

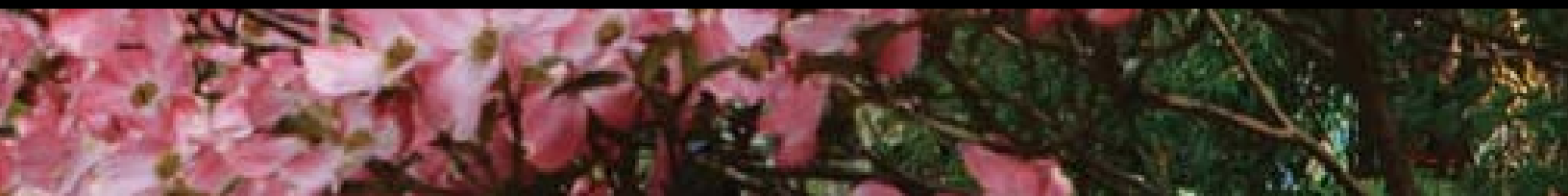


Manhattanville College
Doctoral Program in
Educational Leadership

PNW
BOCES
Service and Innovation
Through Partnership



Commencement 2022



Manhattanville Doctoral Program in Educational Leadership

Offered in partnership with:
Putnam | Northern Westchester
Board of Cooperative
Educational Services

The Doctoral Program in Educational Leadership is designed for practicing and prospective leaders and experienced educators in P-20 and higher education, serving schools, districts, private and independent schools, charter schools, colleges, universities, community organizations, and entrepreneurial endeavors. The Doctoral Program in Educational Leadership consists of 3 pathways and is a cohort model enabling students to be part of a dynamic and cohesive community of learners during the EdD program. Currently enrolled students and doctoral alumni are highly accomplished scholar-practitioners who appreciate and have benefited from the importance of having a terminal degree in the field of education.

**Celebrating
a Decade of
Excellence**

Signature Pathway

The Signature Pathway established in 2010 provides leadership preparation for individuals interested in leading educational (P-12 public, private, parochial, charter and independent schools) and related non-profit organizations serving public interest. The Signature pathway is designed to meet the needs of practicing and aspiring leaders who want to be a catalyst to improve student learning, build strong partnerships, influence professional and policy-making communities, and promote the public's confidence about the educational enterprise.

Higher Education Leadership Pathway

Launched in 2016, the Higher Education Leadership Pathway to the EdD is designed for practicing and aspiring leaders seeking to further develop their skills to meet the challenges facing two-year, four-year, and graduate colleges and universities, and to help shape higher educational institutions in the future. The Manhattanville College higher education leadership concentration is the only program in the region that decisively addresses what higher education leaders need to know to navigate challenges and opportunities in today's climate of change.

Dissertation Completion Pathway

In 2013, building on the success of the Manhattanville College's EdD in the Educational Leadership, the doctoral core faculty and staff added an innovative degree pathway for advanced Doctoral Students called: Dissertation Completion Pathway. The inaugural Cohort started in January 2014. The Dissertation Completion Pathway to the EdD is designed specifically for those who were enrolled in an accredited educational leadership doctoral program and completed all requirements but the dissertation (ABD).



The "Love Behind Leadership" fund was established in 2015 by EdD alumni to pay it forward to the Doctoral Program in Educational Leadership at Manhattanville College.

An investment in this fund provides students with recognition for their work, showcases the prestige of our program, and introduces the broader community to our amazing students and grads.

Congratulations to the Class of 2022

**"Wonder inspires the wish to understand;
awe inspires the wish to let shine,
to acknowledge, and to unite."**

(Weger & Wagemann, 2021, p. 1393)

To wonder is to be curious; to seek understanding. You, graduates of 2021-2022, sought understanding through your research; you identified and investigated a research problem, and revealed new meaning and insight, leaving us in awe. We – your faculty, peers, colleagues, family, friends, all who behold your grit and accomplishments – are in awe of what emerged from your wonderings. We extend accolades for the contributions you've made and for all that you will continue to engender as scholar-practitioners.

***To the Valiant of heart, nothing is impossible!
Carpe diem!***

Presentation of the 2022 Doctoral Program Awards

Distinguished Dissertation Research

Mary K. Humphreys Scholarship in
Special Education Doctoral Dissertation Award

Outstanding Service to the Doctoral Program

Ethel Kennedy Award for Human Rights Leadership

Judith Johnson Memorial Award



Dr. Julia Drake

Winner of the 2022 Manhattanville College
Doctoral Program in Educational Leadership,
Distinguished Dissertation Research Award

Dissertation Title:

**FEMALE SUPERINTENDENTS' PERCEPTIONS OF
UNCONSCIOUS GENDER BIAS IN THE SUPERINTENDENCY:
AN EXPLORATORY QUANTITATIVE STUDY**

Julia Drake, an experienced, equity-focused, elementary principal, and mother of three, started to wonder about the stark underrepresentation of women in upper levels of educational leadership during her first year of doctoral studies. She wondered why a predominantly female (76%) teaching force, a pipeline to the superintendency, does not translate into a predominantly female educational leadership force: only 26% of superintendents are female. This led to her exploratory quantitative study of female superintendents' perceptions of unconscious gender bias in the superintendency. Julia developed a modified version of Tran et al.'s (2019) Perceived Subtle Gender Bias Index, confirmed that her new instrument was a valid means of assessing female superintendents' perceptions of unconscious gender bias, and administered it to a nationwide database of female superintendents that she resourcefully created. The result was the unprecedented study sample size of 532 female school district superintendents, the largest by far. Dr. Drake's findings offer compelling evidence that unconscious gender bias exists on the job and further inhibits equitable female representation in the superintendency. Aligned with Joan Acker's theory of gendered organizations, her research confirms that sex differences are not due to fixed gender traits though derive from embedded organizational practices, structures, and patterns of interaction. Results and recommendations from her outstanding research on unconscious gender bias in today's superintendency will be forthcoming in AASA's *Journal of Scholarship & Practice*.

James Higgins

Winner of the 2022 Manhattanville College Doctoral Program in Educational Leadership, Mary K. Humphreys Scholarship in Special Education Doctoral Dissertation Award

James “Jim” Higgins is the Director of Special Education for Orange Ulster BOCES, and his observations and professional experiences have informed his dissertation research. In particular, he knows, and prior scholarship attests, that teacher preparation programs are critical to the induction of new teachers into the field. However, little is known of the effectiveness of these programs to adequately prepare new teachers to enter self-contained special education classrooms in which less than one percent of students in New York State are educated. The purpose of his dissertation research, a qualitative study, is to understand the self-efficacy of novice self-contained special education teachers and the perceptions of faculty and staff of teacher preparatory programs (in eastern New York) toward the teachers’ preparation to meet the myriad needs of students in this low-incidence special education setting.



