

Dr. Francesca Lopez



We are absolutely thrilled to welcome Associate Professor Francesca López as our new faculty member who brings a wealth of experience, quantitative research methods expertise, and scholarship focused on culturally responsive education and student identity to our program.

Francesca provides her expertise in culturally responsive practices with professional development and research in local schools. She also has a national and international reputation for her research on culturally responsive leadership, teaching, student identity, and learning in educational organizations. Moreover, Francesca has already worked with a number of our EDL students in classes she has been teaching in Educational Psychology. So she is already connected with many colleagues and students in our program and department.

# Educational Leadership

Department of Educational Policy Studies & Practice

January, 2016

Letter from our EDL Coordinator, Dr. Rose Ylimaki

I would like to take this opportunity to extend another warm welcome to our new faculty member, Dr. Francesca Lopez. Her expertise in culturally responsive leadership and quantitative research methods has already strengthened our program in so many ways!

The spring semester is off to a great start! Classes are going well with students and faculty focused on research and various service activities. For example, Dr. Taylor has worked with students to design a research project on colorisms that will extend the literature in educational leadership and other fields. In this project, students engaged the faculty by reading and analyzing the literature on race/ethnicity and leadership and developing new ways of thinking about important issues of diversity. Please take time to read the article about this exciting project in the newsletter. Their work will also be published in an upcoming edited volume. I also congratulate Dr. Kris Bosworth on the publication of an important new book on prevention and education.

The EDL program is growing! Beyond the addition of Dr. Lopez, we are also searching for a new assistant professor. As I write this letter, there are 111 applications for the position. This is a testament to our faculty and their strong local, national, and international reputations. Thank you to Jill Koyama (search committee chair) and committee members for all of their hard work on this very important task. We have three excellent candidates coming for campus interviews in the next three weeks. Please try to attend their research talks and Chill sessions, and then give us your input on these candidates. Your input will be invaluable to our decision-making process! The research talks will also be very interesting with topics including leadership for social justice, charter schools, and teacher leadership.

Faculty and students have been planning talks on important topics like the changing role of leaders as policy actors with Dr. HT Sanchez, superintendent of TUSD and culturally responsive leadership with our new faculty member, Dr. Francesca Lopez. Stay tuned for upcoming announcements of these and other events to help us push our thinking about topics of critical importance to educational leaders of all kinds!

Have a great semester! Rose

# A New EDL Student/Faculty Seminar Space

During the fall semester and over the winter break, the Educational Leadership Program faculty and students renovated the program area to reflect and support changes in the program. Our goals for the renovation were to create:

- A space for students and faculty to relax, eat, and study between classes
- An inviting environment conducive to scholarly discourse
- An area for small groups to meet and work collaboratively

Thank you to Sumaya Frick and her students for the beautiful gallery of photos in 218!

The conference room is also updated with new furniture, carpet, paint, and technology. It is so much more conducive for intellectual dialogue, meetings, and study!

Further down the hallway, we also arranged a new workroom for the copy machine and other supplies. Graduate assistant and teaching assistant offices have been updated with new furniture that fits better in the spaces. As often happens with construction, one thing led to another, but we are so happy with our updates!

Thank you to Dean Ron Marx for supporting and funding the renovations to the EDL Program area!

Please join us for the Grand Opening on January 28 at 4:00 pm in Room 218.

We look forward to seeing all of you using and enjoying our new space!



Norman Beasley and Mahmoud Marei

Before



After



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# Colorism

By: Dr. John L. Taylor

EDL doctoral students Suzanne Desjardin, Irene Robles-Lopez, and Charita Stubbs formed a research team with Professor John L. Taylor to co-author a two-year study on colorism to appear as a chapter in *Race and Colorism in Education* (Routledge Research in Educational Equality and Diversity series) Edited by Carla Monroe. The chapter, *From Colored People to Students of Color: Diversity and Complexity of Colorism in Everyday Life and Higher Education*, is the cornerstone of the book. In addition, AERA accepted a paper presentation on part of the study at the 2016 Annual Meeting in Washington D.C. The paper is titled *Complexity and Diversity of Colorism in Education: Hispanic and Black Educational Leaders' Collaborative Autoethnography*.

