Greetings Doctoral Students:

We hope you have had a productive and successful Spring 2015 academic quarter! The EdD Newsletter offers essential information about doctoral program logistics, job opportunities, events, and much more. It is one of the primary vehicles for sharing important information about the EdD program, so it is imperative that you read it and save it for future reference.

The EdD Office continues to offer programming to support students’ doctoral interests and needs. On March 2, the EdD Office hosted a brown bag lecture led by Dr. Darrick Tovar-Murray, entitled, “A Proposed Quantitative Analysis of the Conceptual Development of Race-Related Invisibility.” A special thanks is in order for Dr. Tovar-Murray and his graduate students Taylor Manning and Jan Gaetjens, who provided a truly insightful talk. In addition, the EdD Program offered two weekly writing group meetings, on Wednesdays at 3:45 pm and Sundays at 1:00 pm. These are excellent opportunities to get feedback on your class papers or presentations, candidacy and dissertation work, or submissions to conferences or journals. Be sure to contact the EdD office if you wish to join a summer writing group.

Last, but certainly not least, the Education Doctoral Student Association (EDSA) hosted its annual conference on May 16. Thanks to our EdD Program graduates, COE faculty and keynote speaker William Ayers, EdD Program Assistant D.J. Marty, and EDSA officers Vanessa Hein, Tramell Henderson, Hiba Zakai and Melissa Bradford for their hard work in organizing and executing this annual conference.

Below are a few essential reminders:

- It is extremely important to meet with the EdD Academic Advisor Brandon Washington frequently to ensure proper course selection and degree progress. Please remember that it is your responsibility to monitor your degree progress, so contact Brandon to make an appointment at bwashin3@depaul.edu or 773-325-7495 if you have not already done so.
- Remember to submit dissertation committee, candidacy, and dissertation proposal forms to the EdD Office as you accomplish these milestones. This is how the office keeps track of your progress toward dissertation completion.
- If you have finished coursework, you are expected to submit a Student in Good Standing form to your advisor each quarter so you can register for CS/A&S 700. If you fail to register for three quarters in a row, your status will change to inactive and you will be required to apply for readmission to the program.
- Remember, the most current EdD handbook is online. Please consult the document for course offerings, course sequence charts, and more.

Please make sure to notify The EdD Office if you change your email or would like the newsletter sent to a different email address. We also encourage you to share positive program and professional experiences, information, job announcements and resources so that we can include them in the newsletter. We’re here to help, so if you have any questions please contact D.J. Marty at dmarty@depaul.edu, or Melissa Bradford at mbradfo5@depaul.edu. Please also feel free to contact your EdD Program Directors: Dr. Joby Gardner for Curriculum Studies, jgardne3@depaul.edu; Dr. Gayle Mindes for Early Childhood Education, gmindes@depaul.edu; or Fr. Tony Dosen for Education Leadership, adosen@depaul.edu. You are also welcome to contact me at ssoltero@depaul.edu.

We wish you a successful end to the quarter!

Best Regards,

Sonia Soltero, PhD
Chair, Department of Leadership, Language and Curriculum
Each program concentration in the EDD program requires one 4-quarter hour elective. Any doctoral course (700 or above) not fulfilling another requirement can serve as an elective. Additionally, the following courses are approved as EDD electives and are being offered in Fall 2015:

CS 588  Independent Study in Curriculum Studies
A&S 598  Independent Study in Educational Leadership
BBE 406  Sociocultural and Historical Perspectives in Bilingual Education

2015-16 Doctoral Class Offerings

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BBE 466  First and Second Language Acquisition

Note: The following doctoral level class is being offered this spring and can serve as an elective. Other options need to be approved by the EdD Program.

ECE 704  Seminar in Research in Child Development

The focus of the seminar is to introduce the doctoral students to major research questions and issues in child development. The doctoral students will lead discussions on the most current and seminal research in the field of child development. In addition, the students will participate in analyses of existing US Policies in regards to child development. The seminar will have the following objectives: 1) Examination, analysis, and evaluation of the seminal and contemporary research and research methodologies in child development. 2) Examination and analysis of major theories of child development through a study of the original literature. 3) Examination and analysis of contemporary issues regarding maternal health and early development. 4) Examination, analysis, and evaluation of US policy approaches to maternal health and early child development and education.
Congratulations to our 2014-15 EdD Program Graduates!