Lisa Roloson

Winner of the 2022 Manhattanville College Doctoral Program in Educational Leadership, Outstanding Service to the Doctoral Program Award

During her time at Manhattanville, Lisa Roloson has provided outstanding service and support to the doctoral program. She has collaborated on Capstone projects, presented at virtual events for first year doctoral students, and served as an unofficial mentor for new cohorts, actively participating in new student orientations. In 2021, Lisa was the keynote speaker at the School of Education Dean’s Symposium, presenting “What Makes Good Teachers Great?”. In January 2022, she returned to a mid-year doctoral advising session to share her experiences as a student with the first-year cohort. She is currently collecting data for her dissertation, “Discipline Reform: Non-Urban, Middle School Teachers’ Understanding and Perceptions of Restorative Justice Practices as Part of Student Discipline”. She holds a BS in Biology from Brandeis University and an M.S. in Adolescent Education from SUNY New Paltz and is currently Acting Principal in the Arlington Central School District. She is also a New York State Master Teacher.

Julie Kotler-Snider

Winner of the 2022 Manhattanville College Doctoral Program in Educational Leadership, Ethel Kennedy Award for Human Rights Leadership

Julie Kotler-Snider has been committed to and passionate about civil and human rights work throughout her life. As a descendant of Eastern European Jewish immigrants who were union leaders in the garment industry, and the child of parents who participated in racial justice marches including Martin Luther King's 1963 March on Washington, she reflects that "issues of social justice are baked into my DNA." Given that issues of equity, fairness, social justice, and serving the underserved were the principles within which she marinated growing up, it is not surprising that she became an educator of students with disabilities, and has been an administration in special education for 17 years. She's a staunch advocate of inclusive practices in special education. Her commitment to equity and inclusion fueled questions about challenges recruiting and high turnover among racially minoritized teachers, despite intentional efforts to diversify the teacher workforce. These questions guide her research, a critical narrative inquiry, designed to chronicle the stories of Black teachers who are "the only one" in predominantly White, K-12 public schools.



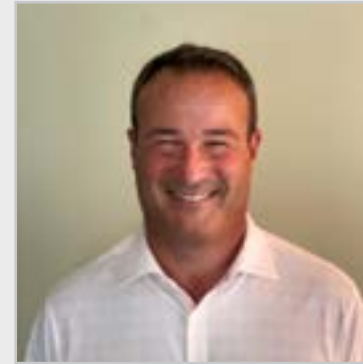
Julianne Ross-Kleinmann

Winner of the 2022 Manhattanville College Doctoral Program in Educational Leadership, Judith Johnson Memorial Award

Julianne Ross-Kleinmann grew up and attended schools in Westchester County, and it wasn't until she was an undergraduate student that she saw an educator who looked like her. As she entered her career as an educator, she committed herself to supporting racially minoritized populations. Across several decades, she has lived that commitment in many ways, including providing leadership for programs serving girls of color from middle school to high school; created the Striving High program for 5th grade girls of color; expanding access to technology for under-served students in Yonkers Public Schools, and working with the Family Services of Westchester in Port Chester, NY to provide computer skills training to immigrant populations; partnering with and presenting to the "Grow with Google" project, Black Women Lead; providing online workshops for Black Child Development, a free program of middle-school aged girls in the Hudson Valley; creating and presenting at the Building Bridges from Trauma Informed Instruction to Racial Equity six-part workshop series through Ulster BOCES; among many other initiatives that demonstrate her deep and continuing commitment to racial justice.

Presentation of the 2022 Graduates
of the Manhattanville College
Doctoral Program in Educational Leadership

Dr. Matthew Baumoel
Dr. Breana Bayraktar
Dr. Ron Clamser, Jr.
Dr. Jamal Doggett
Dr. Stacy Fertile
Dr. Ryan Fisk
Dr. Kyle Grogan
Dr. Heather C. Hendershot
Dr. Tony Jennings
Dr. Michael Thomas Kealy
Dr. Katie Kelley
Dr. Alex Levine
Dr. Jessica Maricevic
Dr. Michelle Rios-Burke
Dr. Donna M. Rogalski
Dr. Joi Sampson
Dr. Jennifer L. Wesolowski
Dr. Ian Wolf



Dr. Matthew Baumoel

Signature Pathway

DISSERTATION TITLE

*A QUALITATIVE STUDY OF TEACHERS' EXPERIENCES WITH
DIFFERENTIATED INSTRUCTION IN ELEMENTARY PHYSICAL EDUCATION*

Abstract

Differentiated instruction is foundational for physical education lesson plans and can be utilized in physical education programs through equipment, play area and rules during the curriculum, lesson, or assessment stage of instruction. This model of differentiation developed by Carol Ann Tomlinson (1999) can be viewed through the lens of Karl Newell's Theory of Constraints (1986). Newell's theory posits that a person develops motor skills through the interaction of three constraints, individual, environmental, and task. Findings from this qualitative research study demonstrate that elementary physical education teachers assess and adapt instruction based on their understanding of the individual student during lessons. These themes emerged from interviews and observations with eight teachers in urban and suburban northeast metropolitan areas. Understanding, assessing and adapting on the fly reflect the teachers' value of individualized instruction that is happening through formative assessments during lessons. These findings address the need for teacher education programs to both include a motor development class with Newell's Theory of Constraints as the foundation and how to incorporate strategies that help teachers develop ways to change activities rather than hard lesson plans with no room for modifications.

Biography

Matthew Baumoel is a Lecturer at Manhattanville College in the School of Education, teaching Physical Education and Sport Pedagogy courses beginning fall, 2021. Previously, he held the position of Lecturer at Brooklyn College and Adjunct Professor at Manhattanville College. Prior to academia, he spent 12 years in entertainment public relations, working for The Walt Disney Company, HIT Entertainment, and PBS. He earned his undergraduate degree in Communications from Susquehanna University and his MAT in Physical Education & Sport Pedagogy from Manhattanville College.



Dr. Breana Bayraktar

Dissertation Completion Pathway Online

DISSERTATION TITLE

FINDING THEIR WAY: A GROUNDED THEORY STUDY OF HIGHER EDUCATION FACULTY DEVELOPMENT

Abstract

Institutions of higher education benefit from a clear understanding of how faculty develop teaching expertise and of the contexts in which faculty operate. The purpose of this grounded theory study was to describe the process by which faculty apply to their teaching what they learned through participation in faculty development. This study used faculty interviews to explore participants' perspectives and experiences as they reflected on how they could apply what they learned from a faculty development initiative, and how their teaching practices were impacted. The theory of faculty growth that emerged from this study posits that the foundational elements of Faculty Identity and Institutional Context impact decisions faculty make in Finding Their Way to becoming a better and more effective teacher. Finding Their Way includes how faculty experience feeling confident, how they make choices about teaching and faculty development opportunities, and their openness to trying new things, or experimenting with teaching strategies and making changes to their teaching practices. As faculty pursue growth, they experience Community and Collaboration by finding and nurturing community.

