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Education Doctorate Newsletters

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Summer 7-17-2020

## Doctor of Education Newsletter 2020

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## NAVIGATING THE TRANSITION: RESIDENCY IN THE TIME OF COVID

*by Renee LeMieux, MSN, RN, PHN,*

Academic residency occurs during summer semesters in the Doctor of Education (EdD) program at Winona State University (WSU). Typically, the residency involves an intensive two weeks on campus; COVID-19, however, required changing the modality to a virtual setting in 2020. Cohort I participated in an on-campus experience during summer of 2019. Members of Cohort I experienced a residency with a strong focus on academic socialization and scholarly writing. The cohort spent numerous hours directly collaborating on projects and developing personal connections with peers and faculty that they believe would not have developed in a virtual format. Feedback, from peers and faculty, was available in a much timelier fashion when students were on campus. Students appreciated the ability to sustain momentum while working on campus and not be distracted by domestic responsibilities. Students in Cohort I witnessed the investment of faculty firsthand throughout the two weeks on campus.

Limitations caused by the global pandemic precipitated the decision to move the academic residency to a completely online format. Dr. Barbara Holmes notes that transitioning residency to a virtual format

*...continued on pg 2*

did not immensely impact the program as online delivery is core. One impact is deferred enrollment as busy professionals struggle to balance various roles during the pandemic. Dr. Holmes, when referencing socialization, states, "We are being robbed by not being in each other's presence" (personal communication, July 10, 2020). Dr. DeJuanna Parker reports the need to adapt quickly positively impacts her as an educator. "It has really given me another set of skills that I didn't have, developing course content in an online environment" (personal communication, July 9, 2020).

Members of both cohorts note many positive attributes of the transition to a virtual environment. While remaining in the safety of their homes, students appreciate the flexibility and streamlined productivity as they managed schoolwork during these uncertain times. Students appreciate the flexibility and streamlined productivity in conjunction with other daily responsibilities as students remain with their families during these uncertain times, and thus, resulting in acquiring necessary time management skills. Connecting with peers and faculty is more intentional in a virtual format. Those who are introverted and shy away from social events feel supported in the virtual classroom. Students are acknowledged and have an opportunity to reflect, which strengthens their identity as part of the cohort and highlights the unique background that each brings to the team. Technology promotes peer contact, encouragement, and feedback in a meaningful way. Cohort I is influential and inspiring as Cohort II acclimates to this transformational journey.

In a virtual format, students rely on peers for immediate feedback. This collaboration builds cohesion amongst the cohort and embodies each team member's strengths. Each cohort's caliber and diversity provide scholarly discourse and the opportunity to view a single issue through different lenses in a safe, nurturing environment. Cohort II embraces every opportunity presented throughout residency; the map laid out by faculty and Cohort I guides this journey.





# NETIQUETTE

by Theresa Stolpa, MA

- Use the video option whenever possible.
- Mute your microphone when you are not speaking.
- Look into the camera when speaking and listening.
- Maintain work dress code.
- Don't eat during the meeting.
- Respect others time-be punctual.
- Stay focused.
- Avoid multi-tasking.
- Keep side conversations on the side, use the chatbox to avoid interrupting the speaker.
- Stage the video area.
- Lighting is vital-everyone wants to see you.
- Prepare materials in advance.
- Secure private meetings with a password.
- Check technology before you start.
- The host should be the last one to leave.

Adams, S. (2020, April 22). Zoom meeting etiquette: 15 tips and best practices for online video conference meetings. PennLive.

<https://www.pennlive.com/coronavirus/2020/04/zoom-meeting-etiquette-15-tips-and-best-practices-for-online-video-conference-meetings.html>.

Lufkin, B. (2020, April 28). The Zoom social etiquette guide.

BBC Worklife. <https://www.bbc.com/worklife/article/20200428-the-zoom-social-etiquette-guide>.



*Technology*  
INNOVATIONS FOR  
EDUCATION

## ONLINE RESOURCES

Resource	Location
Library/OneSearch	<a href="https://www.winona.edu/library/">https://www.winona.edu/library/</a>
Library EdD Guide	<a href="https://libguides.winona.edu/eddstartguide">https://libguides.winona.edu/eddstartguide</a>
WSU Technology Knowledge Base	<a href="https://learn.winona.edu/WSU_Technology_Knowledge_Base">https://learn.winona.edu/WSU_Technology_Knowledge_Base</a>
Teaching, Learning & Tech (TLT) Guides	<a href="https://learn.winona.edu/TLT">https://learn.winona.edu/TLT</a>
Distance Learning Support	<a href="https://www.winona.edu/distance-learning/student-support.asp">https://www.winona.edu/distance-learning/student-support.asp</a>
Technical Support	<a href="https://www.winona.edu/technology/tech-support.asp">https://www.winona.edu/technology/tech-support.asp</a>
LinkedIn Learning Student Account Setup	<a href="https://learn.winona.edu/LinkedIn_Learning">https://learn.winona.edu/LinkedIn_Learning</a>
RefWorks	<a href="https://refworks.proquest.com/">https://refworks.proquest.com/</a>



**RENEE LEMIEUX**  
MSN, RN, PHN

Renee is currently the Director of Nursing and faculty member at Dakota County Technical College. Her educational background includes a diploma in practical nursing from Hennepin Technical College, an AS in nursing from Normandale Community College, a BSN from Crown College and a Masters of Science in Nursing Education.