Julia Alice Devaud  
An Ethnography of Voice(s) in the Schoolhouse: Making Sense of Girl World

Judith M. McCann Floeter  
Securing the Blessings - Cultivating Active Citizens: Public School Principals' Perceptions of How They Nurture a Democratic Way of Life

Ann Marie Frkovich  
少壯不努力, 老大徒傷悲 (A Young Idler, An Old Beggar): Chinese Nationals in US Classrooms and the Pedagogical Significance of Globalization

Eduardo Garza  
Latinos and Resiliency: A Sociocultural Framework for Exploring Cultural Identity Formation and Behavior among Resilient Latino Students

Jill M. Hollembeak  
Feminine Voice, Masculine Space: Understanding How Passion for Sport Emerges in Female College Student-Athletes

Susan M. Lueders  
Exploring the Use of Teaching Strategies to Impact the Academic and Social Challenges Faced by First-Generation College Students

Dorothy Kuscevich Osowski  
Use of a Human Patient Simulator in a Baccalaureate Degree Nursing Program: The Effect on Critical Thinking and Self-Efficacy in First Year Nursing Students

Daniel Hasso Shashe  
Migration and Parent Involvement: Ethiopian Immigrants in Chicago

David Thieman  
Middle School Superintendents' Perspectives on Financial and Non-Financial Incentives on Teacher Retention

Suzanne Velasquez-Sheehy  
The Impact of Mental Contrasting and Implementation Intentions on Academic Performance

Sr. Eugenia Lucas Wandela  
Tanzania Post-Colonial Educational System and Perspectives on Secondary Education Pedagogy and Curriculum: A Qualitative Study

Vincent Wiggins  
Instructional Technology and Self-Directed Learning For Community College Students' Academic Success
A Very Special Thank You: Melissa Bradford

It is with big smiles and heavy hearts that we say goodbye in a professional capacity to long-time EdD Program Graduate Assistant Melissa Bradford. Though Melissa will continue to impress us with her work as a doctoral student, we will miss seeing her in the office everyday as her time as the program’s GA comes to an end.

Melissa started as the EdD Graduate Assistant two years ago and has been a crucial part of the program’s operations and successes. In conjunction with her fellow EDSA officers, Melissa has worked tirelessly to plan the annual EDSA Conference, the Brown Bag Lectures, and the EdD Writing Group sessions that have become staples of our program. In addition to this work, Melissa has largely been responsible for the day-to-day operations of the EdD Program Office.

Melissa will return to her teaching responsibilities at Joliet Junior College and at the school she founded, Tallgrass Sudbury School. Additionally, she will be advancing her dissertation research as one of the 2015 ikeda Fellows, a competitive international fellowship that she recently won! She hopes to stay in touch through her participation in events sponsored by DePaul’s EdD program and the Institute for Daisaku Ikeda Studies as her schedule permits.

Although we will miss seeing you around the College of Education as frequently as we do, we wish you nothing but the best!

From the Desk of the EdD Program Advisor

Hello EDD Students!

Please feel free to make an appointment with me to discuss your EDD program and planning. As your Academic Advisor I typically suggest meeting with students once a quarter to make sure you are on track with the course sequence for your program or next steps with your dissertation.

An academic advising appointment can help with logistical questions about your courses and what forms you may need to complete your dissertation process. We can also discuss the difference between your Faculty Advisor and your Dissertation Chair as well of the roles of both positions. Typically my times for office hours are 10-1pm and 2-4:30pm but I am available for some evening appointments upon request.

If you have questions in the meantime feel free to email, bwashin3@depaul.edu, or call me with your inquiries, 773-325-7495.
Close to 50 DePaul education doctoral students, graduates and professors gathered this past Saturday to discuss the doctoral journey and strategies for success at the annual EDSA conference. Seven EdD program alumni joined COE professors Mata, Chennault, Lee, and Hansra on four different panels, sharing advice on beginning the research journey, completing the dissertation, and using the doctoral degree as a launching pad for a variety of career paths. In the keynote talk, UIC distinguished professor and university scholar (retired) and DePaul adjunct professor William Ayers defined research as “a search to discover meaning for actors in situations,” and asked us to consider whose meaning we are after and how we might get close to that meaning. He encouraged us to conceptualize the typical five chapters of a dissertation as 1) turning toward the phenomenon, 2) the conversation underway, 3) what I’m going to do – “the [my name here] method and how it draws on intellectual histories,” 4) this is what I did and saw, and 5) what I think about the journey I have undergone, drawing on my findings while not chained to them.

New to this year’s conference were poetry recitations as well as a powerful and inspiring vocal performance of “Everything Must Change” by first year EdD student and professional jazz and gospel singer Tecora Rogers Harper. Four EdD students at various stages of the EdD process presented their own research inquiries, EDSA officers Vanessa Hein and Tramell Henderson provided opening and closing words, respectively, and EdD Program Assistant D.J. Marty and EdD Graduate Assistant Melissa Bradford ensured that the event flowed smoothly. Feedback on the conference was overwhelmingly positive, and we’d like to thank everyone in the College of Education who supported this event.
I felt like an impressionable rookie as I entered the Magnificent Mile Marriott to attend my first ever session at AERA on Thursday, April 16. Everyone I talked to about this year’s conference commented on its immense size; it spanned five huge downtown hotels and had an official AERA head count of 15,750 registered participants, which was the third highest turnout in the 99-year history of the American Educational Research Association.