Colorism is a term originally conceived by Alice Walker in her book *In Search of Our Mother's Gardens: Womanist Prose*, as "unconsciously inflicting pain . . . [through] prejudicial or preferential treatment of same-race people based solely on their color. Colorism, like colonialism, sexism, and racism, impedes us" (Walker, 1983, p. 290). Colorism began during chattel slavery when miscegenation laws did not exist. Colorism is a species of racism. It places white and light skin tones at a premium, devaluing dark skin tone and other phenotypically characteristics of hair, nose and lip sizes, shape and color of eyes, and body types.

Today, colorism is ubiquitous not only experienced among Blacks but also Hispanics,



Charita Stubbs

Asians, Native Americans, and Whites in the United States. Colorism is omnipresent among people in Africa, Asia, Caribbean, and Latin America. It is intergenerational, raises issues of identity, and is deep in the roots of culture. It carries intraracial (e.g., within family and ingroup) and interracial (e.g., existing between and involving members of different races and ethnicities) discrimination.

The study originated in a graduate course on leadership for diverse communities. The collaborative autoethnography examined Mexican American females and Black female and male researchers individual and collective experiences with colorism in families, education and jobs, an understudied yet important approach. Results shed light on conscious and implicit biases, microaggressions, stigma, internalized racism, sexism, and stereotype threats forming the complexity of colorism. Colorism proved a prime example for intersectionality of gender, race, ethnicity, and class.

In post-civil rights and postracial era of multi-ethnoracial America, colorism is pervasive, and no matter how unintentional or purposeful it is practiced in families,

neighborhoods, media, music business, cosmetic industry, healthcare, workplaces, and education, it inflicts pain and impedes people of color, just as Walker says. Many people think of colorism as too taboo to talk about. However, silence and colorblindness on this multifarious problem is unconscionable.



Suzanne Desjardin & Irene LRobles-Lopez



## About the Author

John L. Taylor is Professor in the Educational Leadership Program since 2003. Dr. Taylor received his B.S. in physical education from San Jose State University, his M.A. in education from Stanford University, and his Ed.D in curriculum, instruction, and teacher education from Stanford University with Distinction. In the Educational Leadership Program, he teaches graduate courses in Education Evaluation, Educational Policy, Leadership for Diverse Communities, and Leadership for Social Justice. His research focuses on issues of leadership and policy for equality of educational opportunities and outcomes for all students, particularly minorities and black males from preschool to college. His recent publications include book chapters titled: *On Black Men's Diminishing Existence in Academe: An Introspective View* and *An Analysis of the Intended and unintended outcomes of RFTEN*.

# The 2015 UCEA Convention Recap: A Testament to the EDL Program's Quality and Excellence

By Lisa Fetman, Ph.D. Candidate,  
Class of 2016

The 2015 UCEA Convention took place in San Diego with the theme "Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces," and (of course) our EDL folks made a tremendous impression there! Sixteen EDL students, alumni, and professors attended and presented at the convention, thus conveying the quality and impact of

"Dr. Bennett was formally honored at the Plenary Session, where his impact was felt among all in attendance; it was clear that we lost someone special in our field"

our program. Students and alumni presented original papers addressing the convention's theme, as well as related topics in educational leadership and policy. In addition, two students participated in a panel on critical issues



surrounding marginalized youth, one student organized a panel on academic publishing, two students attended as Jackson Scholars, and one student served on the Graduate Student Council.

Dr. Koyama and Dr. Ylimaki each presented original papers and participated in symposia, and Dr. Brunderman represented UA on the International Successful School Principals' Project. In addition, Dr. Ylimaki and Dr. Brunderman honored Dr. Bennett when they presented a paper that the three of them co-authored, though he was first author.

We know he would be pleased with their great work.

Dr. Bennett was formally honored at the Plenary Session, where his impact

was felt among all in attendance; it was clear that we lost someone special in our field. Multiple faculty members from other institutions expressed their condolences to UA students and faculty in attendance—it was truly remarkable to see how his impact reverberated worldwide. Notably, the participation of UA students and alumni at the convention was a testament to his profound influence. In sum, EDL students, alumni, and faculty proved what a strong, progressive, and distinguished program we have at UA—it is clear that the University of Arizona is a formidable presence in the field of educational leadership and policy studies.

