

EPS Update

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Faculty Research Spotlights

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Focus on EPS Diversity and Climate Committee

This year, EPS has continued to grow its departmental diversity and climate committee. Madhu Prakash and Maryellen Schaub currently co-heading the committee, which “celebrates diversity in as many ways” possible, according to Prakash. Over the past year, Prakash and Schaub have worked closely with other diversity and climate committees in the College of Education, including the college’s Diversity and Community Enhancement Committee, in order to learn about different models of community enhancement. Although some committees may choose one model, the EPS committee hopes to learn from all four models currently present in the college: mediation, education, global, and celebration.



Maryellen Schaub

Schaub has stated a need for “community building” which can be a struggle “in academia because in many ways we are individual entrepreneurs.” Schaub and Prakash hope to “bring together the many interesting individuals that make up EPS and the College of Education and to celebrate our common interests as well as our differences,” according to Schaub. Prakash has noted the great diversity within EPS already and hopes to encourage sabbatical-taking faculty and visiting scholars to share their cultural experiences. The EPS diversity and climate committee is always open and welcoming to new members and looks forward to addressing any concerns that might arise from the EPS Climate Survey conducted this past spring.

Education and Public Policy Undergrad Major

The four-year-old Education and Public Policy (EPP) undergraduate major continues to grow. Currently, EPP has 32 students in the major. Jen Lane, EDTHP PhD student, took over administrative advisement for students after the departure of Angela Duncan. Lane, as a graduate assistant, has helped students with day-to-day scheduling, study abroad information, information-gathering, and other relevant tasks. EDTHP faculty members are also very involved with EPP students. According to Lane, “students often tell us that they feel very connected to the program because it is small and the professors know them well.” She continues, “Dana Mitra is very instrumental in helping the students think through where they want to go after college and how they can get there.” One EPP alumnus is currently working at a policy organization in Washington, D.C. Another works in the field of business, while others are in graduate school for education policy and student affairs.



EPP students also take a course that teaches them vital career skills like resume writing, interviewing, and applying for internships. Because program internship requirements are flexible, students have interned at a variety of places including American Federation of Teachers; Washington, D.C.; New York City Department of Education; United States Senate, Office of Robert Casey; League of United Latin American Citizens (LULAC); Washington, D.C.; and many others. Starting in the fall of 2011, CSA M.Ed. student Tyrone Reese will take over Lane’s role as program coordinator.

Alumni News

Vivien Chen (EDTHP '11) is now Educational Research Analyst in the State of Washington, Office of Financial Management. The position supports the research projects of the Education Research & Data Center (ERDC).

HI ED alum Dr. M. Christopher Brown II has been named president of Alcorn State University. Brown previously held positions as Executive Vice President and Provost of Fisk University in Nashville, TN; Dean of the College of Education at the University of Nevada in Las Vegas; Vice President for Programs and Administration at the American Association of Colleges for Teacher Education; and Director of Social Justice and Professional Development for the American Educational Research Association. He has written 15 books and monographs, including, *Ebony Towers in Higher Education* (2008), *The Broken Cisterns of African American Education* (2009) and *The Case for Affirmative Action on Campus* (2009). For the full story visit:

www.alcorn.edu/offices/Relations/Default.aspx?id=6407

Institutional Research Certificate

The Graduate Certificate in Institutional Research is an 18-credit credential offered by Penn State's nationally-ranked Higher Education Program. The certificate is designed to provide graduate students, IR professionals, and others in related fields with the skills and knowledge necessary for studying the internal workings of higher education institutions. The courses are offered online through Penn State's World Campus and utilize a variety of instructional materials. This year, the program has started to redesign some courses to make better use of the online environment. To this end, it has incorporated videos, faculty interviews, presentations, and discussion boards. In the coming year, the program looks to also include live virtual class sessions and simulated student presentations. For more information regarding the program and upcoming course offerings, please visit www.ed.psu.edu/educ/eps/ir-certificate.