**SHAUNA MAYER,**  
MA

Shauna is currently a first-grade teacher in Stewartville, MN. She received her bachelor's degree in elementary education (K-6) at Saint Mary's University of Minnesota. She completed her master's degree in Special Education at Saint Mary's University of Minnesota in August 2020. One of the many reasons to pursuing a doctoral degree is to help change the amount of time it takes a student to be placed into special education. Sometimes the process takes over a year, placing that child two or more years behind. Once the terminal degree is completed, she would like to teach higher education, to help undergraduate students become teachers.



**DERRICK CHAISON**  
BA, MA, MED

Derrick graduated in 2003 with a B.A. in Interdisciplinary Studies. He returned to school, while teaching full-time, to receive an MA in Educational Leadership and Counseling in 2008. He progressed on to receive a MEd, Educational Administration in 2013. Currently, he serves as an Instructional Leader for at-risk middle school students. Prior experiences have been serving as an assistant principal, department chair of ELAR department, classroom instructor, and adjunct professor. All of his experiences have shaped him to be a highly responsive educator. It is important to him, that his work have a positive effect on his students and the educational setting.

## Dates to remember

8/24: Fall  
Classes Begin

9/7: Labor  
Day Holiday (No classes)

11/2:  
Registration for Spring 2021 and  
Summer 2021

11/3:  
Election Day (No university  
activities after 6pm)

11/11:  
Veterans Day Holiday (No  
classes)

11/25-27:  
Thanksgiving Break (No classes)

12/4: Fall  
Classes End

12/7-10  
Finals

12/11:  
Commencement Day

**MEET**

# Cohort II

# FEATURED SPOTLIGHT: JASON HAMILTON, EDD

*by Shauna Mayer, MA*

Navigating through the doctoral journey is the topic Dr. Hamilton selected for cohort II members (personal communication, July 9, 2020). In his presentation, he discussed taking care of oneself, respecting the process, making sacrifices, building relationships, and ended with a few key points.

When taking care of oneself, it is important to figure out a routine and follow it. Finding what is most important and motivating is critical when completing a terminal degree. It will also be essential to find and do the things that bring happiness to life. A doctoral degree is stressful and life-changing, so bringing happiness into life helps manage different difficulties that come up. Inside taking care of oneself, figuring out how to stay mentally and physically healthy makes the journey accessible.

Respecting the process is another key point Dr. Hamilton discussed. He talked about how doctoral students cannot take shortcuts. It is important that all information is read and completed to the best ability. This also means that finding time, and dedicating time will be crucial. When selecting a topic to study for the dissertation, finding a passionate topic is needed. The dissertation is a long process and as a student in the doctoral program, it is important to refer to the 'why' of being in the program. When referring to the doctoral program, one question that Dr. Hamilton asked Cohort II was, "Why are you doing this?" (personal communication, July 9, 2020).

Deciding and managing the different sacrifices benefit students as the doctoral program advances. Understanding both sacrifices and must-haves need to be discussed with family members and decided so that distractions do not come up and cause challenges in the program. Life will be different during this time.

Building relationships with professors, classmates, mentors, and other professionals only strengthens learning skills in the process. Professors are great people to know and relay interests related to the dissertation. Professors are able to provide support and ideas to build on each topic discussed. Classmates are supportive and the most relatable during the process. Being pushed throughout the program guides each student in the program and having a mentor can do this. Other professionals help with finding conferences, publishing opportunities, and providing dissertation feedback.

Dr. Hamilton closed with a few key points that are very relatable to each cohort member. He stated that asking questions is very powerful. There is never a question that is considered a dumb question. He also talked about accepting the growing pains as a norm and learning to like them, while being uncomfortable. His last and most important point was "You don't have to share with everyone who cares" (personal communication, July 9, 2020).



**FEATURED  
SPEAKERS**

# ZOOM FATIGUE

by Theresa Stolpa, MA

COVID-19 brought new meaning to online learning and virtual meetings. Due to social distancing and quarantine concerns, many schools and businesses adopted a new way of discussion and learning. With this comes a new set of worries: zoom fatigue or exhaustion. Feelings of exhaustion at the end of a long day increases cognitive load and causes mental fatigue. When meeting virtually, the brain is unable to process non-verbal communication or signals. Instead, there is an intense focus on the words being said and sustained eye-contact to ensure the correct interpretation of the messages, causing the brain to work harder (Bauman & Sanders, 2020).

Meeting virtually may heighten anxiety. Unforeseeable issues may occur during online sessions such as the ringing doorbell, children in need of attention, or a barking dog. Being muted minimizes distractions for others yet increases the lag time before responding. Subconsciously, the brain interprets this silence as being less personable or focused. Whereas in person, this silence creates a natural rhythm, adding to the quality of verbal communication.

There are ways to decrease zoom fatigue. Develop a routine of grounding activities that focus your attention, ensuring you are fully present during the meeting (Hickman, 2020). Establish different habits for days and nights, weekdays and weekends (Callahan, 2020). Build-in digital detox times between sessions to allow the brain time to reset and recharge (Gillespie, 2020). Finally, practice self-care whenever possible. Practice grace and compassion transitioning to this virtual learning environment.

Callahan, M. (2020, May 11). 'Zoom fatigue' is real. Here's why you're feeling it, and what you can do about it. *News Northeastern*. <https://news.northeastern.edu/2020/05/11/zoom-fatigue-is-real-heres-why-youre-feeling-it-and-what-you-can-do-about-it/>.

Gillespie, C. (2020, May 26). Is It Just Me, or Is Everyone Tired and Drained From Using Zoom? Here's What to Do About It. *Health.com*. <https://www.health.com/condition/infectious-diseases/coronavirus/zoom-fatigue>.

