical conversations to address cultural differences, be a solution driven, and always provide opportunities for everyone in the room to voice their opinions.

- Dr. Benjamin Jules



Theodore Nelson

K – 12 Education

CHAIR: Dr. Brandon Green

COMMITTEE MEMBER: Dr. Andres Garcia

PROPOSAL TITLE: Role of Positive Behavioral Interventions and Supports in Disciplinary and Educational Outcomes of Title I Elementary Students

ABSTRACT: The purpose of this study is to determine if Positive Behavioral Interventions and Supports create a system of equitable disciplinary and educational outcomes for Title I elementary school students. The study will investigate whether implementation

of PBIS interventions has any role in promoting equitable application of disciplinary practices by school personnel, and if such a role influences the educational outcomes of Title I elementary school students.



Jabari Nichols

K – 12 Education

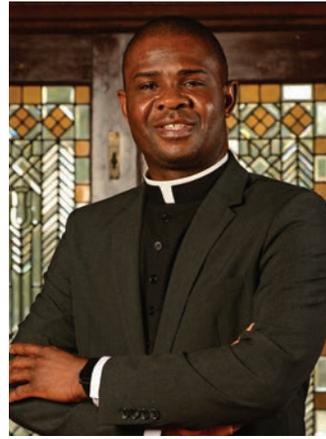
CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBERS: Dr. Anne Gichuri, Dr. Jennifer Butcher

PROPOSAL TITLE: Mixed-Methods Study on Elementary Teacher Perceptions on Social and Emotional Competencies in Implementation of Socio-Emotional Learning

ABSTRACT: Educational researchers and scholars identify and emphasize the role of adults who are responsible for the implementation of social and emotional learning (SEL) programs, curriculums, and/or practices in the successes and/

or failures of students and schools to achieve desired educational outcomes. Regardless of whether a district or school has adopted SEL programs or curriculums, opportunities to implement SEL practices and for educators to display their own social and emotional competencies (SECs) occurs during instructional and social interactions between educators and students. Similar to specific content areas where teachers must possess some degree of background knowledge and competencies in content/skills taught in order to administer related instruction and assess student learning mastery, the same is true for SEL. Consequently, when teachers have deficits in their own SECs, their interactions with students can result in detrimental effects on students and on the educator. This research study examined how elementary educators perceived their own SECs based on their social and emotional learning interactions with students at the instructional and social levels, using a mixed methods approach with a convergent questionnaire variant study design. The central research question guiding the study was: “How do elementary educators perceive their social and emotional competencies based on either their social and emotional learning interactions with students or their planning for such interactions at the instructional and social levels? And, how does a district’s executive director of their social and emotional learning department perceive elementary educators’ social and emotional competencies based on observing teacher social and emotional learning interactions with students or planning for such interactions at the instructional and social levels?” The setting and context of the study was at two independent school districts located in southeast Texas. The sample population consisted of elementary educators ranging from kindergarten through fifth grade and other on-campus educators at the same district/campus, and the executive director of SEL at a different independent school district with similar teacher and student demographics. The study’s data analysis revealed implications that stress further need for future studies to examine educators’ mental and emotional health and the role that this plays on student learning and mastery of SECs.



Fr. Innocent Okhifo

Religious Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Anne Gichuri

PROPOSAL TITLE: Mixed-Methods Study on Ability Emotional Intelligence and Social Emotional Competence Among Nigerian Secondary School Teachers in Edo State

ABSTRACT: Empirical research points to the pervading need for emotional intelligence in the various dimensions of human life and activity, including education (Dolev & Leshem, 2017; Higgs & Dulewicz, 2016). The purpose of

this study is to explore the ability emotional intelligence and the social emotional competence of Nigerian secondary school teachers in Edo State, as well as their related needs, and whether there are any differences among teachers across geo-location and demographic characteristics. Asha and George (2018) suggested that the place of teachers in the educational process centers on vital knowledge acquisition, knowledge dissemination, and the overall character formation of children. Beyond teacher material knowledge, pedagogical efficiency, and didactic methodologies, are the equally vital elements of teacher personality, adaptability, empathy, and personal relationships with students because all converge and substantially influence students learning (Asha & George, 2018). This study adopts the mixed-methods approach questionnaire variant convergent design in which the researcher will simultaneously obtain and analyze both qualitative and quantitative data, on the same research problem, using the same survey data collection instrument (Creswell & Plano Clark, 2018).



Ranier Perez

K – 12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Dianne Reed

PROPOSAL TITLE: Seeking Principal Perception of the Original Intent of Public Charter Schools

ABSTRACT: The purpose of this phenomenological research study was to examine if the original intent in the creation of open-enrollment charter schools and district charter schools have been changing over the last 20 years at school districts in the metropolitan area in Texas. The phenomenological method

looked at the background of ordinary life and the lived experiences of charter school principals. This study included a qualitative analysis based on the responses of the charter school principals. A sample of 6 principals were purposefully selected and interviewed to analyze if charter school curriculums, achievements, schedules, and attendance practices represent the original charter school guidelines. The findings of this study concluded that public charter schools have successfully developed new techniques and strategies to improve student learning (attendance, schedules, and curriculum), establish new forms of accountability (financial), eliminating academic gaps in student achievement within different groups, and creating new and innovative opportunities for educators to work in public schools. The findings led me to the overall conclusion that charter schools have been faithful to their original intent of their creation rather than modifying the original purpose.

My essential ingredients to most effectively lead are honesty, justice, respect, community, and integrity.

- Dr. Bryan Nguyen



Cortney Richa-Hebert

K – 12 Education

CHAIR: Dr. Babette Eikenberg

COMMITTEE MEMBER: Dr. Sandra Harris

PROPOSAL TITLE: Teacher Perceptions of Classroom Community through Creative Writing in Middle School

ABSTRACT: Studies have been conducted on writing instruction set in either standards-based learning or on the genre of creative writing itself. However, there is much less research on teaching creative writing and then investigating how it effects classroom community and social emotional

learning. The purpose of this phenomenological study is to describe the influence of creative writing on classroom community framed in the social emotional learning theory as perceived by Middle School English Language Arts teaching staff in southeast Texas. At this stage in the research, the influence of creative writing on academic and social learning will be generally described from Vygotsky's Social Learning theory to include building classroom community through cultivating relationships, supporting collaboration, and celebrating individuals through creative writing expression. The identified population for this study will be 10 to 15 middle school creative writing teachers with a minimum of 3 years' classroom experience. This study will make an important contribution to existing research because it will look at teacher perspectives on classroom community, social emotional learning, and academic achievement through creative writing.



AnDrea Roberts

Higher Education

CHAIR: Dr. Jessica Thompson-Falla

COMMITTEE MEMBER: Dr. Marvin Johnson

PROPOSAL TITLE: White Student Perceptions of Black People Through Exposure to Black Faculty

ABSTRACT: Predominately White institutions, PWIs, include a majority of White students, yet there are a vast minority of Black faculty, which limits student exposure to a Black academic. Lack of exposure renders many consequences, including a perpetuation of stereotypes, prejudices, and biases

from those who have limited contact. College students who lack exposure risk entering the professional sector with the biases associated with exposure deficits. Utilizing Pettigrew's intergroup contact theory, this phenomenological qualitative study investigates White college students, who attended a predominately White university regarding their perceptions of Black people through their exposure to Black faculty.



Carol Salva

K – 12 Education

CHAIR: Dr. Theresa Campos

COMMITTEE MEMBER: Dr. Michael Papadimitriou

PROPOSAL TITLE: Persistence of Students with Limited or Interrupted Formal Education

ABSTRACT: The purpose of this qualitative phenomenological research study was to examine the perceptions of recent high school graduate SLIFE (Students with Limited or Interrupted Formal Education) regarding secondary school support systems. While research indicates these students may struggle

academically, (DeCapua & Marshall, 2015) there are some SLIFE that persist and remain in school despite a challenging home life and the formal school setting.