Course Spotlight

CSA 506: College Environments

The College Student Affairs (CSA) program is developed to meet “student needs in an intentional way,” says CSA assistant professor Kimberly Griffin. Students take courses in a sequential fashion so that courses build off of each other. During the third semester, CSA students take CSA 506: College Environments, taught by Griffin.

The main goal of this class is to examine the many ways a campus environment can shape the experiences and outcomes of the people present, as well as the influence the people present can have on the campus context. Or, as Griffin writes on the syllabus: “simply stated: context matters.”

During CSA 506, Griffin challenges students to critically evaluate all aspects of the higher education institution campus. CSA 506 introduces students to theories and research related to campus environments. As student affairs professionals, CSA students learn to respond to a variety of issues as they arise and develop intervention strategies when necessary. CSA student Anna Elias notes that while taking this course, she found herself applying theories and research outside the classroom: she and her officemates recognized that their office was not conducive to the desired working climate and rearranged their furniture for an improved environment.

The culminating event of this course is a poster session during which students present their final projects. Griffin points to the Class of 2011’s emphasis on social justice, which resulted in an impressively diverse variety of class projects. Griffin says it was “really amazing” to see students make good use of research and theory to make “positive change on college campuses.” Elias’s poster project focused on “rape culture” on college campuses, comparing campus climate of a large university with fraternities to that of a small college with no fraternities. Elias was pleased with this opportunity to apply what she had learned in class to her interest in women’s services.

For more information on the College Student Affairs program, visit www.ed.psu.edu/educ/news/news-items-oct2013dec-2010/a-masters-program-with-personality/ or www.ed.psu.edu/educ/eps/csa

Student Achievement

EDTHP/CI ED PhD students Juan Leon, Daniel Salinas, Adrienne Henck (with David Baker as last author) research paper "Is Education a Social Vaccine against HIV Infection in Sub-Saharan Africa?" won a first prize for research at the recent Population Association of America meeting in DC. The winning poster is displayed on the third floor of Rackley.

Higher Education in Review Symposium

The 2nd Annual Higher Education in Review (HER) Student Research Symposium convened on Friday, April 15, in the Faculty Senate Room around the theme "Learning in Society." Students from Higher Education, Curriculum & Instruction, Educational Theory & Policy, and Comparative & International Education presented papers on a broad range of topics speaking to the theme.

The two prizes of \$250 toward future conference attendance were provided by The Center for the Study of Higher Education (Don Heller, Director) and The Department of Education Policy Studies (Gerald LeTendre, Head). The prizes were awarded to:

- Jared Rodrigues (HI ED) for his presentation of a paper co-written with Zeke Kimball: "Student Departure as a Learned Phenomenon;"
- Kadian McIntosh (HI ED) for her presentation: "Individual and Organizational Factors Influencing Active Collaborative Learning Among First-Year Students."

EPP graduate Kahlie Long secured a position with the Alliance for Excellent Education.

Sarah Eckert (EDTHP) was selected for the Clark Seminar for AERA 2011.

David Knight (HI ED) received the 2011 Graduate Student Recognition Award from the College of Education, presented on May 4th at the Nittany Lion Inn.

Professors-in-Charge for 2011-2012:

CSA: Kimberly Griffin

EDLDR: Preston Green

EDTHP: Mindy Kornhaber

HI ED: Roger Geiger

AILP: Susan Faircloth

CI ED: David Baker

Faculty News

Kai Schafft (EDLDR, CI ED) and Esther Prins (CI ED) won American Association of Adult & Continuing Education (AAACE) Okes Award for Outstanding Research for the following article:

Prins, E., & Schafft, K. (2009). Individual and structural attributions for poverty and persistence in family literacy programs: The resurgence of the culture of poverty. *Teachers College Record*, 111(9): 2280-3510.



Pat Terenzini (HI ED emeritus) received the Howard R. Bowen Distinguished Career Award from the Association for the Study of Higher Education (ASHE) in November 2010.

Click here to read the story.