At the most fundamental level, the most significant findings from this research concern faculty development and what faculty need from their institutions to pursue growth opportunities that, ultimately, help them to become more effective and more innovative teachers. This research study contributes to a better understanding of the importance of a supportive community as instructors experiment with new teaching strategies, and how institutions need to take a stronger role in developing this supportive culture. Colleges and universities dedicate time and resources to providing professional development activities for faculty and must be thoughtful about where those resources are deployed. Understanding how instructors experience faculty development, and how these activities have the potential to impact their teaching practices, allows institutions to provide appropriate and useful programming for instructors.

Biography

Breana Bayraktar is an Associate Professor of English as a Second Language, and Lead Faculty with the Center for Excellence in Teaching & Learning, at Northern Virginia Community College, where she has been for the past eleven years. Breana began her career teaching English at the Lycée Boucher-de-Perthes, in Abbeville, France, and has been teaching adult English language learners and working in curriculum development, assessment, and teacher preparation for over 20 years. Breana received her BA in French and history from the College of William & Mary and her Master's in adult education/TESOL from George Mason University.



Dr. Ron Clamser, Jr.

Signature Pathway

DISSERTATION TITLE

GENDERED ORGANIZATIONS: A QUALITATIVE STUDY OF WOMEN'S EXPERIENCES NAVIGATING THE CULTURE OF GENDER BIAS AND STEREOTYPES IN THE PROFESSION OF SCHOOL BUSINESS

Abstract

This qualitative study of a sample of 13 female school business officials in the Lower Hudson Valley and Long Island regions of New York offers evidence that female school business officials perceive that gender bias and stereotyping is present in their profession. The study's findings support Joan Acker's (1990, 1992b, & 2012) theoretical assertion that gender inequality is deeply embedded within organizational structures and processes. Participants in the study reported how the time commitment of being a school business official, which often requires long hours, inflexible schedules, and numerous nights and weekend commitments, disproportionately impacts women more than men, especially when the woman is a mother of young children. Participants perceived that this disproportionate effect of time commitment contributes to the feeling that women need to work harder than men in the same role. Additionally, participants reported how they must prove themselves in order for others to see them as being capable of doing the job. Furthermore, participants reported being treated differently than men, both during the course of regular daily work activities and/or during instances of contract negotiations. The study's findings suggest that gender bias and gender stereotypes contribute to the female school business officials struggle with self-advocacy, a quality that comes from a women's natural inclination to take care of others before taking care of herself. This nurturing motherly instinct during contract negotiations often results in the women being uncomfortable asking for a higher salary and generally accepting a lower salary as being fair.

Biography

Ron Clamser, Jr. is the Assistant Superintendent for Finance, Facilities, and Operations at Dobbs Ferry Union Free School District in Westchester County. Ron has sixteen years' experience as a school business official. He received his BS in accounting from the University of Phoenix, his master's in HR management from SUNY Stonybrook, and his SDBL certification from the College of St. Rose.

Ron serves on the Board of the Association of School Business Officials of NY, and is a longtime participant on their Government Relations Committee. Ron is Past-President of the Lower Hudson ASBO chapter, the President of the NYBEST Executive Board of Directors and a member of Pupil Benefits Board. In addition to his professional work, Ron is a proud father of two children and a husband of twenty-three years.



Dr. Jamal Doggett

Signature Pathway

DISSERTATION TITLE

EXAMINING THE EFFICACY OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IN AN URBAN SCHOOL DISTRICT: A MIXED METHODS CASE STUDY

Abstract

There has been an increase in school suspension rates since the early 1970s, especially for students of color (Rumberger & Losen, 2016). This disproportionality in school discipline continues to be a major problem facing schools in the United States (McIntosh et al., 2018). Consequently, punitive responses outlined in school codes of conduct across the United States may be a contributing factor.

New school accountability measures, have been put in place due to reauthorization of the Elementary and Secondary Act (Every Students Succeeds Act) of 2015. New York ESSA Law states schools must ensure student discipline practices are equitable, and support restorative practices to ensure positive environments.

Educators and policymakers have advocated for more proactive and preventative methods for reducing schoolwide behavior incidents, such as school-wide positive behavioral interventions and supports (SW-PBIS; Grasley-Boy et al., 2019). Positive behavioral interventions and supports (PBIS) training has shown to better equip educators with evidence-based practices to effectively manage students with emotional and behavioral disorders. In this study, I explored implementation of PBIS in an urban city school district in NY.

Biography

Jamal Doggett started his career as a teacher in the Bronx, NY in 1999. In 2002, he returned to his community and was hired in Mount Vernon as an elementary teacher. Later, he served as an assistant principal in 2 schools and was appointed principal of Rebecca Turner Elementary in 2012. As principal he was able to lead the school from a school in need of improvement to becoming a high achieving school, identified by New York State as a Reward School for two consecutive years. Under his leadership as principal, there has been a 46% increase in student proficiency levels on New York State Common Core English and Language Arts Assessments within three years, a 37% increase in student proficiency levels on New York State Common Core Mathematics Assessments within three years, and a 100% reduction in student suspensions over five years.

Jamal Doggett credits team leadership, collaborative planning, data-driven decision making, implementation of research-based strategies, and great students, staff, and parents for the increase in student achievement.

Jamal Doggett enjoys working out and fine dining on his spare time. Having become proficient in his current role as principal, he is prepared to move onto the next level of educational leadership when the appropriate opportunity arises.



Dr. Stacy Fertile

Signature Pathway

DISSERTATION TITLE

TEACHER PERCEPTIONS ON THE USE OF THE COMMON CORE STATE STANDARDS IN MATH AND THE ACADEMIC SUCCESS OF STUDENTS WITH LEARNING DISABILITIES

Abstract

Teachers across the United States have implemented the Common Core State Standards (CCSS) in math since their release in 2010. These standards were created for all students, both in general education and special education settings; yet the findings of this study show that one set of standards for every student does not make every student academically successful. This qualitative study included 14 teacher interviews from a school district in eastern New York with a high population of students with Learning Disabilities (LDs). The educators interviewed for data collection were either general or special education teachers in grades 3-6 who taught the CCSS in math to students with LDs in general education classrooms, self-contained classrooms, or Resource Rooms. Data were collected and analyzed with the purpose of finding out what teachers' perceptions of implementing these standards to students with LDs were. Three themes emerged from the findings of the interviews, and each included two subthemes. The first theme was deeper understanding with the subthemes varying techniques for reaching student understanding and teaching the why; second was the theme it is too much, with struggling and defeated as subthemes; and the third theme was make it easier, with what I have to do and what I choose to do as subthemes. Implications for practice for policy makers, district administrators, district professional development coordinators, and teachers were suggested, as well as limitations and recommendations for future research relating to the topic of this study.

Biography

For the past fourteen years, Stacy Fertile has been a special education teacher who has taught students in grades 1-6 in Self-Contained classes, Integrated Co-teaching classes, and/or the Resource Room/Consultant teacher environments. It has always been her passion and her goal to educate students and allow them to be academically successful despite the challenges of learning differently due to varying disabilities. She says that her mission as an educator of students with disabilities is to let her own enthusiasm for learning and self-development shine through to her students, leading them to follow in her example of wanting to reach their true potential. With a bachelor's degree in elementary and special education from the University of Delaware and a master's degree in literacy from Manhattanville College's School of Education, Stacy's teaching career led her to the decision that her own educational path was not complete and she entered Cohort 6 of the Signature pathway of the doctoral program in educational leadership. On her path to completing her doctorate, Stacy was the recipient of the 2020 Mary K. Humphreys Scholarship in Special Education Doctoral Dissertation Award due to her dissertation topic relating to students with Disabilities.