There is growing evidence that SLIFE (students with limited or interrupted formal education may account for up to 20% (Ruiz-de-Valasco & Fix, 2000) of all ELs (English Learners) in the United States. Current research indicates that the number of under-educated English Learners is increasing at a faster rate than that of the general English Learner population (Advocates for Children of New York, 2010; Freeman, Freeman, & Mercuri, 2001; Ruiz-de-Valasco & Fix, 2000; Short, 2002). Many students arrive in U.S. classrooms lacking proficiency in the language of instruction, low levels of academic background knowledge, and some with low levels of literacy in their native language (Browder, 2014). The dropout rate in the United States for ELs is significantly higher than that for young adults who speak English at home (DeCapua & Marshall, 2015) and research suggests that English learners who have not learned to read by age nine are more likely to drop out of school (Hersi & Watkinson, 2012). This qualitative study aimed to discover the factors that lead to persistence through high school by students with limited or interrupted formal education.



Tara Sass

Higher Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Anne Gichuri

PROPOSAL TITLE: Role of Communication Intervention Nudges on Baccalaureate Student Retention

ABSTRACT: The study examined the role communication intervention nudges (nudges) on baccalaureate student retention at a large public metropolitan institution. The researcher used a quantitative approach, ex post facto causal-comparative design study based on archival data. The study

sought to determine whether nudges encouraged positive retention compliance behaviors and academic outcomes in control groups that included a cohort of undergraduate students never exposed to a four-year degree pathway program as well as subsequent cohort students that were eligible but declined participation, in addition to comparison groups of students who volunteered participation in the program and either stayed or dropped or were removed. Nudges were generally defined as communication strategies such as emails or texts, designed to encourage positive retention compliance behaviors. Specifically, this study addressed the following research questions based on exposure or non-exposure to nudges: difference in term to term enrollment numbers between subpopulation student groups; difference in term to term enrollment numbers among different subpopulation student groups; and difference in term to term enrollment numbers among subpopulation student groups.

My essential ingredients to most effectively lead are compassion, love, and respect for everyone.

- Dr. Raff Saeed



Mary Catherine Scott

Non-Profit

CHAIR: Dr. Babette Eikenberg

COMMITTEE MEMBER: Dr. Sandra Harris

PROPOSAL TITLE: The Influence of Structured Literacy on Primary Reading

ABSTRACT: While there are numerous studies that support what should be included in an effective reading program, research is just now emerging on the efficacy of Structured Literacy programs that incorporate the science of reading principles into its curriculum. Research studies that found that small group reading interventions using Structured

Literacy in the primary grades had greater success of remediating students who struggle with learning how to read than traditional commercial reading intervention programs. There is scant available research for how and why a Structured Literacy could work in a school-wide context. This case study research can potentially contribute to the science of reading body of research for how to apply and generalize research into actual everyday instruction and provide a practical example of the Simple View of Reading theory by Gough and Tunmer (1986) in practice.



Kendall Shamas

K – 12 Education

CHAIR: Dr. Babette Eikenberg

COMMITTEE MEMBER: Dr. Sandra Harris

PROPOSAL TITLE: A Qualitative Study of Influence of Social Emotional Learning on Pedagogy in Classrooms of Underserved Student Populations

ABSTRACT: Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make

responsible decisions, (CASEL, 2019). Social emotional learning has shown to have a positive influence on academics, discipline, and social skills which impacts future health and success. The purpose of this qualitative study is to describe preschool teacher perceptions of the influence social emotional learning (SEL) on teaching pedagogy, academics, student discipline, and student social integration for students of poverty. The five core competencies of SEL self-awareness, self-management, social awareness, relationship skills, and responsible decision making were the framework for the interview questions.

To most effectively lead, it is important to remember, as a leader, to make decisions that will help lead your community toward truth and goodness in a pastoral manner that also recognizes and celebrates the gifts of all members of the community and empowers them to put those gifts to the service of all.

- Dr. Christine Mendez-Hall



Elena Silva-Leal

K – 12 Education

CHAIR: Dr. Anne Gichuri

COMMITTEE MEMBERS: Theresa Campos, Diego Linares

PROPOSAL TITLE: Mixed-Method Study of Active Learning Engagement and High School Student Academic Outcomes

ABSTRACT: The student declining attendance, disengagement, disinterest, sense of a lack in behavioral control, decrease in high school cohort on-time completion, increasing student sense of disregard for their academic and personal interests, lack of teacher-

student relationship, teacher-sense of lack of content control, and lack of teacher preparation or/and continued professional development are pressing concerns that require continuous research to identify whether mitigation measures such as inquiry-based instruction, culturally responsive professional development, a buildup of student autonomy, student-teacher relatedness, and student-teacher competence can contribute to resolution of such concerns. Such focus is crucial because high drop-out rates in urban high schools, especially among African-American and Hispanic students, who are also not meeting standards on SAT scores means that this student demographic is not able to compete and this contributes to systemic poverty and unsustainably extends existing growth in economic and social gaps. Given that previous research has confirmed that engaged students achieve learning and academic success, and since external factors contribute to engagement but intrinsic inclination yields the most quality output, this current research study sought to explore whether student active learning engagement played any role in the academic outcomes of participating high school students. Using a self-determination (Ryan & Deci, 2000) theoretical framework approach, the study explored how classroom environment and characteristics support or undermine student behavioral, emotional, cognitive, and/or agentic engagement. The study used a mixed method approach, where both qualitative and quantitative data were collected and analyzed to understand the role student engagement may or may not play in the learning process by incorporating both a subjective and objective perspective. Participants completed a self-regulated survey that included open-response and closed-ended response during the first three weeks of the fall semester and the last three weeks of the fall semester. Additionally, data from the course summative assessment were triangulated.



Rochelle Singleton

K – 12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Dianne Reed

PROPOSAL TITLE: The Lived Experiences of African American Male Ex-Offenders

ABSTRACT: According to Tucker (2017), mass incarceration of African American males has been a major concern for many years. According to Carson (2018), approximately 400,000 African American males are behind prison walls in the United States. African Americans are overrepresented in every stage of the criminal justice system (Free, 2012). Carson (2018) reported that 13% of African American males are incarcerated in their 20s and 30s. African American males ages 20 to 39, make up 25% of the prison population (Carson, 2018).



Shelby Smith

K - 12

CHAIR: Dr. Theresa Campos

COMMITTEE MEMBER: Dr. Michael Papadimitriou

PROPOSAL TITLE: Supporting and Retaining Novice Principals Who Lead Low-Performing Schools

ABSTRACT: Principal turnover prior to year three is a significant problem throughout the United States. The purpose of this qualitative phenomenological study was to explore the perceptions of five novice school principals at low-performing schools to identify the most beneficial supports

relative to their leadership responsibilities, professional growth, and overall success and retention. McREL's Balanced Leadership Framework was the foundation of this research study, and the research questions were aligned to the three main components of the framework: focus, magnitude of change, and purposeful community. Data collection and analysis included interviews, transcribing interviews, reviewing transcripts, and applying member-checking. Emergent themes pertaining to the supports received through their principal preparation programs, mentorships, and professional development were identified. The findings from this study revealed novice principals positively perceived supports through informal mentorships. The results support the literature in that novice principals are not consistently being supported in ways that are relevant and beneficial to them individually as leaders.



Michael Taylor

K – 12 Education

CHAIR: Dr. Theresa Campos

COMMITTEE MEMBER: Dr. Michael Papadimitriou

PROPOSAL TITLE: A Qualitative Study of Influence of Social Emotional Learning on Pedagogy in Classrooms of Underserved Student Populations

ABSTRACT: The purpose of this study is to analyze the factors as perceived by educators of influences affecting underachievement for Black/African American and Hispanic American students in 3rd, 4th, and 5th grade mathematics. A quantitative descriptive

analysis design will be used to conduct the research. A descriptive analysis will provide valuable data based on the questions and characteristics of the participants in the field.

Participants will complete a questionnaire contacting perceptions of factors that affect the mathematics academic achievement and under achievement of African American and Hispanic elementary students. A Qualtrics survey tool was the chosen instrument used to collect survey data from the participants. Each participant considers STAAR Math Test Achievement expectations when completing the survey.