Jacqueline Stefkovich (EDLDR) and co-author Joan Poliner Shapiro were named Routledge Education Authors of the Month for July 2010 for the 3rd edition of Ethical Leadership and Decision Making in Education. *Visit Routledge's website here*

Preston Green (EDLDR) has been named Batschelet chaired professor of educational administration. *Click here to read the story.*



Kai A. Schafft (EDLDR, CI ED) has been invited to deliver a keynote address at the 2011 Congress of the European Society of Rural Sociology (ESRS). The conference, set to take place August 22-26 in Chania, Crete, will address inequality and diversity in rural areas. Founded in 1957, the ESRS is the leading European association for researchers, policy makers, and scientists interested in the study of rural issues.

Faculty Research Spotlights

Recent selected publications and grants EPS faculty.

Erica Frankenberg – Educational Leadership

- Frankenberg, E. (forthcoming). Pursuing the Promise of *Brown* in the 21st Century. In C. L. Ivery & J. A. Bassett (Eds.), *America's urban crisis and the advent of colorblind politics: Education, incarceration, segregation and the future of U.S. multiracial democracy*. Lanham, MD: Rowman & Littlefield Publishers.
- Frankenberg, E., & DeBray, E. (Eds.). (forthcoming). *Integrating schools in a changing society: New policies and legal options for a multiracial generation*. University of North Carolina Press.
- Frankenberg, E., Siegel-Hawley, G., & Wang, J. (2011). Choice without equity: Charter school segregation. *Education Policy Analysis Archives*, 19(1): 1-92.
- Frankenberg, E., & Siegel-Hawley, G. (2011). Choosing diversity: School choice and racial integration in the age of Obama. *Stanford Journal on Civil Rights and Civil Liberties*, 6(2): 219-252.
- Orfield, G., & Frankenberg, E. (January 2011). *Experiencing integration in Louisville: How parents and students see the gains and challenges*. Los Angeles: Civil Rights Project/Proyecto Derechos Civiles.
- Frankenberg, E., & Siegel-Hawley, G. (2010). A separate education: The segregation of American students and teachers. *Critical Education*, 1(7): 1-13.
- Orfield, G., Frankenberg, E., & Siegel-Hawley, G. (2010). Segregation is failing: Can we find a new path to integrated schools? *Educational Leadership*, 68(3): 22-27.
- Frankenberg, E. (published online first). Exploring teachers' racial attitudes in a racially transitioning society. *Education and Urban Society*.

Grants

Relationship of high school composition to post-secondary outcomes. funded by the Penn State College of Education

Diversity, politics, and educational opportunity, funded by the Spencer Foundation

Katerina Bodovski – Educational Theory & Policy and Comparative & International Education

Bodovski, K., & Youn, M-J. (2011). The long term effects of early acquired skills and behaviors on young children's achievement in literacy and mathematics. *Journal of Early Childhood Research*.

Bodovski, K. (2010). Parental practices and educational achievement: Social class, race, and habitus. *British Journal of Sociology of Education*, 31(2): 139-156.

Bodovski, K., & Youn, M-J. (2010). Love, discipline and elementary school achievement: The role of family emotional climate. *Social Science Research*, 39(4): 585-595.

Bodovski, K., & Durham, R. (2010). Parental practices and achievement of Mexican and Chinese immigrant children in the U.S.: Assimilation patterns? *Research in Comparative and International Education*, 5(2): 156-175.



Grants

Students' mathematics achievement and course-taking in 8th grade: The role of school readiness? funded by the American Educational Research Association

American Sociological Association travel award for participation in the XVII World Congress of the International Sociological Association (ISA), Gothenburg, Sweden, July 11-17, 2010

Home and school contexts, and children's achievement in the early elementary years funded by Foundation for Child Development

Parental practices and students' achievement in the elementary school: Neighborhood effects? (Co-PI: Emily Greenman), funded by the Penn State Children, Youth and Family Consortium