Dr. Ryan Fisk

Signature Pathway

DISSERTATION TITLE

FACULTY PERCEPTIONS OF FLIPPED PROFESSIONAL DEVELOPMENT PRACTICES IN K-12 SCHOOLS

Abstract

Research and theory have long demonstrated the benefits of constructivist, learner-centered instruction (King, 1993; Crouch & Mazur, 2001; Prensky, 2001), and recent advancements in technology and the emergence of flipped learning have made these practices more attainable. Yet, due to its perceived efficiency, the traditional lecture remains the most common classroom approach (Khalid & Azeem, 2012; Nelson-Johnson, 2009), and equally popular “sit and get” in-school professional development opportunities have been shown to be ineffective. (Darling-Hammond, Hyler, & Gardner, 2017) This study utilized a qualitative, phenomenological approach to evaluate perceptions of flipped leadership implementation in multiple K-12 schools from both teacher and administrator participants. Participants of the study included ten classroom teachers from different grade levels and subject areas, and six school administrators who have led flipped meetings or professional development sessions within their school building. Participants from both groups spoke favorably about the flipped leadership model, and there was consensus among all that access to devices and resources were crucial in any flipped implementation. Teachers interviewed spoke to the importance of voice and choice and the transferability into their own classrooms, while administrators spoke to the importance of consistent and deliberate modeling, participation, and teacher accountability. These considerations were deemed important in a successful flipped implementation.

Biography

Ryan Fisk is the Director of Technology & Learning Analytics for the East Rockaway School District, a graduate-level professor at Manhattanville College, the associate editor for the AASA Journal of Scholarship and Practice, and the co-founder of Edcamp Westchester. Prior to joining East Rockaway, Ryan served as an educational technology specialist with Nassau BOCES Model Schools, a former High School Director of Instructional Technology, and prior to that, as a health and PE teacher, department chair, and Varsity/JV coach.



Dr. Kyle Grogan

Signature Pathway

DISSERTATION TITLE

COMPARATIVE ANALYSIS OF PARENT-TO-SCHOOL SOCIAL CAPITAL BETWEEN NYC COMMUNITY SCHOOLS AND COMPARABLE TRADITIONAL SCHOOLS

Abstract

The continuing rise in economic inequality has caused disparities between wealthy and low-income families in academic achievement, parental involvement, and adult occupational attainment. School leaders have created community schools as a strategy to combat the adverse effects of poverty on students and their families and meet the needs of the whole child. The Community School serves as a central "hub" where students and families can access health and mental health services, social services, expanded learning opportunities, and other supports many low-income families desperately need. Research has shown that the unique elements of the community school have had positive effects on academic achievement, attendance, and high school graduation rates. However, the research on community schools' effects on nonacademic outcomes for students and families, including the effect on parent-school social capital, is limited.

This study aimed to quantitatively examine the effect NYC community schools have on parent-school social capital, compared to "traditional" NYC public schools. The data from this study revealed that community schools had a small negative effect on parent-school social capital, thus raising the question of what aspects of the community school model need to be altered to improve the relationships with the parents they serve?

Biography

Kyle Grogan began his career in 2013 as a special education teacher at Green Chimneys School in Brewster, N.Y. In 2015, after two years, Kyle began working as a 5th-grade teacher in the city, working with inner-city children in the Allerton section of the Bronx. At P.S. 96, he taught grades 4-5, serving the ESL population and general education students. Teaching there for seven years, he currently has not only a model class (5th grade) but serves as an instructional ELA coach overseeing grades 4-5 and serves as a mentor to new teachers on these grade bands. Kyle resides in Putnam County with his wife, Melissa, and young daughters, Quinn and Sloane.



Dr. Heather C. Hendershot

Signature Pathway

DISSERTATION TITLE

EVALUATING THE EFFECTIVENESS OF FAST FORWORD IN DEVELOPING PHONEMIC AWARENESS SKILLS IN KINDERGARTEN STUDENTS AT-RISK FOR READING DIFFICULTIES

Abstract

This mixed-methods convergent, parallel research design study evaluated the effects of the Fast ForWord Reading program on developing phonemic awareness skills in kindergarten students at-risk for reading difficulties compared to students who received traditional Tier 2 Academic Intervention Services instruction by classroom teachers. The sample was comprised of kindergarten students deemed at-risk for reading difficulties. The control group received a conventional instructional method (CIM). The experimental group received computer assisted instruction (CAI) using the Fast ForWord reading program. The results showed participation in CAI elicited a large and statistically significant change in phonemic awareness as measured by the Woodcock Reading Mastery Test-III. Additionally, comparing the results of the CIM and CAI groups, the results indicated a moderate and significant difference in the Phonological Awareness subtest. Specifically, the students in the CAI sample group demonstrated considerably more growth in phonological awareness skills using the Fast ForWord reading program. Surveys and semi-structured interviews were used to gauge teachers' perceptions of using CAI as an instructional approach to develop phonemic awareness skills. It was concluded that the changes in teachers' perceptions of CAI were not significant. The result of this study provides strong evidence that the Fast ForWord reading program may be an effective intervention to develop phonemic awareness skills.

Biography

Heather Hendershot is a Director of Pupil Personnel Services. She has been in education for the past 25 years, having served as a teacher, Assistant Director of Special Education, and Special Education Data Accountability Coordinator.

Heather earned her Bachelor of Science in Elementary Education from the State University of New York at New Paltz, her MS in Special Education from Mount Saint Mary College, and her EdD from Manhattanville College. She has proudly served the students and parents of the Enlarged City School District of Middletown, the Fallsburg Central School District, and the Goshen Central School District. Heather is an active member of the New York Council of Special Administrators (NYCASE). Heather currently resides in Orange County with her husband, two children, and loving Labrador Penny.



Dr. Tony Jennings

Dissertation Completion Pathway Online

DISSERTATION TITLE

A PSYCHOMETRIC EXAMINATION OF SELF-EFFICACY, COLLEGE READINESS, SOCIOECONOMIC STATUS, AND STANDARDIZED ADMISSIONS TESTING: A STRUCTURAL EQUATION MODEL

Abstract

Constructs like socioeconomic status (SES), college readiness, and self-efficacy have been studied primarily in context of their relationship to student academic performance outcomes. This study recognizes the gap in the literature of research focus on the influence such factors can have on test takers of standardized admissions tests. The public access database of the High School Longitudinal Study of 2009 (HSLs-09) is examined quantitatively utilizing Structural Equation Modeling to apply factor analysis as a method of evaluating correlations among latent variables to assess relationships influencing test taker performance. HSLs-09 contains data from 20,000 students at 900 public and private secondary schools across the USA. Exploratory factor analysis and confirmatory factor analysis revealed high correlation of college readiness related variables, consistent with Beecher and Sweeny (2008), indicating that teachers and guidance counselors have an opportunity to positively influence test performance and academic achievement by advocating and supporting challenging curriculum choices. Correlation among self-efficacy related variables is consistent with Xuan et al (2019), which observed that teacher to student relationships are more impactful on standardized test performance and academic achievement for low SES students than poverty and lack of resources for students who perceive themselves as a function of interactions with teachers that are viewed as either positive or negative. Recommendations for future research include the impacts that SES, college readiness, and self-efficacy may have on college entrance test scores, which were suppressed to student researchers in the HSLs-09 data set.