Yvette Thumbtu

K – 12 Education

CHAIR: Dr. Theresa Campos

COMMITTEE MEMBER: Dr. Papadimitriou

PROPOSAL TITLE: Causes and Effects of Teacher Moral Disengagement in Middle School

ABSTRACT: Teacher Moral Disengagement has long plagued the field of education with little research on the causes, effects, and remediation needed to sustain the longevity of educators. Using Bandura's social cognitive theory, teacher moral disengagement journeys through how

the stressors, the safety and security of schools, teacher victimization, and bias/prejudices are causes of teacher moral disengagement. With the lack of retention of educators becoming a global phenomenon, it is imperative that the effects of moral disengagement are addressed as well. These causes often lead to high attrition rates and poor ethical decision making skills. Pulling from the documented causes and effects of teacher moral disengagement, a form of remediation and prevention is offered through on-going professional development. The cause, effect, and remediation of teacher moral disengagement is then utilized to combat the high teacher attrition rate globally.



Violeta Vazquez Lopez

Higher Education

CHAIR: Dr. Brandon Green

COMMITTEE MEMBER: Dr. Andres Garcia

PROPOSAL TITLE: An Examination of Minority Males' Student Engagement in Community Colleges in Texas

ABSTRACT: The purpose of this quantitative study will be to examine the level of student engagement in minority male students attending CCSSE member colleges for the 2019 three-year cohort data set as measured by the Community College Survey of Student Engagement (CCSSE) benchmarks.

The Ed.D. has affected my ability to be a good leader by engaging with my staff to demonstrate the various leadership styles. It has further allowed me to practice leadership traits that I was unaware of prior to going through this program.

- Dr. Latoya Whitaker



Kristen Williams

K – 12 Education

CHAIR: Dr. Jessica Thompson-Falla

COMMITTEE MEMBER: Dr. Marvin Johnson

PROPOSAL TITLE: Examining social and environmental barriers to National School Lunch Program participation: A mixed methods study

ABSTRACT: This dissertation investigates potential barriers that prevent high school students from participating in the National School Lunch Program (NSLP). Using the social ecological theory, the study examines the role of the social and built environments in which the schools

exist to determine if contextual factors relate to student participation in the NSLP. Specifically, the research examines whether social stigma, the availability of fast food alternatives nearby, or the presence of vending machine foods disincentivizes student participation in the National School Lunch Program. This mixed methods study relies on three sources of data: state NSLP participation data, quantitative analysis of fast food restaurants within walking distance of high schools, and focus group data from recent high school graduates. Together the data will help inform policymakers and school administrators as they work to meet the nutritional needs of their students.



Malkia Williams

K – 12 Education and Higher Education

CHAIR: Dr Eduardo Torres

COMMITTEE MEMBER: Dr. Anne Gichuri

PROPOSAL TITLE: Perceptions on Language Acquisition Instructional Best Practices Among Award Winning Secondary Teachers

ABSTRACT: Trends in English language learner research indicate high school second language learners have more difficulty acquiring the English language which leads to dropping out or failing to attend institutes of higher learning (USDE, 2019). Despite school wide

trainings for leaders, teachers, and administrators, schools continue to struggle with implementing effective instructional practices for English language learners (Moreno-Recio et al., 2018). This social justice issue is created by cultural marginalization in which English language learners are oppressed (Alexander, 2017). An English language learner inability to graduate adversely impacts the student and the local community (Cho, 2017). The purpose of this qualitative approach phenomenological design study is to explore how award winning high school English as a Second Language teachers perceive their instructional best practices in second language acquisition and grade level content mastery classrooms. This research is important to the field of education because English language learners in high school have varying language proficiency levels that need linguistically accommodated instruction for rigorous academic content (Pappamihel & Lynn, 2016):s



Lydia Yinat

K – 12 Education

CHAIR: Dr. Eduardo Torres

COMMITTEE MEMBER: Dr. Dianne Reed

PROPOSAL TITLE: Teacher Efficacy, Empathy, and Academic Outcomes of Economically Disadvantaged Spanish-Speaking Newcomer Students

ABSTRACT: This qualitative phenomenological research study described the influence of teacher’s empathy on the academic outcomes of newcomer Spanish-speaking intermediate and high school students from economically disadvantaged

backgrounds. Furthermore, this study will focus on immigration of children who came to the United States, especially those who come alone and begin the educational process with new cultural and linguistic challenges. The research will also investigate how teachers are involved in this teaching-learning process with immigrant children.

From this research study, it is expected that school district administrators, school principals and teachers will be challenged to examine how they are understanding personal and academic achievement of newcomer students, and how this may affect student behavior, social interactions, and academic experiences.

Leadership involves seeking talent with unique skillsets that add to your organization’s strengths. Within that talent, one must be able to have critical conversations with due diligence, reflection, and compassion essential to problem solving and bring unity in thought to the mission. UST’s commitment to interweave this mindset within my three years has created a lasting protocol I will continue to value.

-Dr. Eden Hinds



Mark Amelang

Corporate

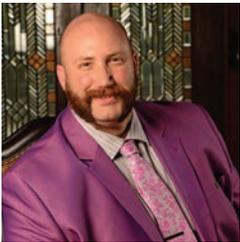
Teaching Student Leadership Skills in Title I Inner-City Catholic Schools



Rachell Archelus

K – 12 Education

The Effectiveness of Elementary Dual Language Programs in Title I Schools in Comparison to Magnet Programs



Benjamin Bannon

K – 12 Education

The Ability to Think Critically and its Effect on Ethical Leadership in Public Schools



Jessica Berry

K – 12 Education

Impacts of the Professional Learning Community on Student Growth in Elementary Students as Measured by the State of Texas Assessments of Academic Readiness



Rashad Bigham

Higher Education

African American Gay Male Student Persistence at Predominantly White Institutions Versus Historically Black Colleges and Universities



Etima Bowman

K – 12 Education

Overcoming the Barriers of Bias in Educating High School Students in At-Risk Environments



Barbara Brooks

Corporate

Male African American High School Graduates with Attention Deficit/ Hyperactivity Disorder



Brendella Chavis

K – 12 Education

Multicultural and Gender Deprivations Associated with Chronic Adult Homelessness



Kathleen Christopher

K – 12 Education

Barriers for Teaching Students in Life Skills



Carmen Colunga-Spencer

K – 12 Education

Relationships Between Community Structures and Title I Schools to Understand Sustainable and Effective Practices



Jacqueline Curtis

K – 12 Education

Graduation Rates of Black Male Athletes Who Received Scholarships for Division I Universities



Donald Davis

K – 12 Education

The Impact of Achievement from Brain-Based Learning Resources on Primary Grade Students of Title I Schools



Christopher Donalson

K – 12 Education

The Influence of Low Socioeconomic Status on Reading in Primary Grades (3-4)



Derrick Estes

K – 12

Education Success of African American Students in Elementary School Dual Language Programs



Corazon Flores

K – 12 Education

Middle School Role in Supporting Refugee Families



Tayde Garcia

K – 12 Education

Influence of Ethical Leadership in Public and Private Religious Schools



Brenda Granderson Hicks

US & Global Immigration Law

Addressing the Ongoing Needs of Deferred Action Childhood Act Recipients Based on Social Justice Constructs



Mariel Greer

Higher Education

African American Females Exposure to the Science, Technology, and Engineering Fields



Sandra Hall

K – 12, Higher, and Religious Education

Parents of Special Education Students and Their Need for Adequate Support



Olivia Hayes

Higher Education

“I was Just Trying to Make it”: The Utilization of Social and Academic Institutional Resources That Influence the Academic Achievements of Undergraduate Black Male Students at Historically Black Colleges and Universities



Tracey Lewis

Non-Profit, Global K – 12 Education

The Effect of Length of an Alternative Certification Program on New Teacher Preparedness



Tiffany Moody

K – 12 Education

Cultivating Teacher Mindsets on Social Studies and Literacy Integration: Through a Critical Literacy Approach



Mary Morley

Corporate

Leadership Transformation Within Mission-Driven Investment Projects



Fr. Christopher Obiyo

Religious Education

Mixed-Methods Study of Teacher Self-Efficacy in Classroom Inclusiveness and Academic Outcomes of Students with Special and General Education Needs in Nigeria



