

## **Faculty Profiles**

### **Adams, Nan B.**

Dr. Adams is an Associate Professor in the Department of Educational Leadership and Technology at Southeastern University. Prior to her work at Southeastern, she has served in several leadership positions at the university level, most recently as the Director of Academic Computing for the University of New Orleans. Her K-12 teaching experience includes 7 years teaching inner-city high school science. Prior to her academic work, she has 10 years experience as a geological field engineer managing scientific data collection teams in remote locations. Her expertise and research interests include Curriculum Leadership, Change Leadership, Action Research, Intelligence Theory and Virtual Educational Environments.

### **Armenta, Tony**

Dr. Tony Armenta is an associate professor in the Dept. of Educational Leadership and has been employed at Southeastern since Fall 1995. Prior to coming to Southeastern, Dr. Armenta served in teaching and administrative capacities at University of Nevada-Reno, Humboldt State University (Arcata, California), and Northern Arizona University (Flagstaff). Prior to entering higher education, he was a high school English and speech teacher and coached baseball. He also has a sports broadcasting background. Dr. Armenta's research interests include school law, personal growth of leaders, school-community relations, and school personnel administration.

### **Campbell, Kathleen**

Dr. Campbell has been in education for 32 years in public, private, and parochial schools and universities. She has been a middle school classroom teacher for 17 years teaching English and social studies as well as in the academically gifted program; 12 years as a school principal (2 at the high school level and 10 at the middle school level); and 3 years as a college professor--1 year at LSU Shreveport in 1992-93 in general education, gifted education, and educational leadership before beginning her 12-year career as a school principal--and the last two years at SLU in educational leadership. Dr. Campbell's research interests are: single sex education (especially for girls), principal centers, mentorship for new principals, teacher leadership and leadership internships.

### **Crain-Dorough, Mindy**

In addition to her background in statistics and research methodology, Dr. Crain-Dorough has several years experience with school and district accountability and school report cards at the Louisiana Department of Education (LDE). Other areas of experience while at the LDE include: the ACT results; various large databases, such as the Student Information Systems (SIS); analyzing and reporting trends in

educational data; tracking high school cohorts and calculating graduation rates; and, assessment development, scoring, and reporting.

Dr. Crain-Dorough has varied research interests which include accountability; school effectiveness; characteristics of dropouts and dropout prevention; graduation cohorts and graduation rates; college and work force preparation in secondary institutions; secondary mathematics instruction; early reading instruction, assessment and intervention; and, self-perception, including self-efficacy, self-concept and self-esteem.

### **Del Favero, Frank S.**

Dr. Del Favero is an Assistant Professor in the Educational Foundations and Leadership Department in the College of Education at the University of Louisiana at Lafayette. He holds permanent certifications in New York State as a 7-12 French and German teacher and School District Administration. He has taught French and German at the middle and high school levels and has served as assistant principal, principal, and executive principal at the middle and high school levels. In addition to certification in computer engineering and extensive study in Switzerland and Austria, his educational background includes a BS degree in secondary French, a Master's degree in French literature, a Certificate of Advanced Study in Educational Administration, and a Ph.D. degree specializing in Educational Administration and Policy Studies.

His interests in research include but are not limited to the effect of professional development on student performance and the collection and analysis of school, student, and community data for the purpose of developing "informed" decisions regarding strategies to improve schools. As a native to near-native speaker of four languages and having lived and studied abroad Dr. Del Favero has extensive experience in cultural diversity and multiculturalism. His approach to teaching at the post secondary level integrates academic theory with his extensive background as a secondary education practitioner.

### **Dembowski, Frederick L.**

Frederick L. Dembowski is the Hibernian Endowed Professor, and Head of the Department of Educational Leadership and Technology at Southeastern Louisiana University in Hammond, Louisiana. He received his Ed.D. from the University of Rochester, New York. He has served as a professor, department head and dean for over 25 years at Purdue University, SUNY Albany, Lynn University and the National University of Somalia, Africa. His work has focused on school business management, management, and international development of educational organizations. He currently serves as the Editor of *the AASA Journal of Scholarship and Practice*. He is also the Managing Editor of *The NCPEA/CONNEXIONS Project*. He has over 100 publications including: *Effective School District Management* (1999), published by AASA and Scarecrow Press; and *Unbridled*

*Spirit: Best Practices in Educational Administration – the 2006 NCPEA YEARBOOK (2006)*, published by the National Council of Professors of Educational Administration. His latest book is: Carol A. Mullen, Theodore B. Creighton, Frederick L. Dembowski, and Sandra L. Harris, Editors: (2007) *The Handbook of Doctoral Programs in Educational Leadership: Issues and Challenges*, The NCPEA Press/Rice University.