Biography

Tony Jennings has held several senior leadership roles in major international financial services companies, at the level of Senior Vice President, Executive Vice President, Chief Operating Officer, and the like. The training, development, and deployment of human capital has been core to his responsibility, and he has been a Lecturer at the New York University School of Continuing Education. He is currently CEO of Jennings Consulting, LLC advising clients on curriculum development, improving student performance outcomes, and innovative program development.



Dr. Michael Thomas Kealy

Signature Pathway

DISSERTATION TITLE

ANALYSIS OF PRACTICE: TEACHER EFFICACY IN ONE-TO-ONE LEARNING WITH CHROMEBOOKS

Abstract

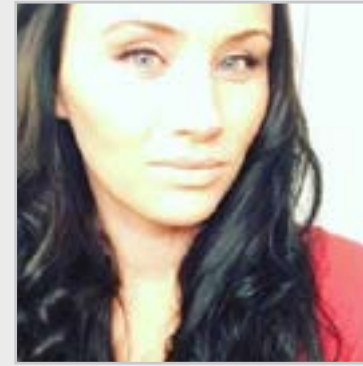
The purpose of this study is to measure teacher self-efficacy—that is, teachers’ confidence in implementing one-to-one learning with Chromebooks and creating engaging lessons—to discover what training and/or materials, if any, are required to successfully implement a one-to-one Chromebook program at a middle school in Dutchess County, New York. This study is an analysis of practice which used a semi-structured qualitative research approach consisting of convenience sampling to interview and observe teachers at a middle school in Dutchess County, New York, which implemented a new one-to-one Chromebook program two years prior to the commencement of the study. This study identified nine emergent themes involving the measurement of efficacy when implementing one-to-one learning with Chromebooks to create engaging lessons. Findings from this study can identify areas of weakness in a one-to-one Chromebook program and make recommendations to the school district to help improve the program and support teachers. These findings could be used by other educational organizations looking to implement a one-to-one technology program in the future and provide a better understanding of the feelings, needs, and supports teachers will need when undertaking the launch of similar programs.

Biography

Michael Kealy is the Director of Technology in the Beacon City School District. Within two years after arriving in Beacon, Michael was able to oversee an overhaul of the district’s wireless network and launch a district-wide one-to-one Chromebook program for students in grades K-12. Michael also spearheaded the purchase of interactive boards to ensure every classroom in the district had one in conjunction with the one-to-one learning program.

He was 1 of 28 nationwide educators named as a 2018 CoSN Next Generation Leader Semi-Finalist. In 2018, he led the Coxsackie-Athens Central School District to a first-place finish in the 2018 Digital District Survey Award sponsored by the Center for Digital Education and the National School Boards Association. Under his leadership in 2017, he helped the district earn the 2017 Digital Content and Curriculum Achievement Award, one of eight school districts in the nation to be recognized. Michael earned his Professional Diploma in Educational Leadership for SBL and SDL from Manhattanville College. Michael is a NYS certified teacher who earned his MS degree in Education and Instructional Technology at Western Connecticut State University. He was also awarded a BA Degree from Pace University.

Michael lives in New York with his wife Whitney and two beautiful daughters Mikaela and Makenna.



Dr. Katie Kelley

Higher Education Pathway

DISSERTATION TITLE

THE COST OF AN EDUCATION: A NARRATIVE INQUIRY OF FIRST-GENERATION COLLEGE STUDENTS’ EXPERIENCES WITH FUNDING A BACHELOR’S DEGREE AT 4-YEAR PRIVATE INSTITUTIONS

Abstract

The Higher Education Act of 1965 was passed to provide upward mobility for those from lower socioeconomic families. It was an opportunity to afford low interest loans to students who did not have the privilege to attend college otherwise. The purpose of this narrative inquiry was to identify and understand the process and policy changes necessary to support first-generation college students in funding of their bachelor’s degree. This narrative study chronicled six first-generation college students’ experiences with funding a bachelor’s degree at 4-year private institutions. Using social capital theory to frame the research, this study narrates first-generation college students experiences of funding their bachelor’s degree. In particular, this study allowed for those students who come from a background that is unfamiliar with funding a bachelor’s degree to share their experiences. Research often shows that first-generation college students are at a perceived deficit compared to their peers because of their parent’s inexperience with funding a bachelor’s degree and the students desire to support their family. However, the study found that first-generation college students’ interdependence was actually a positive driving force behind their financial and college decisions. Additionally, this study found that trust remains at the center of first-generation college student experiences. Institutions need to continue to value hiring diverse workforces in order to bridge the gaps and create stronger bonds with their first-generation college community. Finally, the study found that legislators and campus leadership need to re-evaluate their policies and procedures behind their federal and institutional financial aid awarding structures, to improve financial security amongst first-generation college students.

Biography

Katie Kelley is an executive director for Ellucian, currently partnered with the Office of Information Technology at Manhattanville College. She is an emerging leader in higher education, specifically technology management. After playing four years of Division 1 basketball, Katie started her career living in Europe while playing professional basketball for KuSG Leimen, in Germany. After playing professionally, she went on to work as a Department of Defense Contractor for the United States Army, where she assisted servicemembers with continuing their post-secondary education while deployed on various military bases throughout the Middle East. Katie went on to earn her Master’s in Business Administration before returning back to the United States to work for Ellucian. Katie is passionate about bringing attention to the current student loan debt crisis in the United States and identifying ways to help bail out students. She currently resides in Westchester County, 30 miles outside of New York City.



Dr. Alex Levine

Signature Pathway

DISSERTATION TITLE

SOCIAL MEDIA AND EARLY ADOLESCENCE: MIDDLE SCHOOL PRINCIPALS' DEVELOPMENTALLY RESPONSIVE PRACTICES THAT GUIDE STUDENT USE OF SOCIAL MEDIA

Abstract

The purpose of this study was to explore how middle school principals stay current with social media used by young adolescents. This study also explored middle school principals' developmentally responsive practices that guide young adolescent use of social media. Although middle school principals may believe their practices to be effective, these practices may not effectively guide young adolescent use of social media. If middle school principals use developmentally responsive practices and effectively guide young adolescent use of social media, then more research must be conducted to understand why such practices are successful. The methodological design of this study applied qualitative methods of research. Using purposeful selection, twelve middle school principals were interviewed and their responses were recorded, transcribed and coded using research software. Five public school districts were randomly selected for artifact analysis. The theoretical framework through which the data were analyzed was Dr. Urie Bronfenbrenner's ecological systems theory. Some key findings of this study were that fewer principals have their own social media profiles as principal and that middle school principals may state the importance of teaching and modeling for young adolescents but do not demonstrate its importance through written communication. Another key finding was Instagram as the preferred social media platform of young adolescents, but current research diverges from this finding in that social media platforms, such as Snapchat and TikTok, may be preferred by young adolescents. Future research is recommended to inform the practice of middle school principals, school districts, and policymakers regarding young adolescent use of social media.