Angel Oliver

Higher Education

First-Year Freshman Male Retention at Historically Black Colleges and Universities Versus Predominately White Institutions



Alejandra Perez

K – 12 Education

The Success of Latina First-Generation College Students



Shelinta Perez

Non-Profit, K – 12 Education

Teaching Elementary Students with Autism in General Education



Doris Perry

K – 12 Education

Enriching Underserved Students: Teacher Perceptions of Underserved Students in Science, Technology, Engineering and Math Areas



Andrea Randolph

Higher Education

The Implementation of House Bill 5 in Marginalized Communities Throughout Texas



Jourdan Scruggs

Higher Education

Daddy Changed the World: A Mixed Methods Study on Texas Higher Education Institutions' Approaches to Diversity, Equity, Inclusion, and Social Justice Education Initiatives in the Wake of George Floyd's Death



Shannon Smith

Higher Education

The Effects of Mental Health Disparities Among African American Males in Higher Education



Lisa Tran

K – 12 Education

Making Life Skills A Part of Foundational Curriculum in Texas



Adamma Ugo

K – 12 Education

The Relationship Between Trauma and Emotional Intelligence and Best Practices for School Staff and Familial Support Structures



Penelope Velasco

K – 12 Education

Developing a Reverse Inclusion Model to Achieve Learning Outcomes for Students in a Special Education Self-Contained Classroom



Kathy Vergara

K – 12 Education

Campus Leader Perceptions of Equity Towards Emergent Bilingual Students



Sheridan Warren

Harris County, K – 12 Education

Historically Black Colleges and Universities - Teachers Preparation Programs Improving Outcomes



Tamara Armelin

K-12 Education

The role of elementary school principals on positive school culture and academic achievement



Ceren Cengiz

K-12 Education

Teachers' preparedness in classroom diversity



Aurelia Fernandez

K – 12 Education

Leadership best practices that build employee retention and capacity within an organization



Deirdre Barrett

Corporate

The use of digital communications technology and transformative leadership to create sustainable diversity, equity and inclusion programs



Sonia Crockett

K-12 Education

Barriers parents face when their child is enrolled in technology rich classrooms and their impact on student achievement in elementary education



Diedra Fontaine

Higher Education

The influence of students having a voice in higher education regarding social justice



Adalgiza Canjinji

Engineering/Corporate

The role of extreme poverty background on the academic performance and social skills of elementary children in the central region of Angola



Annette Eakes-Ponnie

Medical Education

Barriers in physicians-in-training seeking mental health treatment



Ruby Garza

K – 12 Education

The impact of autism on academic performance in elementary school children with average cognitive abilities



Paula Carrasco

City Government

Public Health



Anna Espinoza

Higher Education

The relationship between participation in high school dual credit programs and postgraduate baccalaureate student transition for first year baccalaureate



Lawren Goforth

K – 12

Leadership styles in Title I high schools



Trina Harmon-Wright

K – 12 Education

Barriers to postsecondary higher education access and successful outcomes for high school students from inner-city marginalized backgrounds



Chelsea Hemphill-Poplar

K – 12 Education

The impact of high principal turnover in Title I schools



Lyle Henderson

Higher Education

Barriers to Black men in higher education administrative roles in communications and marketing



Jennifer Holmes

Higher Education

Equity and inclusion on culture in higher education



Ashley Johnson

Medical Education

Career technology education and student outcomes



Fariha Khalil

K – 12 Education

The role of college readiness program selection process and participation in equity disparity and academic success of high school students



Ryan Konkright

Higher Education

Role of leadership qualities of chief enrollment management officers in attainment of international student enrollment targets



Brittny Le Beau

K – 12 Education

The role of equitable teacher discipline practices on elementary student academic success in multicultural classrooms



Peter Libreros

K – 12 Education

Hispanic American immigrant parent experience with the American public school system



Adriana Meza

K – 12 Education

Teaching and learning equity audits: Utilizing active cognitive engagement to address and eliminate the achievement gap



Colleen Mitchell

K – 12 Education

Public school teachers' perceptions of the influence of instructional practices in retaining gifted and talented female English as a new language, 4th grade students



Derick Montano Soto

K – 12 Education

Helping deferred action for childhood arrivals (DACA) attain higher education completion



Alma Moreno

K – 12

The referral process for special education evaluation for minority students from low socioeconomic backgrounds



Vy Nguyen

Higher Education

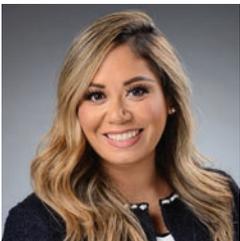
Vietnamese international graduates in the United States



Ifeoma Okolo

K – 12 Education

The role of inquiry-based instruction on Biology academic achievement of ninth grade students from minority backgrounds



Roxanne Pellon

K – 12 Education

Special Education K-12



Kenya Pinkard

K – 12 Education

The impact of psychological distress on academic achievement for Black Generation Z from low-income marginalized communities



Deidranna Seamster-Allen

K – 12 Education

Perceptions of female teacher leaders on the role of principal, ethical practices in career advancement opportunities



Amber Smith

K – 12 Education

Teacher cultural competency and student success



Pamela Stewart

K – 12 Education

Phenomenological study of educator and guardian experience on the role of the gifted and talented identification process in disproportionate underrepresentation of elementary students from marginalized backgrounds



Marichu Tima-an

K – 12 Education

Role of accountability system's high stakes standardized testing on public school educator's wellbeing



Starlic Williams

Higher Education

The benefits of a liberal arts education



Kidane Yitbarek

Higher Education

The role of gender inequality on access, participation, and successful higher education outcomes among women in Ethiopia

My essential ingredients to most effectively lead are prayer, reading the Bible, compassion, grace, and mercy.

- Dr. Kevin Granderson

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Dr. Nancy Ruiz

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Dr. Alejandra Sanchez de Tagle

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Dr. Kimberley Tribbett

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Dr. Michael Wallace

Teacher and Student Perceptions Regarding the Role of State Mandated Testing on Reading Autonomy and Motivation
CHAIR: Dr. Andres Garcia

Dr. Brandon Ward

Employed Minority Student Experiences with Student Support Services
CHAIR: Dr. Eduardo Torres

Dr. Brandon Warren

The Intellectual Character of the Formerly Incarcerated: Intellectual Humility, Open-mindedness, and Moral Reasoning.
CHAIR: Dr. Eduardo Torres

Dr. Latoya Whitaker

Impacts of Gender in the President Career Pathway
CHAIR: Dr. Eduardo Torres

Dr. Latonya Moore

Dissertation research focused on factors influencing academic success of minority underserved and/or at-risk community college students
CHAIR: Dr. Babette Eikenberg

Dr. Dorothy Branch

General Education Teacher Perceptions on the Individualized Education Program Development Process
CHAIR: Dr. Anne Gichuri

Obtaining my Ed.D. led me to develop a well-rounded world view and the skills to lead transformative change.

- Dr. Meredith Austin

STUDENT PUBLICATIONS, PROMOTIONS, AWARDS

STUDENT PUBLICATIONS 2020-2021 (Cohorts 4, 5, 6)

Ryan M. Konkright

Title of Publication: Predictions: How will this Year be Different in Enrollment Post COVID? Year: 2021

Annette L. Eakes Ponnio

Title of Publication: A Not So Perfect Score: Factors Associated with the Rate of Straight Line Scoring in Oncology Training Programs Year: 2020

Yvette Thumbutu

Title of Publication: Mommy Grandma in the Snow Year: 2021

Kristen Williams

Title of Publication: Beyond Selma: Teaching Voting Rights in An Era of Voter Suppression Year: 2020

Kidane Yitbarek

Title of Publication: The Black/African American Millennial Year: 2020

STUDENT PROMOTIONS AND AWARDS 2020-2021 (Cohorts 4, 5, 6)

Deirdre Barrett

Promotions: Elected State Board - Texas Democratic Women; Appointed to Board of Women Contractors Association

Shaniki Bates

Promotions: Program Director of Special Education/Aldine ISD

Jessica Berry

Promotion: First Year Assistant Principal of the Year

Kelli Bolen

Promotion: Promoted to ELA Department Chair/ Stratford High School.