Leticia Oseguera – Higher Education

- Oseguera, L., Conchas, G., & Mosqueda, E. (forthcoming). Beyond family and ethnic culture: Understanding the preconditions for the potential realization of social capital. *Youth and Society*.
- Oseguera, L., & Malagon, M. C. (2011). For-profit colleges and universities and the Latina/o students who enroll in them. *Journal of Hispanic Higher Education*, 10(1): 66-91.
- Zarate, E., Saenz, V., & Oseguera, L. (2011). Supporting the participation and success of Chicanas/os in higher education. In R. Valencia (Ed.), *Chicano school failure and success*, 3rd edition (pp. 120-140). New York: Routledge Press.
- Oseguera, L. (2010). Service-learning and diversity as mediums to foster civic and community engagement in undergraduates. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopedia of Education*, Vol. 1 (pp. 866-873). Oxford: Elsevier.
- Oseguera, L. (2010). Success despite the image: How African-American male student-athletes endure their academic journey amidst negative characterizations. *Journal for the Study of Sports and Athletes in Education*, 4(3): 297-324.

Grants

Maximizing Opportunities to PSE funded by UC ACCORD/Bill and Melinda Gates Foundation

Sue Rankin – College Student Affairs

- Rankin, S., & Beemyn, B. (2011). *The lives of transgender people*. New York: University of Columbia Press.
- Rankin, S., Weber, G., Blumenfeld, W., & Frazer, M. S. (2010). *2010 state of higher education for LGBT People*. Charlotte, NC: Campus Pride. Download available at <http://www.campuspride.org/research/pubs.htm>
- White paper from NCLR/NCAA Think Tank held in October 2009. *On the Team: Equal Opportunities for Transgender Student Athletes*



Grants

NCAA Student-Athlete Project funded by the National Collegiate Athletic Association

Student Organizations

International Education Student Association

The International Education Student Association (IESA) is a network of students who share a professional and/or personal interest in comparative and international education. Activities include inviting distinguished guest speakers to campus, organizing student research symposia, hosting social events, and providing subscriptions to the *Comparative Education Review*. With help from CI ED, IESA facilitated student attendance at the annual conference of the Comparative and International Education Society (CIES) in Montreal, Canada in May 2011. Our officers for 2010-2011 were Tian Fu, Daniel Salinas, Emily Crawford, and Izumi Mori. Membership is open to anyone who is interested in the field of comparative and international education, and we accept members from across the university and from all over the world. 2011-12 officers are Cat Biddle, President; Adrienne Henck, Vice-President; Constantin Schreiber, Secretary; and Aileen Guerrero Zaballero, Treasurer.

Higher Education Student Association

This year, the Higher Education Student Association (HESA) had a full year of professional development and social activities under the leadership of the 2010-11 officers, who were David Knight, President; Andrew Koricich, Vice-President; Claire Gilbert, Treasurer; and Zeke Kimball, Secretary; Jess Bennett, and Sarah Hoffman. HESA secured over \$12,000 in UPAC funding to support conference travel to AERA, ASHE, and other conferences. They also introduced a Friday seminar series highlighting research of HI ED faculty and students and invited researchers from around the country. HESA also provided a webinar opportunity for prospective students. Additionally, HESA members enjoyed social events like the Annual Don Heller Bowling Challenge and HESA Happies on Fridays. 2011-12 officers are Jess Bennett, President; Travis York, Vice President; Sarah Hoffman, Treasurer; and Jill Okes, Secretary.

Education Policy Studies Student Association

The Education Policy Studies Student Association (EPSSA) articulated a theme for 2010-11 of “Educating Diverse Students” and was led by Katie Reed, President; Tiffanie Lewis, Vice-President; Michelle Salopek, Secretary; and Mary Osif, Treasurer. EPSSA pursued social, scholarship, and professional development activities that related to this theme, including brown bag presentations on immigrant youth by Harvard’s Natasha Warikoo and LGBTQA issues in education by Penn State’s Kathleen Bieschke, Sue Rankin, and Allison Subasic. Other brown bags included Erica Frankenberg speaking on the writing process and a co-sponsored panel with HESA on Gov. Corbett’s proposed budget cuts and their impact on education. EPSSA also secured funding to send students to AERA in New Orleans. In April, EPSSA presented the 2010-11 Bill Boyd Student Mentorship Award to Gerald LeTendre (EDTHP, CI ED). 2011-12 officers are Lindsey Schrott, President; Eryka Charley, Vice-President; Nnenna Amu, Secretary; and Vic Sensenig, Treasurer.