Biography

Alex Levine has been in the field of education for 17 years. During this time, he has served as an educator and administrator at both the elementary and secondary levels in school districts which include Hendrick Hudson CSD, Warwick Valley CSD, Mahopac CSD, Garrison UFSD, and now, North Rockland. He also held various leadership roles, including Principal, Assistant Principal. Alex has led the PNW BOCES Regional Forum for Assistant Principals and continues to coordinate the PNW Regional Leadership Institute. He attended Fordham to receive an MST in Elementary Education and received his MS in Educational Leadership at the Bank Street College of Education. Alex owes all of his professional accomplishments, and personal growth, to the most caring, supportive, and compassionate person he has ever known, his wife, Jackie.



Dr. Jessica Maricevic

Signature Pathway

DISSERTATION TITLE

THERAPY DOGS IN SECONDARY SCHOOLS: IMPLEMENTATION PROCESSES AND RELATIONSHIPS TO STUDENTS' SOCIAL-EMOTIONAL COMPETENCIES

Abstract

Although there is a growing trend for therapy dogs to be situated in elementary schools, and to some extent the middle school setting, there is little research about the related outcomes or processes for bringing a therapy dog into secondary school for any purposes including those related to SEL development. This study sheds light on how educators successfully implement a therapy dog program in high schools and, in doing so, improve upon students' social and emotional competencies. Emergent themes supported the value of including a therapy dog in the secondary setting. First, participants' past positive experiences with dogs led to their lead role in successfully implementing a therapy dog program. Second, the therapy dog contributed to secondary students' SEL and SEC development. Third, the student-therapy dog relationship was found to have an overall positive impact on the school environment. Fourth, varying implementation approaches lead to the same desired outcomes.

This study supports the position that secondary schools can influence SEL and SEC initiatives by integrating a therapy dog into the school day. It also reveals the possibility that such opportunities are not provided for secondary students in high-poverty districts. The study concludes with implications and recommendations for educators and policy makers.

Biography

Jessica Maricevic is a writer, educator and researcher. Jessica has a BA in English literature from Stonehill College, and a MA from TC, Columbia University. Along with her love for dogs, Jessica's combined passions serve as her creative, pedagogical and qualitative inspiration. Since 2005, Jessica has taught and created English curriculum for grades 9 - 12. Jessica's ability to infuse empathy, advocacy and social responsibility into the secondary students' learning experience reinforces the importance of curriculum while simultaneously allowing students to be mindful of their own social-emotional well-being, and of others. In conjunction with the findings of this study, Jessica hopes that her love for teaching secondary students, as well as her passion for humane-education, will lead to research-based SEL policy. The power of the paw is real, and Jessica encourages all to consider the unlimited potential of the human-animal bond in the secondary setting.

Jessica resides in Westchester County, with her son and three dogs, "Judge," "Daisy," and "Bravo."



Dr. Michelle Rios-Burke

Signature Pathway

DISSERTATION TITLE

ELEMENTARY SCHOOL TEACHER PERCEPTIONS OF THEIR SELF-EFFICACY AND PREPAREDNESS IN TEACHING MULTILINGUAL LEARNERS

Abstract

Over the last decade, schools have seen a huge increase in the number of Multilingual Learners (MLLs). This study aimed to understand the perceptions of K-5 teacher's self-efficacy of their preparedness in their work with Multilingual Learners in a suburban school district in Westchester County, New York. This qualitative study also examined how teachers perceived their professional development and whether that professional development supported their self-efficacy. A survey instrument on self-efficacy was used and was followed up with semi-structured interviews. The survey asked respondents to indicate their experience in working with MLLs, as well as, how prepared and effective they perceived their instructional practice and professional development. This study found that K-5 teachers only felt somewhat effective in teaching MLLs. Teachers were found to feel less effective regardless of years of experience. Teachers also had less self-efficacy in instructional components than in student engagement. While teachers felt that professional development was a source of support, they did not perceive that professional development as being impactful in their work with MLLs, nor did they feel it reinforced their sense of self-efficacy. Most teachers received between 1-5 professional developments in the topic of MLLs over the course of two years which supported why teachers did not feel professional development had provided them with the foundation they needed to feel effective in their work.

Biography

Michelle Rios-Burke is currently an elementary teacher for the White Plains Public School district, where she has taught for the past 15 years. Prior to coming to White Plains, Michelle taught for 7 years in the South Bronx for the NYC Public Schools. Before deciding on teaching as her career, Michelle worked at the college level and was an administrator at The City University of New York where she served as Assistant Director of Student Activities. It was while working in this capacity she realized teaching and working with children was her true passion. In August of 2021, Michelle defended her dissertation entitled, "Teacher Perceptions of their Preparedness and Self-Efficacy in Working with Multilingual Learners."



Dr. Donna M. Rogalski

Higher Education Pathway

DISSERTATION TITLE

MIDDLE LEVEL STUDENT AFFAIRS PROFESSIONALS' EXPERIENCES LEADING ADAPTIVE SITUATIONS AT THEIR COMMUNITY COLLEGE

Abstract

Middle level professionals working in higher education "are long overdue to be studied and recognized for their significant contribution to higher education" (Rosser, 2000, p. 7) as there is "scant literature on mid-level leaders" (Amey & Eddy, 2018, p. 203). Specifically, middle level professionals who work in community college settings require additional understanding (Tyrell, 2014) and the role of the student affairs middle level professional in particular needs "up-to-date research" (Young, 2007, p. 6). Because "community colleges are in the midst of tremendous change" (Phelan, 2016, p. xv) new ways of leading demand consideration and "successful community colleges of the future will be champions for change, innovation, and quality" (Phelan, 2016, p. 39).

The purpose of this qualitative study was to understand the experiences of middle level student affairs professionals leading adaptive situations at their community college. The use of Heifetz's (1994) adaptive leadership framework served as the theoretical lens to develop the conceptual framework used to understand formal and informal authority of middle level in mandated and self-generated adaptive situations. Interviews were conducted with 20 participants who self-identified as overseeing a student affairs functional area, who were considered middle level.

Four interconnected themes of leading adaptive situations from the middle emerged as being left alone, can't do it alone, pleasing everyone, and knowing one's place. Discussion of the themes' interconnections directed attention to the fluidity of middle level's authority as formal, informal and without, as well as the limitations of authority when leading adaptive situations. Recommendations for community college leaders, professional development, higher education degree programs, and student affairs professional organizations are noted as well as considerations for future research to add to the seldom studied middle level professionals working in student affairs in community colleges.