Margaret Buza

Promotion: Appointed to advisory board for Savvas Learning Company's first ever Pre-K Curriculum: Three Cheers for Pre-K!

Paula Carrasco

Promotions: Appointed to Community Committee Council Member for the Gulf Coast Community Association, the Health

Advisory Committee Council Member, the Lead and Healthy Homes Strategic Planning Committee, and IMPACT -Baylor Teen Clinic

Sonia Crockett

Promotions: Promoted to Assistant Principal at Raymond Elementary; 2019-2020 ESL Teacher of Year at Raymond Elementary

Jacqueline Curtis

Promotions: Named Member of Houston Association of School Administrators (HASA); HASA Scholarship recipient, 2020; named Board Member of Kingwood Park High School All Sports Booster Club; appointed Curriculum Director, Summer Enrichment Program at Fort Worth Chamber of Commerce

Lynnette R. Durant

Promotion: Promoted to Student Assessment Data Specialist Team Lead/Houston I.S.D.

Lawren Goforth

Promotion: Promoted to Lead Registrar for Galena Park ISD

Sandra Hall

Promotion: Promoted to Board of Pension Membership

Trina Harmon-Wright

Promotions: Promoted to Senior Manager/HISD College Readiness; elected First Vice President to Top Ladies of Distinction, Inc. - Houston Chapter

Damien Kelly

Elected to Marquis Who's Who 2021-2022; awarded Marquis Who's Who, Distinguished Humanitarian Award for 2021

Marcus King

Promotion: Founding member and South Region Director of Coaches4Change 2020

Ryan M. Konkright

Promotion: Appointed to Board of Directors, National Catholic College Admission Association

Annette L. Eakes Ponnio

Award: Division of Radiation Oncology Outstanding Employee Award, The University of Texas MD Anderson Cancer Center

Tara Sass

Promotion: Appointed to National Orientation Director's Association (NODA) Board of Directors 2017-2020

Catherine Scott

Promotion: Vice President

Shelby Smith

Promotions: Promoted from Elementary Assistant Principal to a Dean of Instruction at an IB Middle School; awarded an invitation to the Jesse H. Jones Graduate School of Business Executive Education certification program at Rice University

Amber Smith

Promotion: Promoted to Math Interventionist/Mathematics Liaison /Cy-Fair ISD.

Pamela M. Stewart

Promotion: Named Quantum Learning Facilitator for CFISD/Professional Learning

Michael Taylor

Promotion: Promoted to Assistant Principal Summer 2020

Violeta Vazquez

Promotions: Named adjunct professor at Houston Community College and Finance Officer in the Association of Women in Academia

Erika Celeste Vershon

Awarded: Earned Masters of Education, School Counseling at the University of St. Thomas

Sheridan Warren

Award: Named 2020-2021 Teacher of the Year and Special Education Coordinator

Kristen Williams

Promotions: Named Claes Nobel Educator of Distinction, National Society of High School Scholars

Starlic Williams

Promotion: From K – 12 to adjunct professor, Lee College

Lydia Yinat

Promotion: Appointed Team Leader, Spring Branch ISD

STUDENT

(Cohorts 4, 5, 6)

CONFERENCES & PRESENTATIONS

Mark B. Amelang

SUSTEX Summit, "Sustainability Leadership: A Conversation on Theory and Praxis"
2021, Texas A&M, College Station, TX

International Leadership Association Annual Conference, "Imagining Sustainability Leadership: A Conversation on Theory and Praxis"
2021, Geneva, Switzerland

Lynnette R. Durant

Maya Angelou Public Charter School & See Forever Foundation, "Dialectical Journals-Critical Thinking Strategy for all Students"
2021, Washington, D.C.

Christopher Gereke

Region 4 ESC Inclusion, Spring ISD Arise Conference, Spring ISD Leadership Institute, And Spring ISD Teacher Institute. Spring Non Violent Crisis Intervention, Spring ISD Behavior Conference
2021, Houston, TX

Sandra Hall

UST Student Research Symposium
2021, University of St. Thomas, Houston, TX

Debra Haney

Archdiocese of Galveston – Houston, "Building the Bridge between Parish and Schools", "Servant Leadership", "National Standards and Benchmarks of Effective Catholic Elementary and Secondary Schools"
Year of Conference:
Location of Conference:

Trina Harmon-Wright

Houston Alumnae Chapter Delta Sigma Theta Sorority, Inc., "Scholarship and Financial Aid 101"
2021, Virtual

Belinda Hunter

Project Management Institute (PMI), "Leadership/Management/Change Management", "Assessment/Creation/Implementation/Execution"
2021, Virtual

Belema Ibama-Johnson

UST Research Symposium, "Mixed-Method Study on Role of Social Media Use in Academic and Social Wellbeing of International Baccalaureates"
2021, Virtual

Valerie McAvey

UST Research Symposium, "Role of Cancer Diagnosis on Student Wellbeing and Education Outcomes"
2021, Virtual

Annie Mitchell

Texas Computer Education Association, "Spring Branch ISD/2020-2021/Byte-Sized PD: Quick Tech Professional Development"
2020, Virtual

Elementary Technology Conference, "Supporting ELL Writing Across Content Areas"
2020, Austin, TX

Mary Morley

UST Research Symposium, "Mixed-Methods Study on the Role of Leadership Within Fortune 500 Gender Lens Impact Investment Experience and Community Outcomes"
2021, Virtual

Rev. Innocent Okhifo

UST Research Symposium, "Mixed-Methods Study on Ability Emotional Intelligence and Social Emotional Competence Among Nigerian Secondary School Teachers in Edo State"
2021, Virtual

Annette Eakes Ponnie

Association of Radiation Oncology Program Coordinators (AROPC), "Lunch and Learn Virtual Series: Microsoft Sway"
2021, Houston, TX

Association of Radiation Oncology Program Coordinators (AROPC), "Leading with Innovation"
2021, Houston, TX

Carol Salva

HISD Summer ESL Conference, Keynote on SLIFE for Summer Multilingual Symposium
2021, Forsyth County, GA

South Carolina Department of Education Multilingual Symposium, multiple sessions
2021, Virtual

VoiceED Radio, "The Boosting Achievement ESL"
2021, Virtual

Catherine Scott

International Dyslexia Association Annual Conference, "Phonology and Phonics"
2020, Denver, CO

Region 4 Education Center, "The Rules of Spelling"
2020, Houston, TX

Pamela M. Stewart

Quantum Learning Virtual Summer Institute, "Agreements", "Exposure Training Mastery (ETM Metaframe)", "Quantum Learning History", "Foundation Atmosphere Environment Design and Delivery (FADE)"
2021, Virtual

Marichu Tima-an

HISD Education Learning Center, "Leading the Learning Professional Development"
2021, Houston, TX

HISD Education Learning Center, "Literacy Summit"
2020, Houston, TX

Malkia Williams

"Language Acquisition Instructional Best Practices for High School" Students
2021, Bethune-Cookman University

Lydia Yinat

Spring Branch ISD, "Strategies to Help Students Academically Communities in Schools"
2020, Houston, TX

ALUMNI PUBLICATIONS

Dr. Meredith Austin

Understanding Paradigms in Gifted Education: Implications for Identification, Programming, Teaching, and Learning, 2020

You Can't Manage What You Can't Measure, 2020

The Top 10 Questions a Principal Should Ask About a Campus G/T Program in 2020-2021, 2020

Dr. Juan Fabregat

Human Person Concept in Healthcare Professional Thinking in Medicine Practice Dehumanization, 2021

The Human Person Concept in Healthcare, 2020

Dr. Christine Ford

Skill Session on Writing Patient Assessments for Pediatric Clerkship Students, 2020

Soliciting Feedback on the Wards: a Peer-to-Peer Workshop, 2019

Dr. Nitonic Jenkins

Gentrification: The Residents' Paradigm Voice Examining Historic Freedmen's Town Now Midtown Houston, 2020