Hickman, S. (2020, April 17). Zoom Exhaustion is Real. Here Are Six Ways to Find Balance and Stay Connected. *Mindful*. <https://www.mindful.org/zoom-exhaustion-is-real-here-are-six-ways-to-find-balance-and-stay-connected/>.

Sander, L. I., & Bauman, O. (2020, June 25). Zoom fatigue is real - here's why video calls are so draining. *ideas.ted.com*. <https://ideas.ted.com/zoom-fatigue-is-real-heres-why-video-calls-are-so-draining/>.

The Zoom logo is displayed in a bold, blue, lowercase sans-serif font.The logo features the word "Technology" in a large, white, cursive script font. Below it, the words "INNOVATIONS FOR EDUCATION" are written in a smaller, white, uppercase sans-serif font.



**ERICA WASHINGTON-  
MIYAKUNI, MA, LPC,  
NCC**

Erica currently works as the Coordinator of Advocacy and Crisis Intervention Services, Cook County for the YWCA Metropolitan Chicago Sexual Violence Support Services program in Chicago and Chicago South Suburbs. Her educational background consists of an AA in Business Management, BA in Interdisciplinary studies with minors in Business and Psychology, MA in Clinical Mental Health Counseling, and a post-graduate certificate in Mindfulness for the Helping professions.



**MATTHEW J. LEISEN,  
MS**

Matthew is the Adult Learner Advisor for South Central College in North Mankato in Minnesota. He earned his associate's at Minnesota State College Southeast Technical in 2007 and transferred to Winona State University (WSU) earning his bachelor's in elementary education in 2010. After two years of teaching, Matthew returned to WSU to earn his Master's in education leadership in Fall 2012. After a brief stop at WSU undergraduate admissions, a career change prompted Matthew to begin his doctoral journey at St. Cloud State University in Minnesota in 2018 with the focus of making a world-class impact in student's lives through individualized programming in Student Affairs. In Spring 2020, Matthew brought his life and education back to Winona and WSU to finish his doctoral journey.



**LISA BRICHACEK,  
MS, EDS**

Lisa is a K-12 health education teacher in White Bear Lake. Her undergraduate education was in school and community health. She has Master of Science degrees in special education and school health, and an education specialist in curriculum and instruction. This past year she taught an introduction health course at Minnesota State University, Mankato.

**MEET**

*Cohort II*



## SPOTLIGHT: BARBARA HOLMES, PHD

*by Danielle Tamke,  
MEd, EdS*



Dr. Barbara Holmes is a Professor in the Leadership Education Department. Dr. Holmes arrived at Winona State University in August 2016 and was charged with developing the Education Doctoral Program for the College of Education. Dr. Holmes holds a Bachelor of Arts in English and Speech, Master's of Education in Administration and Supervision, an earned PhD in Educational Leadership, as well as an honorary PhD.

With experience in various higher education roles, Dr. Holmes is passionate about researching and working with doctoral students and implementing researched-based instructional practices that enhance doctoral student persistence. This passion is evident in her explanation of standing side-by-side with doctoral students as dissertation chair and witnessing their success following the completion of the terminal degree. Dr. Holmes continues to actively mentor recent doctoral graduates and now engages in research, publishing and instruction collaboratively with her former students. A collection of Dr. Holmes' research can be found in the WSU Open River Digital Repository.

When asked to provide one piece of advice for present and future doctoral students, Dr. Holmes states, "Believe in your abilities. If you're willing to learn new things, you're going to do just fine" (personal communication, July 10, 2020). Dr. Holmes, accompanied by the instructional team, is completing the Academic Residency experience and preparing students for fall semester. You may reach Dr. Holmes at [bholmes@winona.edu](mailto:bholmes@winona.edu).

Doctoral students are transitioning from a consumer to a producer. Each student is learning skills of inquiry. ~ Dr. Holmes

*Meet the  
Faculty*  
TRUST THE PROCESS

# RESIDENCY TIPS: SUCCESS THROUGH THE FIRST FEW WEEKS OF RESIDENCY

*by Matthew J. Leisen, MS*

Persistence is a pertinent theme in the EdD at (WSU). The program actively engages students early on regarding the behaviors of successful doctoral students. This article contains several tips to address some questions about the program and makes the transition to WSU more seamless.

**Dress to Impress.** The expectation is that EdD students are current or aspiring professionals. Business casual during student-only cohort meetings is acceptable for the first two to three days. Interaction with the instructional faculty, guest speakers, or other members of the community, be it WSU or not, business formal is highly recommended.

**Time is valuable.** Reorganizing and adhering to a schedule where the EdD is a prevalent facet of life for the next two to three years. Seeing tasks through with minimal distractions ensures work is submitted with ample time for feedback, revisions, and publishing. Clarifying expectations with bonded social networks (e.g., family, friends, community, career, etc.) about availability to continue performing or relinquishing responsibilities ensures time is allocated for coursework. This ties in nicely with the next tip for a successful residency.

**Communication.** Pertinent information is delivered during weekly classes prior to residency. Dissemination and integration of this new information takes time and is best sorted through by asking cohort members (including previous), instructional faculty, and resource professionals on campus (e.g., Teaching, Learning, and Technologies team; Librarian assigned to the EdD; etc.) many questions. Residency is an opportunity to become oriented to WSU and the resources it has to offer.

**Area of Research Interest.** Reading through databases of peer-reviewed literature, dissertations, and the latest news covering your topic is crucial early on. Being up to speed and well versed in an area of interest grows academic vernacular and provides a foundational understanding of said area. The accelerated EdD program requires focus on the dissertation topic, allowing for use in coursework throughout the program.