Biography

Donna Rogalski currently works for the NJ's Secretary of Higher Education's Office of Licensure as the Assistant Director of Academic Programs. Prior to this position, Donna worked as the Director of Academic Advising and Retention at Camden County College as well as the Assistant Director of the Center for Student Success in Trenton, NJ. Her passion for community colleges emerged after transitioning from four-year institutions. Donna started out as a program coordinator for a TRIO program serving 5th – 8th graders, inspiring her to pursue higher education as a career. Donna has a EdM in Human Resource Education from Boston University, and an MA and BS from the University of Connecticut. Donna strives to transform the systemic issues confronting higher education today and believes when staff are empowered, students ultimately benefit.



Dr. Joi Sampson

Higher Education Pathway

DISSERTATION TITLE

A CRITICAL PHENOMENOLOGICAL STUDY OF BLACK PROFESSIONAL WOMEN'S EXPERIENCES IN PREDOMINANTLY WHITE INSTITUTIONS

Abstract

Racial and gender discrimination have become normalized workplace experiences for Black professional women in predominantly white institutions (PWI). This group experiences feelings of loneliness, being stereotyped, having their work scrutinized and being undermined by supervisors, colleagues, students, and other college constituents. In this study, systemic forms of racism and sexism are examined through the experiences of 20 Black professional women including, the inequities of advancement and pipelines to promotion, experiences with microaggressions, and their tokenization within the academy. Participants also shared their experiences on how using their voices has enabled counter-storytelling to resist white hegemony at their institutions. Critical race theory is used to punctuate this critical qualitative study and illustrate how race and gender are negotiated in higher education for Black professional women. The impetus of this study is to understand what the experiences of this group are and how it has impacted their efficacy in their work, retention at the institution, and their overall mental and emotional wellbeing. Practical implications include how greater representation of this group can help Black and African American students persist. In conclusion, I suggest an exploration of how the other intersectional identities of Black professional women impact their work experiences. For future practice, I implore institutions to hold to the model and purpose of the academy which is to educate. Educate those in positions of power on equitable and ethical practices that will begin to disarm the use of power and privilege to oppress Black professional women and other marginalized groups in higher education institutions.

Biography

Joi Sampson is the newly appointed Director of Academic Engagement, Equity and Inclusion at Mercy College. She is a higher education professional with over fourteen years of experience. Joi has worked in large, moderate, and small institutions. Prior to her Mercy College appointment, her position within career services allowed her to mentor students and promote their success. Among her former roles, Joi has been an academic advisor and administrator. She is dedicated to diversity, equity, and inclusion, seeking to aid students in a fair and equitable collegiate experience. Joi has advised an array of students, such as first-generation, low-income, veterans and non-traditional students. She values providing opportunities that are holistic, student-centered, and uniquely tailored to the individual. Her reach extends beyond career services into the classroom where Joi has been an adjunct instructor as well as a NASPA delegate to Capitol Hill. She establishes connections with other diverse higher education professionals for whom she has fostered an online community group. Active in her field, including publishing on the experiences of professionals of color, Joi anticipates broadening the scope of her student affairs expertise.



Dr. Jennifer L. Wesolowski

Signature Pathway

DISSERTATION TITLE

THE ROLE OF SCHOOL INVOLVEMENT EXPERIENCES IN LATINX MULTILINGUAL LEARNER PARENTS' ACQUISITION OF SOCIAL CAPITAL

Abstract

Social capital relationships have the potential to result in powerful partnerships that empower Latinx Multilingual Learner (MLL) parents to be involved in schools. Parental school involvement promotes student academic achievement through an increase in social capital (Hill & Taylor, 2004). Her research focused on Latinx MLL parents' involvement with their children's schools and the nature of involvement opportunities afforded to Latinx parents. This study drew upon Putnam's social capital theory that emphasizes relationships, trust, and reciprocity as components of bridging and bonding social capital (1993, 2000). This research contributes to existing qualitative literature on methods used by school administrators and teachers to involve Latinx MLL parents in the elementary grades.

Findings established that feelings of inadequacy and isolation hindered Latinx parents from accessing resources. Parents formed relationships through extracurricular activities organized separate from the district. Although Latinx parents were recipients of ample resources via district connections with CBOs, parents did not accrue bridging social capital through these district-CBO partnerships.

Latinx parents would benefit from school events that are bilingual, attentive to their work schedules, and focused on their children. These could strengthen social capital relationships with fellow parents, teachers, school administrators, and representatives from CBOs by providing for reciprocal communication, building trust, and expanding networks. In doing so, district leaders should empower Latinx parents to share their voices in planning events based on a funds of knowledge, asset-based frame that views Latinx parents as valuable reservoirs of ability and experience.

Biography

Jennifer Wesolowski is a District Coordinator for Academic Intervention and 504 Services in Lindenhurst, NY. She taught for seventeen years before becoming an administrator. As an Assistant Principal and Principal, Jennifer focused on implementing student centered instructional practices, increasing opportunities for student recognition and reward, reducing missed instructional time for students, and creating restorative justice protocols. As a district administrator, some of Jennifer's area of foci are: early intervention practices, multi-tiered systems of support, multiple measures of student achievement, and equitable student access to the general education curriculum. Jennifer is the inaugural recipient of the Ethel Kennedy Award for Human Rights Leadership, for her work promoting human rights in the field of education.



Dr. Ian Wolf

Higher Education Pathway

DISSERTATION TITLE

BORDER ECLIPSE: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS of COMMUNITY COLLEGE STUDENT CONDUCT PROFESSIONALS' ROLES DURING THE COVID-19 PANDEMIC

Abstract

Student conduct professionals serve an important role in the community college setting by ensuring all students exhibit positive behavior and actions consistent with college policy (Griffin, 2018; Mawdsley, 2004). Like the rest of the world, these professionals were impacted by the COVID-19 pandemic. This study explores how these professionals were affected personally and professionally by the pandemic through the lens of border theory. This theory holds that individuals have two major life domains—a professional domain and a personal domain (Campbell Clark, 2000). Individuals operate as border-crossers moving from one domain to the other through borderlands. Borders have varying levels of permeability, malleability, and flexibility based on the specific individual. Borders can be physical, temporal, or psychological and change over the course of an individual's life.

This interpretative phenomenological analysis (IPA) sought to understand how community college student conduct professionals constructed and maintained the borders between work and family domains during the COVID-19 pandemic resulting in alternative work arrangements. Eight participants were interviewed using the phenomenological approach to interviewing (Seidman, 2019). Three superordinate themes emerged from participant data: (1) a sudden shift in professional and personal roles, (2) settling into a pandemic routine, and (3) individual identity mattered to lived experiences during the pandemic. Recommendations for future research and recommendations for future practice are applicable to border theorists and a wide range of educational leaders.