## Grants

When educators work together to create safe and supportive climates for students and staff, violent and disruptive behavior is greatly diminished leaving more time for learning to occur. Strategies for creating these protective climates have been the focus of Dr. Bosworth's research through several US Department of Education grants. This year, in partnership with the Arizona Department of Education and DPS faculty Drs. Sheri Bauman, Katie Eklund and Mike Sulkowski, Dr. Bosworth was awarded a 3-year \$4.9 million grant from the National Institute of Justice for "Training School Resources Officers (SRO's) to Improve School Climate and School Safety Outcomes." With this funding, the team will be working with 16 secondary schools in Arizona to build capacity with SRO's, mental health professionals and administrators to build protective and safe school climates. EDL doctoral student Sowmya Ghosh is a research assistant on the research team. If you are interested in more information, please contact Professor Kris Bosworth at [boswortk@email.arizona.edu](mailto:boswortk@email.arizona.edu)

## International Collaboration

On Saturday, December 5th, students from Hermosillo, Mexico joined the Leadership for Educational Change class of UA students to share the case studies and action plans developed by each individual around a significant change in their organizations. They had the opportunity to discuss the educational challenges and opportunities in both countries, and the interchange was beneficial for all. Throughout the semester, students interacted via an online platform, and in October, UA students traveled to Hermosillo for additional interaction. If you are interested in more information, please contact Professor Lynette Brunderman at [lbrunder@email.arizona.edu](mailto:lbrunder@email.arizona.edu)

## AZ Leader Work in School Development

The Arizona Initiative for Leadership Development and Research (AZiLDR) continues to work with school leadership teams to develop capacity for instructional leadership around the Arizona College and Career Readiness Standards. We are fortunate to be working with 18 school teams this year from across southern Arizona, representing both public and private schools, Pre-K through grade 12. Teams spend time learning together at Institutes and Regional Meetings, as well as planning together as school teams. If you are interested in more information, please contact Professor Lynette Brunderman [lbrunder@email.arizona.edu](mailto:lbrunder@email.arizona.edu)

## Congratulations!



The EDL faculty is thrilled to congratulate Dr. Monica Barajas who graduated with her Ed.D in December! Dr. Barajas conducted a very important study using literature on women's leadership and feminist theories of the *mujeristas* to understand Latina educators' narrated experiences with seeking advanced leadership roles in schools. In Southern Arizona, there is a gap between student demographics and leadership demographics. Further, there is a dearth of literature available to support Latina educators who aspire to leadership roles. Dr. Barajas' dissertation will extend the literature and provide a new approach to

supporting Latina educators in leadership roles. We extend our thanks to Dr. John Taylor who assumed the role as dissertation chair and to Dr. Norma Gonzalez for sharing her expertise in the *mujeristas* literature as minor advisor on the committee after the passing of Monica's advisor, Dr. Jeff Bennett. During the graduation ceremony, committee member Dr. Rose Ylimaki stood in for Dr. Bennett and helped Dr. Taylor hood Monica.

## More Faculty



Kris Bosworth,  
Ph.D.  
Professor,  
Educational Policy  
Studies and  
Practice



Jill Koyama, Ph.D.  
Associate Professor,  
Educational Policy  
Studies and Practice



Lynnette  
Brunderman, Ed.D.  
Associate Professor  
of Practice,  
Educational Policy  
Studies and Practice



Rose Ylimaki, Ph.D.  
Program Coordinator,  
Educational  
Leadership;  
Professor, Educational  
Policy Studies and  
Practice

## Student Spotlight: Donna Bergman

Congratulations to former student, Donna Bergman for presenting her research on the assessment of self-determination in adolescents with neonatal brachial plexus palsy. Bergman graduated in 2006 with an Ed.D here at our department. We are very proud of her and even happier to know that she has been able to present her paper at several conferences, including the American Academy of Cerebral Palsy and Developmental Medicine. Bergman is looking forward to do training in 3rd world countries to help meet the needs of children with disabilities.