**Transferability.** For admission to the EdD program at WSU, a master's degree must either be near completion or completed. Keeping all previous syllabi from master's level courses helps to determine area of specialization. This applies to doctoral level credits before matriculating to WSU, as credit may be awarded towards the EdD on an individual basis pending course content.



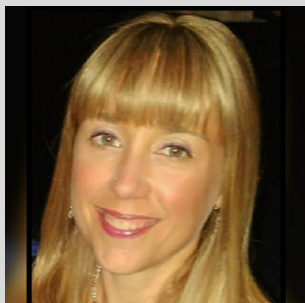
**SHELLEY WOLFE,  
MS, RN, CHSE**

Shelley currently serves as an assistant professor and simulation coordinator for Winona State University's Department of Nursing located in Rochester, MN. Her educational background includes a Bachelor's of Science in Nursing from the University of Iowa and a Master's of Science in Nursing Education from Winona State University. As a registered nurse and a Certified Healthcare Simulation EducatorSM, Shelley is passionate about increasing positive patient outcomes through exceptional education of nursing students and the advancement of simulation within nursing education. Her research interests include nursing faculty development and methods of high-fidelity simulation.



**SCOTT FILLMAN,  
MLS, PSM**

Scott is Director of the Customer Technology Web Team at DecoPac, Inc., leading the User Experience and eCommerce teams to deliver an array of digital experiences that are user-friendly, optimized for search engines, and built using enterprise-level content management systems. In addition, Scott teaches web design at Minnesota State Community and Technical College (M State) as an adjunct faculty member. Scott graduated from M State's Web Development AAS program in 2013, received a Bachelor of Arts degree from Metropolitan State University in 2014, received a Master of Liberal Studies degree from the University of Minnesota in 2016, and earned certification as a Professional Scrum Master (PSM) in 2017.



**DEVON LUTHENS,  
MSN, RN**

Devon currently serves as a full-time nursing instructor for Mesabi Range College in Eveleth, MN. Devon's educational background includes a Bachelor's of Science in Nursing from the College of St. Scholastica and a Master's of Science in Nursing Education from South University. Prior to teaching, Devon was a hospital registered nurse for over 10 years.

**MEET**

*Cohort II*

## SPOTLIGHT: DR. KENT WILLIS

*by Matthew J. Leisen, MS*



Dr. Kent Willis joined the EdD program as adjunct faculty at WSU in Summer 2019 with the inaugural cohort of the EdD. Willis is the Associate Provost at The University of Texas Health Science

Center (UT Health) at Tyler. Willis holds a bachelor's degree from Austin State University in Communications, a master's degree from East Central University in Secondary Administration and Sports Administration, and a philosophy doctorate (PhD) from Hampton University in Higher Education.

In the current position at UT Health, Dr. Willis is "at the forefront of change to meet the needs of a new generation of learners" while aspiring to "understand the intricate role of the nuances of leadership" (personal communication, July 13, 2020). Willis continues to serve students where they are, shaping instruction and experiences through research interests. Assessment and evaluation of programming in higher education are Dr. Willis' research interests as they shape the "understanding of the underpinnings of goals" (personal communication, July 13, 2020). Doctoral students' success is an interest that inspired joining the EdD team at WSU. This adjunct faculty position "provides a mechanism to bridge theory to practice" (personal communication, July 13, 2020).

When asked to provide reflections on residency and its shift into the world of COVID-19, Dr. Willis commented that "all of higher education has to innovate by pushing the borders and fringes of what's possible." Face-to-face delivery is essential for effective residency. "Building and maintaining relationships is key," states Willis. "At some point, the world breaks us. There are those who are stronger in broken places and we must grow through what we go through" (personal communication, July 13, 2020). Dr. Willis may be reached at [kent.willis@winona.edu](mailto:kent.willis@winona.edu).

"Shovels mean nothing until you use them for a purpose. Once you have the tool, you need to know what to do with it." ~ Dr. Kent Willis

*Meet the Faculty*

TRUST THE PROCESS

# IMPORTANCE OF APA FORMATTING

by Lisa Brichacek, MS, EdS

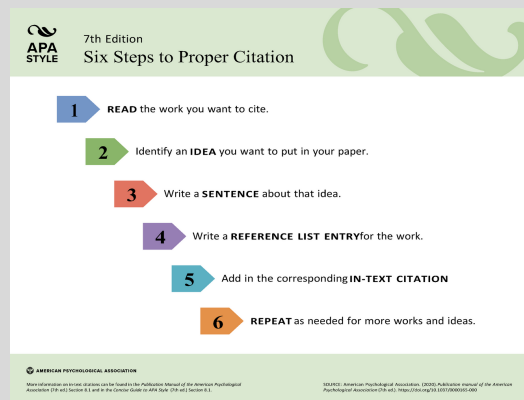
Scholarly writing requires knowledge, skill, and an understanding of the expectations; thus, the Education Doctoral program at Winona State University uses the *Publication Manual of the American Psychological Association, 7th edition* (Publication Manual). Institutions and journals set individual guidelines for style and format (American Psychological Association [APA], 2020). Writing and publication standards appear in manuals for students and professionals (APA, 2020). Peer-reviewed publication in a journal is the standard for scholarly research (APA, 2020). The APA delineates written style and ethical standards for student and professional writing.