Eden Botched Humanity (Wheat or Weeds), 2018

Dr. Joseph Ratcliff

Reimagining Orientation, Transition, and Retention During COVID-19 through Transformative Practices, 2021

Dr. Jessica Thompson Falla

Our Collective Strength: How Two Community Colleges Centered Love During COVID-19, 2020

Co-Author: **Asif Wilson**

The Corona Chronicles on Leadership, Processes, Commitments, and Hope in Uncertain Times, 2020

ALUMNI PROMOTIONS

Dr. Meredith Austin

Promotions: Appointed to the TEA Commissioner's Advisory Council on Gifted/ Talented Education; Founder of Academy, a small business providing learning professional experiences and dedicated to research-based practices

Dr. Beth Barrette

Promotions: Adjunct Professor, University of St. Thomas School of Education and Human Services; Manager of Innovation Operations, University of St. Thomas Office of Innovation

Dr. Tessia Brixey

Promotion: Principal, Alief ISD

Dr. Amy Brochhausen

Promotion: Career Advancement, Katy ISD

Dr. Alexis Clark

Promotion: Principal, Houston ISD

Dr. Juan Fabregat

Promotion: Chief Medical Officer and Director, university outpatient clinics group

Dr. Christine Ford

Promotion: Assistant Professor, UTHealth McGovern Medical School

Dr. Kevin Granderson

Promotions: Co-Chair - UH Healthy Start Community Action Network (C.A.N.) Workgroup; Director, Department of Labor National Apprenticeship Program (Masonry)

Dr. Eden Hinds

Promotion: Chief Executive Officer/ Head of School, Acton at Serenbe, Georgia

Dr. Jarrett Johnson

Promotion: Principal of Freeport Intermediate School, Brazosport ISD

Dr. Benjamin Jules

Promotion: Adjunct Professor, HCC; Presenter, USTMAX Center

Dr. Marie Moreno

Promotion: High school principal, Houston ISD

Dr. Geny Moreno

Promotion: Assistant Dean, Nursing Retention Services, University of St. Thomas, Peavy School of Nursing

Dr. Bryan Nguyen

Promotion: Assistant Director of Admissions Customer Services

Dr. Yolanda Norman

Promotion: Appointed Associate Vice President of Student Development at Concordia University, Austin, Texas

Dr. Joseph Ratcliff

Promotion: Appointed to Diversity, Equity, and Inclusion Committee/ Association for Orientation, Transition, and Retention in Higher Education

Dr. Raff Saeed

Promotion: Middle School Principal to High School Principal, Sheldon ISD

Dr. Brooks Straub

Promotion: Deputy Chief of Staff, Texas Education Agency

Dr. Scott C. Talley

Promotion: Rutgers University, Social-Emotional Learning Program

Dr. Jessica Thompson Falla

Promotion: Full Time Instructor, Lee College

Dr. Denise Wilborn

Promotion: Adjunct Faculty, Research program, University of St. Thomas; K-12 Writing Teacher, HISD

ALUMNI CONFERENCES AND PRESENTATIONS (2020-2021)

Dr. Meredith Austin

Texas Association for the Gifted and Talented Leadership Conference State Plan Summit
2020, Sugar Land, TX

Dr. Kira Elizabeth Beal

Texas Occupational Therapy Association State Conference
2020, Houston, TX

Dr. Amy Brochhausen

Statewide Evaluation Personnel Annual Conference
2020, San Antonio, TX

Dr. Alexis Clark

Houston ISD: An Educator's Guide to Building an Authentic Professional; The PLC Process: Critical Questions
2020, Virtual-Houston, TX

Dr. Mack Eagleton

"The Plight of Praxis"
2020, Virtual-Prairie View A&M University, TX

Dr. Juan Fabregat

"Human Person Concept in Healthcare and Dehumanization"
2021, Sociedad Medica Grupo Angeles, México

Dr. Christine Ford

Innovations in Health Science Education Conference,
2021, Virtual-Austin, TX

Association of American Medical Colleges Joint Group on Educational Affairs Conference, "Educational Scholarship Curriculum for Medical School Faculty"
2021, Virtual

Dr. Leesa Giles

UST Research Symposium, "The Role of Re-Engagement Efforts on the Academic Performance of High School Students At-Risk of Dropping Out"
2021, Houston, TX

Dr. Kevin Granderson

TABSE Symposium
2021, Virtual

Dr. Tamikia Greene

Conference of the Advancement of Mathematics Teaching
2021, Virtual

Dr. LaToshia Hammons

International Conference on Excellence, Gifted Education, Innovation, and Creativity in Basic-Higher Education and Psychology
2020, Virtual

Dr. Benjamin Jules

Houston ISD Fine Arts, Microsoft Teams Virtual Teacher Professional Development Training "Special Education in the Music Classroom"
2020, Houston, TX

School of Engineering, Faculty and Staff Professional Development Training Session University of St. Thomas, "Embracing Cultural Diversity in Higher Education"
2021, Houston, TX

Dr. Mikiba Morehead

NASPA Annual Conference 2021, "The Prevalence of Cyber Sexual Abuse in Intimate Relationships Among College-aged Individuals During COVID-19"
2021, Virtual

NASPA Annual Conference Pre-Conference Workshop 2021, "Policy, Process and Moving Forward to Eliminate Sexual Violence on Campus-Considerations with New Title IX Guidance"
2021, Virtual

NASPA Annual Conference Pre-Conference Workshop 2021, "Developing, Implementing, and Assessing Informal Title IX Resolution Processes"
2021, Virtual

Dr. Geny Moreno

University of St. Thomas Faculty and Staff Professional Development Training Session, "Embracing Cultural Diversity"
2021, Houston, TX

University of St. Thomas Faculty and Staff Professional Development Training Session, "Diversity, Equity, and Inclusion in Higher Education"
2021, Houston, TX

Dr. Samuel Neher

The University of Texas Kenneth I Shine, MD Academy of Health Science Education Innovations in Health Science Education Annual Conference, "Web Teaching Can Be Interactive Too"
2021, Virtual

Association of American Medical Colleges Joint Group on Educational Affairs Conference, "Educational Scholarship Curriculum for Medical School Faculty"
2021, Virtual

Dr. Yolanda Norman

University of Houston, Title IX New Student Orientation Houston Public Media Actor
2020, Houston, TX

Dr. Joseph Ratcliff

National Association of Student Personnel Administrators, "The Role of the University on White American Male Social Justice Racial Consciousness"
2020, Virtual

Racism, Whiteness, and Privilege Series Panelist
2020, Virtual Graduate School of Education at Rutgers University

Association for Orientation, Transition, and Retention in Higher Education, "Whiteness in Higher Education"
2020, Virtual

Dr. Jessica Thompson Falla

Title of Conference: The Council for the Study of Community Colleges, "Critical Professional Development in Community Colleges: A Duoethnographic Perspective"
2021, Virtual

TRADITIONS

Over the years, we are honored to see how many alumni return to The University of St. Thomas for a second, third, and even fourth degree. Your trust in us is indeed recognized as we list an incredible number of students from cohorts 1, 2, 3, 4, 5, and 6. Thank you for your dedication and repeated expectation of earning a noteworthy degree from The University of St. Thomas.