Around EPS

In February, the Higher Education program mailed 13 boxes of school supplies to Bob Hendrickson’s son, Major Michael Hendrickson, who is the operations officer for the 3/25 Marine Battalion stationed at Camp Leatherneck in Afghanistan. The supplies were distributed to 100 Afghani school age children in three communities just outside Camp Leatherneck. The Marine Corps, along with the rest of the US Military, is tasked with community building as a part of modern warfare. This contribution helped them achieve this objective. The education of Afghanistan’s children will help to create a better future for the people of Afghanistan.

The 2012 *U.S. News & World Report* rankings were released recently. Congratulations to the students, faculty, and staff of the Higher Education program and Center for the Study of Higher Education for once again putting Penn State in sole possession of first place. Educational Leadership was ranked sixth, and Educational Theory & Policy was ranked ninth. You can see the full rankings at <http://premium.usnews.com/best-graduate-schools/top-education-schools/higher-education-administration-rankings>

Ezekiel Kimball (HI ED) will be the Editor for Volume 9 of *Higher Education in Review*. Zeke has served on the journal for two years and will serve as an excellent steward as HER moves forward. Please be sure to check www.higheredinreview.org for updates

Penn State hosted a land-grant conference on June 22-24, 2011, with the theme “The Legacy and the Promise: 150 Years of Land-Grant Universities.” *For more information, visit the conference website*

Susan Faircloth (EDLDR) has been named Director of the American Indian Leadership Program (AILP). A member of the Coharie Tribe and graduate of the AILP, she has worked at Penn State since 2003. Faircloth has also been reappointed to the Bureau of Indian Education Advisory Board for Exceptional Education. This national board has reporting responsibilities to the assistant secretary for Indian affairs at the U.S. Department of the Interior. *Read the story here*

EPS Goes to Washington

On March 2, EPS undergraduate and graduate students attended a seminar in Washington, D.C., hosted by the Urban Institute. Students from the Education & Public Policy program and EPS graduate students made this trip, accompanied by Bernard Badiali (C&I), Erica Frankenberg (EDLDR), and Dana Mitra (EDTHP). For the complete story, visit www.ed.psu.edu/educ/news/releases-jan-mar-2011/washington-seminar-2011



EPS Bookshelf

- Allen, W. R., Kimura-Walsh, E., & **Griffin, K. A.** (Eds.). (2009). *Towards a brighter tomorrow: College barriers, hopes and plans of Black, Latina/o and Asian American students in California*. Charlotte, NC: Information Age Publishing, Inc. *Visit the publisher's site.*
- Alexander, L. B., Beckham, J., **Hendrickson, R.** & Melear, K. B. (in press). *First Amendment rights in colleges and universities*. Education Law Association, Dayton, OH.
- Gordon, J. A., Fujita, H., Kariya, T., & **LeTendre, G.** (Eds.). (2009). *Challenges to Japanese education: Economics, reform, and human rights (International Perspectives on Education Reform)*. New York: Teachers College Press. *Visit the publisher's site.*
- Rankin, S.** & Beemyn, B. (2011). *The lives of transgender people*. New York: University of Columbia Press.
- Brown, D., & **Schafft, K.** (2011). *Rural people and communities in the 21st century: Resilience and transformation*. Malden, MA: Polity Press. *Visit the publisher's site.*
- Shouse, R.,** & Lin, K-P. (2010). *Principal leadership in Taiwan schools*. Lanham, MD: Rowman & Littlefield Publishers, Inc. *Visit the publisher's site.*
- Shapiro, J. P., & **Stefkovich, J. A.** (2010). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (3rd Ed.). New York: Routledge. *Visit the publisher's site.*

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This material is available in alternative media on request.

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