Students use the *Publication Manual* for clear, consistent flow, and clarity (APA, 2020). The flow utilizes specific display methods for data, tables, and figures. The guide offers suggestions for grammar and writing improvement. APA expects writing that reduces bias with respect to individual and social identities, deferring to Merriam Webster regarding spelling and gender inclusive pronouns (APA, 2020). Text and data provide ethical protection of participants and data. APA style are “guidelines for ensuring clear, consistent communication and presentation in written works” (APA, 2020, p. 153).

Finally, ethics require credit to authors and researchers. References include an active URL or DOI for easy source access. This newsletter applies APA style throughout, and linked references.

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*.

<https://doi.org/10.1037/0000165-000>



Barbeau, E. (2019). The 7th Edition of APA has Arrived. Easybib. <https://www.easybib.com/guides/the-7th-edition-of-apa-style-has-arrived/>

UPGRADE YOUR WRITING!

# APA7

OCT 2019





**FEATURED  
SPEAKER  
SPOTLIGHT:  
DR. MERIDEE  
TRIMBLE**

*by Shauna Mayer, MA*

Dr. Trimble spoke to Cohort II students about how to be successful in a doctoral program (personal communication, July 6, 2020). She gave several tips and strategies to use while starting the journey. The process is long and full of emotions. Dr. Trimble provided the following tips:

- Be organized-create a task list.
- Don't get behind.
- Read and build relationships with all scholarly books.
- Read and visit books often.
- Learn from feedback on all classmates' work.
- Create a list of information related to the topic of the dissertation.
- Capture ideas as they come to you.
- Make sure you are interested in your dissertation.
- Find articles related to your topic and write them down.
- Find the gaps in research.
- Find themes and categorize them.
- Don't get overwhelmed.



**FEATURED  
SPEAKER  
SPOTLIGHT:  
DR. COLETTE  
HYMAN**

*by Shauna Mayer, MA*

Overcoming barriers that emerge during the doctorate program started the conversation with Dr. Hyman (personal communication, July 8, 2020). There are many ways to manage the barriers if there is a game plan set up before starting the doctoral program. Dr. Hyman talked about the 'why' of the program.

- Write down why you are in a program and keep referring back.
- Set priorities.
- Carve out time for schooling.
- Start the program with great habits.
- Finding passion is critical.
- Collaborate with others, make intentional relationships with faculty and cohort members.
- Engage in conversations will narrow down a dissertation topic.
- Find a way to organize citations.
- Be excited to learn and go through the experience.
- Help each other along the way.

## FEATURED SPEAKER SPOTLIGHT: DR. SARAH PHILLIPS

*by Shauna Mayer, MA*

Dr. Philips came to Cohort II through a Zoom meeting and offered many different ideas to help all students understand how to complete a doctoral degree (personal communication, July 6, 2020). She discussed several topics and provided journey nuggets to help all classmates have a better understanding of what doctoral school is about. Dr. Philips started her conversation talking about how all students and educators are lifelong learners. It is important that even with a doctoral degree, there's always more to learn.

As the process develops in doctoral studies, dissertation topics become prevalent and essential. Dr. Phillips stated that each dissertation topic starts out small, simply by having conversation with someone else. Once those ideas are discussed, looking through research and other dissertations further narrows the topic. It is important to find the gaps of what research is missing. One thing to keep in mind while researching and working on the dissertation is understanding that this dissertation will not change the world. The dissertation enriches the research and knowledge base. When writing the dissertation, make sure to choose words wisely. Finding the most challenging and difficult words only makes the dissertation confusing and hard to understand. At the end of the presentation, Dr. Philips provided Cohort II with journey nuggets to help make it through the doctoral program.



Some of the journey nuggets are:

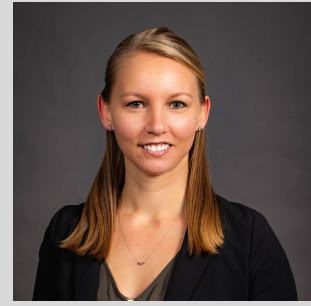
- Learn and respect the process of the program.
- Build relationships.
- Have a support system.
- Create a timeline.
- APA is the bible.
- Use the scholarly library.
- Have a support system.
- Self-care is vital.
- Don't quit.
- Listen to the wisdom of experts who have already completed the process.
- Sacrifice is necessary.

**FEATURED  
SPEAKERS**



**THERESA STOLPA, MA**

Theresa is currently the Director of Student Services in Portage, WI. She did her undergraduate work at the University of Wisconsin-Whitewater where she earned her Special Education Degree in 1990. Theresa spent 18 years teaching Special Education in Wisconsin, Minnesota, Washington, Colorado and Illinois. She spent 5 years as a Behavior Coach and the last 6 years in administration. She received her Master of Arts in Education with a specialization in Educational Administration and Special Education from Edgewood College.



**DANIELLE TAMKE, M.ED, EDS**

Danielle currently serves as the Assistant Director of Assessment in the College of Education at Winona State University. Danielle's educational background consists of a Bachelor's of Science- Early Childhood and Elementary Education from Winona State University, Master's of Education in Professional Development through the University of Wisconsin - Lacrosse, and completion of two education specialist licenses including K-12 Principal and Director of Instruction from Viterbo University. Danielle is passionate about improving teacher preparation and collaboration between higher education and B-12 education providers.