Alejandra Perez

1 degree, Master of Education, Educational Leadership

Annie Mitchell

1 degree, Master of Education, Educational Leadership

Catherine Scott

1 degree, Master of Education, Reading Specialist

Ceren Cengiz

1 degree, Master of Education, Educational Leadership

Christopher Gereke

1 degree, Master of Education, Educational Administration

Corazon Briones-Flores

1 degree, Master of Education, Educational Leadership

Cortney Hebert

1 degree, Master of Education, Curriculum and Instruction

Erika Cruz

1 degree, Master of Education Exceptionality, Educational Diagnostician

Imelda Andre

1 degree, Master of Education, Educational Administration

Jessica Berry

1 degree, Master of Education, Educational Leadership

Kathleen Christopher

1 degree, Master of Education Exceptionality, Educational Diagnostician

Kendall Shamas

1 degree, Master of Education in Educational Leadership

Krystal Auguste

1 degree, Master of Education in Educational Leadership

Malkia Williams

1 degree, Bachelor of Arts, Economics

Marichu Tima-an

1 degree, Master of Education, Educational Leadership

Mary Morley

1 degree, Bachelor of Business Administration, Marketing

Ifeoma Okolo

1 degree, Master of Education, Educational Leadership

Rochelle Singleton

1 degree, Master of Education Exceptionality, Educational Diagnostician

Shaniki Bates

1 degree, Master of Education Exceptionality, Educational Diagnostician

Shelinta Perez

1 degree, Master of Education Exceptionality, Educational Diagnostician

Tamara Armelin

1 degree, Master of Education, Educational Leadership

Tayde Garcia

1 degree, Master of Education Exceptionality, Special Education

Tiffany Moody

1 degree, Master of Education, Educational Leadership

Trinidad Carrillo

1 degree, Master of Education, Bilingual and Dual Language

Dr. Alexis Clark

2 degrees, Master of Education - Educational Leadership, EDD in Ethical Leadership

Dr. Benjamin Jules

2 degrees, Master of Education - Educational Leadership, EDD in Ethical Leadership

Dr. Chantel Henderson

2 degrees, Master of Education - Educational Leadership, EDD in Ethical Leadership

Dr. Christina Flores

2 degrees, Master of Education - School Counseling, EDD in Ethical Leadership

Dr. Christina Mendez-Hall

2 degrees, Bachelor of Arts in Theology, EDD in Ethical Leadership

Dr. Denise Willborn

2 degrees, Master of Education - Reading Education, EDD in Ethical Leadership

Dr. Jessica Munscher

2 degrees, Master of Education, EDD in Ethical Leadership

Dr. Leesa Giles

2 degrees, Master of Education - Reading Specialist, EDD in Ethical Leadership

Dr. Maria Escobar

2 degrees, Master of Education - Counselor Education, EDD in Ethical Leadership

Dr. Michael Wallace

2 degrees, Master of Education - Curriculum Instruction, EDD in Ethical Leadership

Dr. Raff Saeed

2 degrees, Master of Education - Educational Leadership, EDD in Ethical Leadership

Dr. Scott Talley

2 degrees, Master of Education - Counselor Education, EDD in Ethical Leadership

Dr. Tamikia Greene

2 degrees, Master of Education-Special Education Leadership, EDD in Ethical Leadership

Theodore Nelson

2 degrees, Master of Education - Curriculum and Instruction, Master of Liberal Arts - History

Dr. Nadires Cedillos

3 degrees, Bachelor of Business Administration, Master of Business Administration, EDD in Ethical Leadership

Dr. Mack Eagleton, IV

3 degrees, Bachelor of Arts in Biology, Master of Educational Administration, EDD in Ethical Leadership

Dr. Kimberly Pursch

3 degrees, Bachelor of Business Administration, Master of Business Administration, EDD in Ethical Leadership

Dr. LaToshia Hammons

4 degrees, Bachelor of Arts - Psychology and Philosophy; Master of Business Administration, Master of Science in Finance, EDD in Ethical Leadership

We continue to thank students and alumni for their strong referrals to our program. One pattern found within this group was family. As a community, we are already an academic family, and the group below is a bonus!

FAMILY WITHIN THE ED.D. PROGRAM

Siblings: Dr. Seretha Augustine and Sandra Hall

Siblings: Brenda Granderson-Hicks and Dr. Kevin Granderson

Spouses: Dr. Damian Greer and Mariel Greer

Cousins: Dr. Jarrett D. Johnson and Dr. Mack O. Eagleton, IV

Aunt and Niece: Sheridan Warren and Shelby Smith

Mother-in law and son-in-law: Dr. Geny Moreno and Jabari Nichols

COUNCIL OF SCHOLARS

A new tradition, the Ed.D. Council of Scholars, is a body of distinguished alumni convened by the Ed.D. executive leadership team to advise on matters related to scholarship and academics within the program, with special attention given to course curriculum and content. Council members serve a one-year term, renewable in Spring 2022.

Dr. Christine Ford, President

Dr. Mack Eagleton, Vice-President

Dr. Joey Ratcliff, Treasurer

Dr. Maria Escobar, Secretary

SCHOLARSHIPS

The School of Education and Human Services (SEHS) offers merit and need based scholarships for its graduate programs. Students may apply each year in the fall semester. The SEHS dean's assistant notifies all students when they are available and encourages students to apply. Congratulations to these students!

Kappa Delta Pi Scholarship: Dr. Tammy Smithers (2018)

Jean Lantz Memorial Scholarship: Victor Gomez (2020)

School of Education and Human Services Annual Scholarship: Belema Ibama (2019)

Fondren and Jesse H. and Mary Gibbs Jones Endowed Scholarship Fund: Cassandra Sutton (2018) and Jacqueline Curtis (2020)



A SPECIAL NOTE OF THANKS FROM MARIA YOUNGER, ASSISTANT DIRECTOR

Thank you to those who made the 2021 Ed.D. in Ethical Leadership Summit possible:

TO OUR GUESTS, who came to support our student's efforts and our program's mission

TO OUR STUDENTS, for their work and energy to make a difference

TO OUR ALUMNI, for their continued interest and participation

TO OUR FACULTY, for their dedication and commitment to our students and curriculum

TO OUR PLANNING COMMITTEE, who met to execute a meaningful and engaging event: Dr. Brandon Green, Benjamin Bannon (Committee Chair), Dr. Beth Barrette, Dr. Samuel Neher, Dr. Victoria Mar-ron, Dr. Mack Eagleton, Dr. Maria Escobar, Dr. Bryan Nguyen, Dr. Chantel Henderson, Ceshia Love, Lawren Goforth, Peter Libreros, Ceren Cengiz, Andrea Randolph, Damien Kelly, and Margaret Buza

TO OUR PRELIMINARY ADVISORS, Dr. Juan Fabregat, Dr. Babette Eikenberg, Dr. Jennifer Butcher, Dr. Beth Barrette, and Maggie Mahoney

THE CALL TOWARD TOMORROW

Upon taking office July 1, 2017, the University of St. Thomas' ninth president, Dr. Richard L. Ludwick, remarked, "Ours is an open university that welcomes people of all faith and people of no faith. It is because we are Catholic that we must reach out to others of goodwill. We will be leaders in our location, the greater Houston area, and we will be leaders beyond. To translate this commitment into an energized master blueprint, Dr. Ludwick commissioned a bridge strategic planning process in October 2017 and christened it, "The Call Toward Tomorrow" (CTT).

The Ed.D. program has participated or currently participates in the following CTT goals:

1. By Fall 2018, opportunity for interaction with other members of the professional UST community should be strengthened through communication documents, scheduled events and both informal and structured information sessions.
2. By January 2019, the UST professional community will subscribe to accepted standards of mission effectiveness leading to a consistent share practice of mission.
3. By 2023, UST will have a strong, established identity that is effectively communicated across all marketing materials and is well-known by Houstonians.
4. By 2023, UST will become a collaborative organization that values subsidiarity, accompaniment and innovation.
5. By 2023, UST will become an institution where innovation is learner-centered.
6. By 2023, we will raise graduate enrollment numbers.
7. By 2023, UST will be known for providing an education that impacts both lives and careers.

The Ed.D. program typifies the university's CTT commitment to serving the communities inside and outside our campus with ethical dedication and carefully crafted innovation.

GRADUATE ASSISTANTS

We are honored to receive special requests from the President's Office (Researcher, Dr. Gerald Hannah), the MAX (Chief Innovation Officer, Dr. Beena George), and the UST McNair Center for Free Enterprise and Entrepreneurship (Director, Dr. Patrick Woock) for graduate assistants. Our program has been pursued for students who have a comprehensive understanding of research. Val McAvey, Mark Amelang, Dr. Beth Barrette and Dr. Tammy Smithers have served or continue to serve these departments.

Dr. Gerald Hannah on behalf of Dr. Tammy Smithers

As a child, I could not wait to open my gifts on Christmas morning. Occasionally, I would open a small miracle that became the best gift of all. Dr. Tammy Smithers was a special gift. In 2019-2020, she was chosen over several candidates to serve as a Research Associate regarding a research project authorized by the President of St. Thomas, "Retention- 4 Year Graduation Research Project."