### **DeVaney, Thomas**

Dr. DeVaney is an Associate Professor in the Department of Educational Leadership at Southeastern Louisiana University. He has taught research methods and statistics at Southeastern for 10 years. Dr. DeVaney holds a Bachelors degree in Mathematics, a Master's degree in Mathematics Education (University of West Alabama) and a Ph.D. in Secondary Education with a minor in Research and Statistics (Mississippi State University). Dr. DeVaney is currently the Program Coordinator of the Master's degree in Educational Leadership. He has published and presented on topics in the areas of statistical significance testing and practices, online distance education, and statistic anxiety.

### **Echols, Celina**

Dr. Echols is an Associate Professor and Graduate Coordinator in the Department of Educational Leadership and Technology at Southeastern Louisiana University in Hammond, Louisiana. She received her Ph.D. from the University of Akron, Akron, Ohio. She has served as a labor organizer with a state affiliate of the National Education Association, a Coordinator for Diversity and Multiculturalism, and a university teacher.

Dr. Echols' research is primarily in the areas of racial psychology, diversity, and multicultural education. Publications include: *Campus Diversity: Education Majors' Attitudes about Diversity*, *Implementing the Town Hall Approach for Racial and Cultural Understanding at a Predominantly White University*, and a chapter in the book entitled: *The Impact of High-Stakes Testing on the academic Futures of Non-Mainstream Students*. Most recently, her article entitled *Challenges Facing Black American Principals: A Conversation about Coping* has been accepted in NCPEA's CONNEXIONS. She has served as an International fellowship reviewer for the American Association of University of Women and on the Board of Directors for the National Association for Multicultural Education.

### **Flaitz, Jim**

Dr. Flaitz holds the rank of Professor of Education. He has been a member of the UL- Lafayette teaching faculty for 22 years and had three years of administrative experience as a director of institutional research prior to joining the University of Louisiana. In addition to his teaching duties, he has served as Director of Graduate Studies in Education and as Director of Research and Grants in Education. His

Ph.D. (1984) was awarded by the University of Alabama in Educational Research and Psychology. His Masters degree (1975) was awarded by Auburn University in General-Experimental Psychology. His Baccalaureate (1972) was awarded by Auburn University in Psychology. His areas of teaching expertise include educational research, statistical methods, educational and psychological measurement, classroom assessment, educational psychology, and program evaluation. He has served on the thesis/dissertation committees of numerous Masters and Ph.D. students over the years, assisting with research design, data analysis, and interpretation matters.

Dr. Flaitz's research interests focus principally on issues of classroom assessment and the use of assessment by teachers to foster student learning. Dr. Flaitz has served as program chair and president of the Classroom Assessment SIG (affiliate of AERA), and most recently completed a 6 month appointment as Visiting Scholar with the Hong Kong Institute of Education.

### **Lane, Kenneth E.**

Dr. Lane holds a Doctorate in Educational Administration from Texas A&M University - Commerce, a Master's in Counseling from the University of Missouri - St. Louis and a Bachelor's degree in sociology from Indiana State University. Before coming to Southeastern Louisiana University in the Fall of 2006, he served as the Director of the National Center for Excellence in Distance Learning at California State University, San Bernardino, where job skill assessments were conducted for the civilian workforce and learning simulations were developed in critical thinking and decision making for officers in the U.S. Navy. Dr. Lane has an extensive background in Educational Administration and Leadership including experience as a high school administrator and as Director of Planning & Distance Learning Programs, Assistant to the Dean, Department Chair and Program Coordinator on the university level. He has chaired initiatives in developing copyright and intellectual property policies as well as successful accreditation procedures. He also is the recipient of the only Faculty Leadership Award for teaching excellence via distance learning ever given by his prior university.

Dr. Lane has served on the Board of Directors of the Education Law Association and is currently serving as the Chair of the Publications Committee. He has served as a consultant on legal issues, facility planning and management practices in Australia, Mexico and the United States. Including the Office of Naval Research, U. S. Navy Information Technology Center, Sebel Furniture of Australia, Southeastern Louisiana University, Armenian Meskopian School (Pico Rivera, CA), and the Palm Springs Unified School District. Dr. Lane has led delegations for People to People to South Africa and China to observe the quality of education including legal issues in education and the application of technology. He has over 110 publications in professional journals and books and over 100 presentations at local, state, national and international conferences. His current research interests include (1) intellectual property and copyrights issues and (2) simulation development for learning, (3) facility planning and design as it impacts teaching and

learning and (4) assessing the needs of organizations and the skill level of the employees within those organizations to determine a practical application for closing the gap to make both the organization and the employees more effective.

### **Ma, Yuxin**

Dr. Yuxin Ma is an assistant professor at the Center for Innovative Learning and Assessment Technologies (CILAT) at the University of Louisiana at Lafayette. Dr. Ma holds a Bachelor's degree in English language and literature, a Master's degree in school psychology, and a Ph.D. in instructional technology. She is conducting research in two main areas: a) emerging technologies in teaching and learning and b) teacher education with a focus on technology integration. Her previous and current research topics include faculty development and teachers' belief change, diffusion of innovation, performance improvement, organizational learning and knowledge management, and the design of student-centered learning environments. She has training and experience in both qualitative and quantitative research methods.