**FALL 2020 COURSE SCHEDULE**

**Cohort II**

Course	Date	Description
EDUO 801: Current Trends and Issues	8/24-10/9	Examines current issues and trends in education that will influence the direction of education
EDUO 806: Introduction to Educational Research	8/24-10/9	Introduction to empirical research and research approaches
EDUO 802: Transforming Education through Educational Technology	10/12-12/10	Provides knowledge on the role technology plays in education
EDUO 807: Action Research	10/12-12/10	Enables learners to explore issues in educational settings and introduce students to methods of research for their own practice

**MEET**

*Cohort II*

# FINDING A SCHOLARLY VOICE

*By Shelley Wolfe, MS, RN, CHSE*

The EdD program at WSU provides a unique opportunity to transition all students into published authors by the end of the first academic residency. Through experiential learning, the instructional team at WSU enhances students' scholarly writing skills with the publication of an e-book. Fellow cohort member Matthew Leisen states, "Publishing early in the program is inspiring and creates excitement to continue cultivating knowledge and contributing to the body of literature" (personal communication, July 9, 2020).

The doctoral process is rigorous and requires students begin identifying as doctoral scholars. Inouye and McAlpine (2019) found developing confidence in the academic field and creating a unique research voice are behaviors associated with forming the new academic identity. The scholarly writing required for the e-book begins the process of instilling a commitment to scholarship and dissemination of knowledge (Dagostino, 2017). Recognizing the rigor of advancing as a scholarly writer, Leisen notes, "Shifting how we articulate our narratives that encompass historical context and incorporation of peer-reviewed literature has been challenging" (personal communication, July 9, 2020). In welcoming the writing challenges associated with transforming into a successful doctoral scholar, students "learn how to communicate within the discipline and position one's work within the larger field" (Inouye & McAlpine, 2019, p.13).

The second cohort's forthcoming e-book, *On Becoming a Doctoral Scholar: Exploring Context, Culture and Expectations*, offers individual student narratives embedded in research on beginning the doctoral journey. Reflecting on the integration of self with the academic requirements of doctoral study, the cohort identifies personal strategies for successfully embarking on the path to Doctor of Education. The e-book will be available online through OpenRiver, WSU's digital repository, at [openriver.winona.edu](http://openriver.winona.edu).

Dagostino, L. (2017). Focusing on generativity, literacy skills, and collaboration to foster developmental relationships with doctoral students. *New England Reading Association Journal*, 52(2), 69-77.

Inouye, K., & McAlpine, L. (2019). Developing academic identity: A review of the literature on doctoral writing and feedback. *International Journal of Doctoral Studies*, 14, 1-31. <https://doi.org/10.28945/4168>

Observation is a qualitative research methodology. Always observe others, including cohort members. ~ Dr. Parker

Meet the Faculty

TRUST THE PROCESS



## SPOTLIGHT: DEJUANNA M. PARKER, PHD

*by Devon Luthens, MSN, RN*

Dr. DeJuanna Parker, an adjunct faculty member for Academic Residency, holds a Bachelor's of Arts in English from Virginia State University, a Master's of Arts in Education from Central Michigan University, and a PhD in Education Management from Hampton University. Currently Dr. Parker is the Director of Student Success for the Office of Diversity, Equity, and Student Success at the Association of American Colleges and Universities. As a 25-year veteran in K-12 education, Dr. Parker works on doctoral student success and advancing research in rural education. Additional areas of expertise include academic affairs and student persistence. When asked to provide one piece of advice for present and future doctoral students, Dr. Parker reflects, "Stay the course. The process is not linear and there will be disappointment and bumps along the way. The journey is like a good novel, if you never finish it, you will never know how it ends" (personal communication, July 10, 2020). You may reach Dr. Parker at [dejuanna.parker@winona.edu](mailto:dejuanna.parker@winona.edu)

## INNOVATION AT WSU: THE DOCTOR OF EDUCATION PROGRAM

*by Scott Fillman, MLS, PSM*

The College of Education at WSU recently introduced an innovative EdD program that is completed primarily in a virtual environment. WSU is at the forefront of doctoral degree programming, hosting the only accelerated EdD program in the Minnesota State Colleges and Universities system. The EdD program does not require a Graduate Readiness Exam (GRE) for admission consideration and focuses on applied research to develop valuable, practical skills for education professionals.

More information about the EdD program at WSU can be found at <https://www.winona.edu/doctor-education/>.

Winona State University (n.d.). Doctor of Education – Winona State University. Retrieved July 10, 2020, from <https://www.winona.edu/doctor-education/>



# THE POWER OF INCLUSIVITY AND DIVERSITY: HISTORICAL AND CURRENT CONTEXTS

*by Derrick Chaison, BA, MA, MEd*

Little over a half century ago the Civil Rights Act stimulated a more stabilized diverse student-body extending greater opportunities for women, students of color, and international students (Wilson, 2018). “Historical precedence is important if one is to fully understand the enormity of the task at hand today with respect to adult education and social justice” (Basit and Tomlinson, 2012, pg. 41). Paulsen and Perna (2019) chronologize 50 years of empirical studies within the Higher Education: Handbook of Theory and Research detailing conceptual movements of diversity and inclusion as it relates to academic relationship building.

Four Conceptual Movements of Empirical Research (Paulsen and Perna, 2019):

- Measured the frequency of student interaction across six faculty roles: instructor, educational advisor, career advisor, friend, counselor, and campus citizen
- Detailed the emergence of college retention theories
- Defined student-faculty interactions primarily through contact pacing
- Defined by researchers establishing seemingly divergent sets of behaviors, which includes potentially contrasting points of contact between students and faculty

Awarding and receiving a terminal degree holds immense responsibility of partnership for both institution and student. When educational leaders create and sustain trusting relationships with students, an emergence of broader opportunities towards success favorable to all stakeholders become tangible (Chamberlain, 2005; Hughes & Kwok, 2007). Historical context is necessary when considering future policies and procedures.