Biography

Ian Alexander Wolf was raised in Lawrence, New Jersey and is a graduate of the Lawrence Township School District. Ian earned his Bachelor of Arts degree in history/political science and sociology from Rutgers University in New Brunswick, New Jersey. During Ian's undergraduate career he was an involved student leader, student worker, and fraternity brother. He continued his educational journey, completing a Master of Arts degree in College Student Affairs from the Graduate School of Education at Rutgers University. While in graduate school, Ian found his professional passion while serving as a graduate assistant in the Office of Student Conduct.

Ian is currently Director of Student Conduct & Compliance at Brookdale Community College in Lincroft, New Jersey. In this role, Ian is responsible for overseeing the student conduct process and other responsibilities in student affairs. Since 2014, Ian has served as a regional volunteer for Sigma Pi Fraternity in New York, New Jersey, and Pennsylvania. This volunteering role allows Ian to give back to his fraternity by mentoring future generations of collegiate men.

With Deepest Gratitude to all of Our Love Behind Leadership Donors



- | | | |
|--|--------------------------------|--------------------------------------|
| Drs. Dulce and Jeremy Barker | Dr. Susan VanDeventer Iverson | Dr. Monique S. Reilly |
| Ms. Katherine M. Barpoulis | JP Morgan Chase | Dr. Donna Rogalski |
| Ms. Linda Bradt | Dr. Katie Kelley | Dr. Jennifer L. Simon |
| Dr. Nora Broege | Ms. Dawn Lockley | Dr. Lisamarie Spindler |
| Dr. Martin Brooks | Dr. Joanne Marien | Ms. Brendalon Staton |
| Dr. Gregory S. Brown | Ms. Dominique Mason | Dr. Patrick Sullivan |
| Dr. Stephen Caldas | Dr. Ellen J. McDonnell | Dr. Ivy Tilson-Rentz |
| Dr. Toni Ann A. Carey | Dr. Kenneth Mitchell | Dr. Adam VanDerStuyf |
| Dr. Andrew J. Ecker | Dr. Robert Monson | Mr. Peter Vecchio |
| Dr. Ryan Fisk | J.P. Morgan Chase | Ms. Danielle Wachter |
| Dr. Martin and Terin Fitzgerald | Dr. Steven C. Moskowitz | Dr. Yiping Wan |
| Ms. Renée Gargano and
Mr. Irwin Weinrauch | O/U BOCES Cohort 1 | Dr. Amy L. Watkins |
| Graduating Class of 2019 | Dr. Shannon O'Grady | Dr. Shelley B. Wepner |
| | Ms. Rose Pascal | Ms. Gelaine Williams |
| Dr. Jennifer L. Harriton-Wilson | Dr. Andrew Patrick | Dr. Tina S. Wilson |
| Ms. Deborah Heppes | Dr. Joseph J. Phillips | The Rockland Community
Foundation |
| Dr. Emily C. Hersh | Dr. Gina M. Pin | Dr. Ian Wolf |
| Ms. Sandra K. Intrieri | Ms. Sagrario Rudecindo-O'Neill | Wright Risk Management Co. |

**We would like to thank the
Manhattanville College School of
Education Faculty and Staff, the
Manhattanville College Doctoral
Alumni Association, the dissertation
committee members who gave their
time and expertise, and the PNW
BOCES Center for Educational
Leadership for their ongoing support
as partner of the doctoral students
and program.**

Thank you!

A special thanks to Faculty and Staff who have contributed so much to the success of our Doctoral Program and students:

Dr. Michael E. Geisler
President

Ms. Christine Dehne
Provost and Vice President of Academic Affairs

Dr. Shelley B. Wepner
Dean of School of Education

Dr. Susan V. Iverson
Chair, Professor & Director of Doctoral Program in Educational Leadership; & Coordinator for Higher Education Leadership pathway

Ms. Mary Fox-Alter
Assistant Director of the Doctoral Program in Educational Leadership

Dr. Lenora Boehlert
Chair and Assistant Professor, Educational Leadership (retired)

Ms. Renée Gargano
Assistant Director of the Doctoral Program in Educational Leadership

Faculty

Dr. Nora Broege
Assistant Professor, Educational Leadership

Dr. Stephen Caldas
Professor, Educational Leadership (retired)

Dr. Robert Feirsen
Associate Professor, Educational Leadership

Dr. Joanne Marien
Clinical Faculty, Educational Leadership

Dr. Kenneth Mitchell
Associate Professor, Educational Leadership

Dr. Robert Monson
Associate Professor, Educational Leadership

Dr. Joseph Phillips
Clinical Faculty, Educational Leadership & Coordinator of Signature Pathway

Dr. Peter Troiano
Associate Professor, Educational Leadership & Coordinator of Dissertation Completion Pathway

Dr. Yiping Wan
Professor, Educational Leadership

Adjunct Faculty

Dr. Angela Clark-Taylor

Dr. Laura Bigaouette

Dr. Martin Fitzgerald

Dr. Sara Henry

Dr. Nicole Joseph

Dr. Seann Kalagher

Dr. Sebastian Persico

Doctoral Program in Educational Leadership Staff

Ms. Patricia Gannon
Administrative Assistant

Ms. Dominique Mason
Special Project Coordinator

Ms. Paula Moskowitz
Education Librarian for the Doctoral Program

Ms. Lynda Hanley
Education Librarian for The Doctoral Program (retired)

Friends and Affiliates of the Manhattanville College Doctoral Program in Educational Leadership

Dr. Lynn Allen

Ms. Tasha Wright
and the Administration and Staff of PNW BOCES

Communications and Marketing Department

Ms. Jody Green

Heartful Editor

Ms. Jennifer Iervolino

Dr. Katie Kelley

Dr. Laurence Krute

Dr. Diane Lang and the Administration and Staff of Orange-Ulster BOCES

Dr. Robert Mangione

Office of the Registrar

Dr. Cindy Porter

Ms. Linda Putorti

Ms. Elizabeth Reynolds

Mr. Jeff Rosedale

Mr. Kenneth Scupp

Student Financial Services Office

Ms. Danielle Wachter

Ms. Alissa Wilson

Educational Leadership Advisory Committee 2021-2022

Dr. Angela Adamu

Dr. Jeremy Barker

Dr. Laura Bigaouette

Dr. Lenora Boehlert

Dr. Alison Carson

Dr. Marjorie Castro

Dr. Cheryl Champ

Mr. Robert Feirsen

Ms. Mary Fox-Alter

Ms. Renée Gargano

Dr. Debbie Hand

Dr. Ronald Hattar

Dr. Emily Hersh

Dr. Susan V. Iverson

Dr. Kenneth Mitchell

Dr. Letitia Payne

Dr. Cindy Porter

Dr. Raymond Sanchez

Dr. Patrick Sullivan

Dr. Shelley B. Wepner



*A special thanks to those who contributed to the publication of this Graduation Magazine
Ms. Mary Fox-Alter, Dr. Susan V. Iverson, Ms. Patricia Gannon, Ms. Dominique Mason, Ms. Danielle Wachter,
Ms. Tricia Herbold, Art Director, Design Specialist Putnam | Northern Westchester BOCES*