Dr. Smithers was initially responsible for the data collection, pilot study, communications to the Department VPs, and leading the weekly research meeting. Within a few months, she became the voice and "go-to person" for conducting the research project through her research and writing skills and leadership. Dr. Smithers is a very talented professional with great people skills and is a strong leader.

Brief Background: Dr. Hannah has a Ph.D. in Behavioral Psychology. He has published five books and has researched private corporations regarding leadership styles, organizational culture, and employee engagement. He currently works as an executive coach with presidents and vice-presidents in higher education and private corporations.

Dr. Beth Barrette

Dr. Beth Barrette continues to teach undergraduate and graduate courses in UST's School of Education and Human Services Education Diagnostician and Exceptionality programs. This fall, she began teaching in the new Associate of Applied Science in Pragmatic Studies program, a new UST offering she helped design. She has also been named Innovation Operations Manager, collaborating with Chief Innovation Officer Dr. Beena George to launch creative ideas to fulfill the vision of the Call Toward Tomorrow strategic plan. She liaises with corporate partners and the university community in using technology to foster human development and meet future needs.

Val McAvey

I was greatly honored to be able to help Dr. Woock with setting up a database to help identify how UST can best help our Entrepreneurial students to start or expand their businesses. This is such an important way we can help level the playing field for all potential entrepreneurs to have the opportunity to realize their dreams. It has been wonderful to know that UST faculty are all as caring and devoted to their students as our EDD faculty.

Mark Amelang

At the request and direction of David Hao, Associate Vice President for Student Affairs & Dean of Students, Mark has volunteered to help develop several projects within the Student Affairs Department. These projects range from information technology to exploring the development of a corporate advisory board.

Currently, Mark is a Graduate Assistant and serves as the Employer Engagement Advisor in the Career Services Department. He is presently recruiting corporate sponsors for the Career Code and Career Fair, both happening in September. Mark was also a presenter at the 2021 Student Symposium. He is in the process of developing a course that will be taught at the undergraduate level at UST.

THURSDAYS WITH TONI

What do you say about a person who left this life to begin the next chapter? Words like kind, loving, giving, passionate, brilliant; are all apt descriptions but Toni Moore was so much more than a sum of verbs. She and I met when she was enrolled in my Qualitative Research course and then later, she was in the Proposal Seminar course. Shortly after the completion of the seminar course, she sent me a text asking if I would consider being her dissertation Chair and that she was keenly interested in community college experiences of under resourced students. It was during one of our meetings on a Saturday afternoon after class had ended that she shared with me her news that the cancer she thought previously cured had returned. And return it did, with a vengeance and without mercy.



But that's not the end of Toni's story. She began her cancer treatments which often left her weak and unable to leave her home without help from friends and family. On Thursday's when she felt strong enough, I visited her. It was there, in her home, I saw how remarkable this wonderful blessing of a person was. Although very weak, she would laugh, talk, and often had a project going. She would have me help her stuff Christmas boxes with goodies to give to the elderly at her church. Toni would tell me that many of those she was giving gifts to did not have anyone in their lives to do such a thing and how she loved seeing the smiles on their faces when the boxes were delivered and opened. We also put together Valentines and Easter boxes as gifts for others and she would always make me take one home. Hanging from my computer lamp in my home office is a tiny rubber bracelet from one of Toni's gifts that says, "God keeps His promises" I see it every day and it serves as a gentle reminder of this remarkable woman. This is who she was, Toni Moore found pure joy out of giving and uplifting others.

As time progressed Toni became weaker. The subject of our conversations strayed away from research, and we talked about God, we discussed heaven, we talked about family members who had passed from this life to the next. She would light up to discuss her faith and her love for Jesus Christ. It was her faith, I believe, that allowed her to fight so hard. She wanted to make a difference, she volunteered for research in the form of clinical trials hoping that the medical research field could learn something from her disease.

Yes, Toni left us far too early, but we know from our faith that God calls people home according to His perfect plan. Toni was needed elsewhere. Spending Thursdays with Toni was the best gift God could have given me. I will always believe that I learn much more from my students than they could possibly learn from me. And Toni taught many, many, lessons that her friends, her cohort, her family, and I will never forget. We believe that today Toni is resting in the loving arms of God after a life spent giving to others.

Eternal rest grant unto Toni Moore, O Lord, and may perpetual light shine upon her. May she and all the souls of the faithful departed, through the mercy of God, rest in peace. Amen.

- Dr. Babette Eikenberg



GONE TOO SOON

The winter storm of 2021 brought about many unexpected events, but none more unexpected than the early death of our professor and friend, Dr. Al Varisco. "Dr. Al", as he was fondly referred to, was preparing his home for the storm and suffered a massive heart attack on February 13, 2021. Al's wife Christine, to whom he had been lovingly married to for 31 years, shared the devastating news with us during class that Saturday morning. Dr. Al had

three adult daughters, Sarah, Emily, and Madison, and these four ladies in his life were his greatest loves after his savior, Jesus Christ. Dr. Al was a lifetime student and teacher. After attending Mater Dei High School, a Catholic school in Santa Ana, California, his love of education began when he earned a Bachelor of Arts degree in Psychology from UCLA, a Master of Arts degree in Psychology from Pepperdine, and a Ph.D. from the University of Houston in Educational Psychology. He was dedicated to helping young people in the Houston area, and he had been the devoted and beloved Principal at St. Clare of Assisi Catholic School for 17 years. Dr. Al was also a professor at both University of St. Thomas-Houston and the University of Houston, Clearlake.

Dr. Al taught us many things other than statistics. He taught us that faith, family, and doing your best is what is important, and that you have to laugh in life to get through the good times and the bad ones. His had a sharp wit and awesome, yet dry sense of humor! To Dr. Al, his students – both past and present – and the love of his family and friends, were the things he cherished in life. He also enjoyed football, his Crown and Coke with his buddies, his black Jeep, Mater Dei football, St. Clare of Assisi Catholic School, and Tower 3 in Huntington Beach. His family and friends loved his passion for everything that mattered to him, and that characteristic is what set him apart from others. Dr. Al's commitment to learning, laughter, and loving others are what others treasured about him. Dr. Al was the one UST professor that began and ended our classes with prayer, and this integration of Catholic identity at a Catholic University was appreciated by many of his students. Dr. Al Varisco was taken early from this world, and he will be forever remembered in our hearts!

- Debra Haney

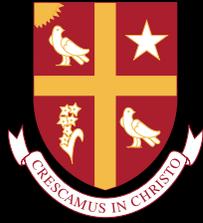
ONCE A MEMBER, ALWAYS A MEMBER

The first two things that I noticed about Amy Mastin were her beautiful, big blonde locks and her welcoming smile in our first class on a Friday night. I was very nervous as I sat at the front desk. I must have thought this out loud about how challenging the class is going to be, and it was Amy who responded from her desk a row behind me saying "It's going to be alright, you got this!" It was her comforting words that helped me get through the first night of class.

I remember how excited she was getting her hair and make-up done for the Leadership Summit magazine pictures. After she had received the copies of her pictures, she shared them with me and asked me which one looked the best. All of them were so beautiful with her big smile, so I could not pick one. I was overseas at the time, and she was sick. She helped me with a couple of assignments. That is what I love about her... her willingness to help out even though she was sick. I will never forget how thoughtful she was. She is still part of our cohort! Once a member, always a member...

- Ceren Cengiz





UNIVERSITY OF ST. THOMAS

MISSION AND VISION

We are The University of St. Thomas, the Catholic university in the heart of Houston. We are committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: goodness, discipline and knowledge.

GOODNESS

We serve God in faith and love by giving ourselves to students, colleagues and society.

DISCIPLINE

We demand personal responsibility, accountability and integrity in ourselves and in one another.

KNOWLEDGE

We pursue truth and academic excellence in the Catholic intellectual tradition, emphasizing the dialogue between faith and reason.

COMMUNITY

We build and nurture relationships that transform our lives, our university and our world.