Madison (2020) purports to a multicultural view stating, “higher education needs to transform itself to address recent demographic changes.” Inclusivity entails “intersectionalities,” including racial, ethnic, LGBTQIA, and disability groups (Madison, 2020). American Council on Education (2012) contends there is semblance in a “common belief” for universities and colleges across the nation citing diversity as grounding

DIVERSITY  
&  
*Inclusion*

for engaging high-quality education and trust in the institution. Winona State University is a predominantly white university and challenges arise when students of color don't see representations of themselves in the university environment (Dr. Rieko Miyakuni, personal communication, July, 1, 2020). When peers, faculty, and mentors have similar racial and ethnic backgrounds, students of color feel less isolation and build a sense of community (Shavers & Moore, 2014).

Basit, T. N., & Tomlinson, S. (2012). *Social inclusion and higher education*. Policy Press.

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic, 40*(4), 195-211.

Hughes, J., & Kwok, O. M. (2007). Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades. *Journal of Educational Psychology, 99*(1), 39.

Madison, Maria (2020). Setting a Higher Bar for Multicultural Inclusion in Higher Education. HigherEducationToday a Blog by ACE <https://www.higheredtoday.org/2020/05/20/setting-higher-bar/>

Paulsen, M. B., & Perna, L. W. (Eds.). (2019). *Higher education: Handbook of theory and research* (Vol. 34). Springer.

Shavers, M. & Moore, J. (2014). Black female voices: Self-presentation strategies in doctoral programs at predominately white institutions. *Journal of College Student Development, 55*(4), 391-407. <https://doi.org/10.1353/csd.2014.0040>

Wilson, John S. (2018) Campus & Community - An update on Harvard's diversity, inclusion efforts. *The Harvard Gazette*. <https://news.harvard.edu/gazette/story/2018/10/an-update-on-harvards-diversity-and-inclusion-efforts/>

### **Winona State University - Commitment to Inclusive Excellence**

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. For information on relevant campus resources, please visit <http://www.winona.edu/diversity/estatement.asp>

# WINONA MASK POLICIES

by Lisa Brichacek, MS, EdS

Winona Daily News reports that the city of Winona recently united with other cities and institutions to require face coverings for public spaces (Mergen, 2020). Face coverings may be homemade but must cover both the nose and mouth. The city provides masks for people who need them. #WearOneforWinona offers prizes to encourage people to wear cloth face coverings and share their photos with reasons on social media (City of Winona, 2020). Effective July 13, indoor guidelines for WSU require face coverings unless the person remains alone (personal communication, WSU-announce, July 11, 2020). Outdoor settings require face coverings when not physically distant from others and apply to all university properties. People must possess a face cover at all times. Local establishments should consider noncompliance as trespassing and ask individuals to leave; license revocation may occur for lack of enforcement (Mergen, 2020). The city recommends handwashing, social distancing, sanitizing surfaces, and avoiding large and indoor groups (City of Winona, 2020). For more information, see <https://www.winona.edu/emergency/health-alert.asp> or <https://www.cityofwinona.com/maskorder>

City of Winona. (2020, July 13). *City launches wear one for Winona mask campaign.* <https://www.cityofwinona.com/2020/06/wearoneforwinona/>

Mergen, R. (2020, July 8). Winona residents, visitors required to wear masks inside while in public starting Friday. *Winona Daily News.* [https://www.winonadailynews.com/news/local/winona-residents-visitors-required-to-wear-masks-inside-while-in-public-starting-friday/article\\_63c8b831-4340-57ee-8ba3-f8e167d76222.html](https://www.winonadailynews.com/news/local/winona-residents-visitors-required-to-wear-masks-inside-while-in-public-starting-friday/article_63c8b831-4340-57ee-8ba3-f8e167d76222.html)



The poster features a central yellow background with a blue and white striped mask being held up by two hands. Below this, the text 'CITY OF WINONA MASK ORDER' is written in bold black letters. Underneath, a blue section contains the heading 'Masks in indoor public spaces are required.' followed by a list of five bullet points with checkmarks. The poster is surrounded by illustrations of diverse people wearing various types of face coverings, including surgical masks, cloth masks, and head coverings. At the bottom right, the City of Winona logo is visible.

**CITY OF WINONA  
MASK ORDER**

**Masks in indoor public spaces are required.**

- ✓ Put on and secure your mask before entering
- ✓ Masks can be removed at bars/restaurants once you're seated
- ✓ Children, and those with disabilities or dementia, may not wear masks if they cause distress/harm
- ✓ Those with legitimate medical issues are asked to use their own judgment
- ✓ Intentional disregard of this order may result in you being asked to leave and/or the police called

Questions? 507-457-8234 or [cityofwinona.com/maskorder](https://www.cityofwinona.com/maskorder)

**CITY OF WINONA**  
MINNESOTA

## TEACHING, LEARNING, & TECHNOLOGY SERVICES

by Scott Fillman, MLS, PSM

WSU provides doctoral students access to Teaching, Learning & Technology (TLT) resources. During the summer residency, the TLT team conducts technology training and provides online resources for EdD cohort members. Technology training topics include online productivity tools, digital citizenship, and research tools.

Cohort II would like to give a sincere thank you to Dr. Ken Graetz, Dr. Chad Kjorlien, and Dr. Norb Thomes from TLT for providing valuable instruction during the 2020 Summer Residency.

More information about Teaching, Learning & Technology Services can be found at <https://learn.winona.edu/TLT>.