### **Olivier, Dianne F.**

Dr. Olivier's primary areas of research include professional learning communities, organizational school culture, teacher self- and collective efficacy, and the development of measures designed to assess professional staff in selected leadership areas. She is the 1<sup>st</sup> author of the *Professional Learning Community Assessment (PLCA)*, a widely used measure for assessing schools as PLCs. She has also developed a collective-efficacy instrument and co-developed measures assessing school culture, teacher self-efficacy, and teacher leadership. Dr. Olivier's additional research interests include school improvement, change issues, and teacher leadership.

Dr. Olivier blends her experience and interest in educational research with her long-term practice as a public school educator with 26+ years as a district administrator. While her practitioner experience included overseeing all areas of curriculum and instruction, PK-12, she served as a mentor for new principals, teacher leaders, and district staff in school improvement, accountability, and professional development efforts. Dr. Olivier is recognized as a certified master-trainer for the Southern Regional Education Board (SREB) School Leadership Initiative and provides training focused on leadership to improve student achievement through the creation of high-performance learning cultures, coaching for school improvement, and organizing the learning environment.

### **Rieck, William A.**

Dr. Rieck is a Professor of Education and the Holder of the Joan D. and Alexander Haig Endowed Professorship in Education I. He has taught high school chemistry, physics, and biology, served as a high school principal for 16 years and has spent

the last 17 years at UL Lafayette. He has served as President of the East Paterson Education Association, a Director of the Illinois Network for School Development, President of the Colonial Valley Athletic Conference, board member of the New Jersey Principals and Supervisors Association, chaired more than a dozen accrediting committees for regional associations and currently serves as President of the Louisiana Council for Exceptional Children. He has articles published in *NASSP Bulletin*, *Principal Leadership*, *Intervention in School and Clinic*, *The Clearing House*, *Science Activities*, *The Science Teacher*, *American Secondary Education*, *Teaching Exceptional Children*, and *Phi Delta Kappan*. He has made presentations at national conferences hosted by the National Association of Secondary School Principals, Council for Exceptional Children, Association for Supervision and Curriculum Development, National Science Teachers Association, and the National School Boards Association. He has also authored three books, though the only one still in print is *Teaching in Secondary Schools* with the 4th edition due out in January.

With such an eclectic background, he does not believe he is a high powered "expert" in anything, but a solid journeyman in several areas. His interests lean more toward practical application than esoteric research and he is interested in instructional practices and their impact on students, staff development, clinical supervision, and curriculum. Supervision matters, curriculum and staff development apply at any level, but when looking at instructional strategies his interests are in grades 6 and above.

### **Roberts, Nathan M.**

Nathan Roberts is the Director of Graduate Studies in Education and an associate professor at the University of Louisiana at Lafayette where he also holds the Mr. & Mrs. Pat Nalley/Board of Regents Professor of Education. He holds a Bachelor's degree in Social Studies Education, a J.D. law degree and a Ph.D. in Educational Leadership, Research and Counseling. He has fourteen years of legal experience including six years as a school board attorney before joining the faculty at the university. He teaches graduate courses in school law and policy and educational leadership. He is a member of the Wallace Foundation School Administrative Managers (SAMs) Leadership Issues Group and a member of the Southern Regional Education Board's University Educational Leadership Redesign Network. His research interests include school law and personnel issues as well as educational policy analysis. He is trained in legal research methods and primarily reviews recent cases to determine how they impact educational leaders and their policy decisions.

### **Samsonov, Pavel**

Dr. Samsonov earned a Candidate of Sciences (degree equivalent to Ph.D.) in 1986 at the Lviv State University in the Ukraine. The dissertation was on semiotics (sign systems). Dr. Samsonov also earned a Ph.D. in 2001 from Texas A&M University,

and the dissertation was on distance learning. Dr. Samsonov teaches graduate and undergraduate courses on educational technology and has research interests in professional development in educational technology.

### **Slater, Robert**

Robert Slater holds a master's degree in educational policy and leadership from Harvard University and a PhD in educational administration and sociology from the University of Chicago. A Senior Fulbright Scholar, Dr. Slater's has been an educational consultant to governments in Mexico, Peru, India and China and has also presented papers in Switzerland and France. In keeping with his international experience and interests, one area of his research has to do with the creation of 21st-century schools and the implications of knowledge societies for education and educational leadership. Some of the questions he is dealing with in this case include: What qualities should children acquire to enable them to succeed in and contribute to a knowledge society? What kinds of schooling and leadership are required to design and maintain the type of schools and schooling needed for them to develop these qualities? In another area of research, he is studying the values of American teachers. Here some questions are: What are the values of American teachers, especially as they pertain to a democratic society? Do teachers value freedom, equality, trust, and family values more or less than other Americans? Dr. Slater also has had a longstanding interest in the characteristics of high-performing schools and the role that leadership plays in making them effective. To this end, he is also interested in looking at the characteristics of effective schools in Louisiana and the qualities of organization and leadership within them.