Winona State University (n.d.). TLT - WSU Technology Knowledge Base. Retrieved July 10, 2020, from <https://learn.winona.edu/TLT>

## LESSONS FROM A LIBRARIAN

by Danielle Tamke MEd, EdS

Winona State University's Darrell Krueger Library provides over 475,000 print and e-volumes, as well as access to over 100 databases for students, staff, and faculty. It houses over 120,000 government resources in various formats with eight academic librarians ready to assist (Winona State University, n.d.). With a positive correlation between GPA and library use of undergraduate and graduate students (Allison, 2015), WSU EdD students take full use of library resources. Kendall Larson, Digital Collections and Initiatives Librarian at Krueger Library, serves as liaison for the EdD program. Through information sessions during Academic Residency, Larson provides invaluable knowledge to doctoral students on accessing library resources both online and on-campus. Doctoral students gain understanding of search methods and the various types of sources typically used for academic research. Following Larson's instruction, Cohort II doctoral students begin to gather research within their interest and professional areas with the support of Larson for the entirety of the program. Cohort II thanks Kendall Larson for her guidance and expertise throughout the doctoral journey.

Allison, D.(2015). Measuring the academic impact of libraries. *John Hopkins University Press, 15(1)*, 29-40. <https://doi.org/10.1353/pla.2015.0001>

Winona State University. (n.d.)About Darrell W. Krueger Library. Retrieved July 13, 2020, from <https://winona.edu/library/about/>





## PRIORITIZING THE PROGRAM

*by Scott Fillman, MLS, PSM*

Deciding to engage in doctoral study is a major life decision. Research, often requiring dedication and endurance, is at the core of doctoral studies. Here are some ideas for making WSU's EdD program a top priority.

- Talk to friends and family about the commitment to doctoral study.
- Avoid volunteering for additional responsibilities at work that require significant time outside of normal office hours.
- Remember to keep course schedules and course workload in mind.
- Don't allow the feeling of missing out on social activities grow into a distraction.
- Don't forget to set aside time for self-care and quality time with loved ones.
- Make sure to take time for proper nourishment.

Planning to make doctoral scholarship a top priority is an individual choice and each person's plan will be unique. Considering some of the tips outlined above may provide some valuable insight for planning and setting central focus on the EdD program.

## KNOW YOUR WHY

*by Theresa Stolpa, MA*

The academic residency is designed to prepare doctoral students to do the scholar's work by exposing students to shared lived experiences and knowledge from professors. At the first cohort meeting, Dr. Willis shared a golden nugget, which is to know your why for completing the doctoral program (Willis, personal communication June 15, 2020). Former students shared doctoral experiences, including challenges and lessons learned. Each student circled back to including knowing your why or purpose. Leadership expert, Simon Sinek, refers to the why as the "golden circle" (Sinek, 2010). In an independent event, he said, "People don't buy what you do; they buy why you do it." (Sinek, 2010). No one follows a product; people follow leaders. In the doctoral journey, the product is the dissertation, and the why is what inspires. There are numerous challenges and obstacles on the doctoral journey, understanding the why or purpose is the fuel that moves you forward.

Sinek, S. (2010, May). How great leaders inspire action [Video]. YouTube. <https://www.youtube.com/watch?v=qp0HIF3SfI4>

**GOLDEN**  
*Nuggets*





# GOLDEN *Nuggets*



## FREE ONLINE EDUCATIONAL RESOURCES

<https://creativecommons.org/>

<https://www.khanacademy.org/>

<https://sharemylesson.com/>

<https://study.com/>

<https://www.youtube.com/>

<https://www.edutopia.org/>

<https://www.ted.com/topics/education>

<https://www.oercommons.org/>

<https://www.edutopia.org/open-educational-resources-guide>

<https://www.iste.org/explore/In-the-classroom/5-open-educational-resources-to-try?articleid=934>

## GOLDEN NUGGETS FROM EDD FACULTY

- Doctoral students are transitioning from a consumer to a producer. Each student is learning skills of inquiry.
- “Where you struggle is where you learn.” Dr. Kent Willis
- Be clear and concise.
- Say what you say and mean what you say. Limit the number of big words in assignments.
- Adjust writing styles to active voice.
- Observation is a qualitative research methodology. Always observe others, including cohort members.
- The doctoral process is iterative.
- Improvement can always be made.
- There are no shortcuts.
- Trust the process.
- Use time management strategies.
- Take one thing at a time.
- Stay organized.
- Take time for yourself.
- Be teachable.
- Be open to learning.
- Stay structured.
- Do not be hung up on grades, but instead learn.
- Be patient.



# THE COHORT MODEL

by Shelley Wolfe, MS, RN, CHSE

Doctoral cohorts allow students to move through an academic program together (Santicola, 2013) and provide students a collective identity (Berry, 2017). Embracing the intentionality of the WSU doctoral cohort model allows students to make lifelong connections. While family and friends provide love and support, no person better understands the highs and lows of doctoral study than fellow cohort members. While the cohort is physically distant from one another, engaging meaningfully through platforms such as Zoom or GroupMe strengthens bonds and provides a foundation for mutual support. The doctoral journey is not a solo endeavor – cohort encouragement aids in crossing the finish line.

Berry, S. (2017). Student support networks in online doctoral programs: Exploring nested communities. *International Journal of Doctoral Studies*, 12, 33-48. <https://www.informingscience.org/Publications/3676>

Santicola, L. (2013). Pressing on: Persistence through a doctoral cohort program in education. *Contemporary Issues in Education Research*, 6(2), 253-263.

## Cohort II - 2020



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# GOLDEN Nuggets