Visiting DePaul professor Bill Ayers, who was honored in an entertaining panel called “Diving In: Bill Ayers and the Art of Writing into the Contradiction,” summed up the colossal conference in two words: “chaos and opportunity.” He said the experience reminded him of “the apocryphal story of the blind men describing an elephant—each experiences a different creature because none can see the whole.” There truly was something for everyone; I went to 12 wonderfully diverse sessions on gender and LGBTQ issues, prison education and the school-to-prison pipeline, youth participatory action research, teaching as “soul work,” and Professor Jason Goulah and doctoral student Melissa Bradford’s session on Ikeda, Makiguchi, and Soka pedagogy.

Karime Asaf, a CPS principal in her last quarter of the Educational Leadership program, heard some compelling papers on fighting anti-intellectualism by tuning in to one of the 15 free live-streamed sessions that AERA offered this year. Live streaming provides a great opportunity to sample sessions virtually for people who lack time or resources—or for agoraphobes.

For Professor Karen Monkman, whose “broader field is mostly missing at AERA,” the conference is a means to network and hear papers by big names and other researchers “in order to get a sense of the discourse on a [particular] topic.” Third year doctoral student Dennis Gregory was impressed with the “efficient organization of the conference” but would have liked to see more presenters hand out copies of their papers to give him a better chance “to critically respond.”

I learned from Dr. Monkman that the “Triennial Travesties,” a comedy show performed by educational researchers every three years, will be on the program for AERA’s 2016 Annual Meeting, which will be held April 8–12 in Washington, DC. According to the Travesties’ Call for Proposals, the acts will celebrate the 100th anniversary of AERA with the theme “Making light-hearted fun of a century of educational research and researchers!” I hope to see many of you there amidst the cherry blossoms and presidential election year fervor—if we can find each other in the chaos.

Congratulations to EdD Program students, graduates and faculty who presented at the 2015 Annual Meeting, “Toward Justice, Culture, Language, and Heritage in Education Research and Praxis.”

Melissa Bradford
Teachers’ Experience of Value-Creating Pedagogy: A Phenomenological Study; Seeking Dewey’s Hope in the 21st Century (John Dewey Society panel)

Enora Brown
Democratic Education, Teaching “Our Own” and “Other People’s” Children: Teacher Identity-Integrity, Reflexivity, Critical Pedagogy

Ann Frkovich

Joseph Gardner
Reversing the School-to-Prison Pipeline: Detention to Education on Chicago’s Southwest Side

Jason Goulah
Cultivating Chrysanthemums: Dewey, Makiguchi, Ikeda,
Summer Writing Opportunities and Book Discussion

Want to keep your momentum over the summer? Here are some opportunities.

We have a Summer Writing Weekend Friday, June 19—Saturday, June 20. Reserve a dorm room in Clifton-Fullerton Hall for $65 (a $50 reduction) and spend your Friday and Saturday writing. Space is limited to the first 12 people so make your reservation ASAP. The last day to register is Monday, June 8.

A Philosophy of Education summer book discussion group is being planned. We will use Nel Nodding’s *Philosophy of Education* book as our guide to topics and expand the readings as we go along. Day and time will be determined by those who RSVP. Email Melissa if interested: mbradfo5@depaul.edu.

Finally, we have at least one writing group confirmed for the summer, Tuesdays from 3:00—4:30 PM with the UCWbL staff. Two other possible times being considered are Tuesdays from 5:30—7 PM and Sunday afternoons. If you would like to join a writing group, let us know which time(s) work for you and we will get them scheduled.

Why join a writing group? Many EdD graduates have told us that the difference between those who complete their doctorate and those who stay ABD is belonging to a writing group. If you are hesitant to join, here are a few tips:

- Don’t let fear of sharing your writing stop you. The atmosphere is collegial. We all understand the first draft is rough!
- Don’t think it will be a waste of time because you spend your time listening to others’ work. We put together a long term schedule, time is managed well, and everyone makes significant progress by working together.
- Don’t think you don’t need it because you already know how to write. Academic writing is its own animal, and even faculty members use writing groups, writing partners, and the Writing Center because it’s so helpful.

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AERA (continued)

*and Dialogue as Growth; Daisaku Ikeda, Jacques Ranciere, and Human Education for Justice and Relational Growth*

**Ravi Hansra**
*Cultivating Positive Teacher Identities: Using Phenomenological Variant of Ecological Systems Theory to Mentor Deeply Reflective Practitioners*

**Jennifer Mata**
*What Do Early Childhood Preservice Teachers Know and Need to Know About Working With English Language Learners?*

**Karen Monkman**
*Teaching for Social Justice: Exploring the Perspectives of Preservice Teachers Through Participatory Video*

**Amira Proweller**
*The Experience of Becoming: Emerging Youth Leaders in a Civic Leadership Program*

**Anita Ram Thawani**
*Looking for a Solution: Social Justice Education and Its Impact on Adolescent Empowerment*

**Anne-Bernadette Weiner**
*“They Won’t Let Their Wives Speak with You”: An Ethnographic Study Exploring Gender, Immigration, and Family-School Partnerships*

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Ashley Suarez, Rakeisha Harris, and Isuhjon Celmens, students at Peace and Education Coalition High School, CPS, share their participatory action research in Dr. Gardner’s AERA presidential session.
We are required to submit our dissertations to ProQuest once they are approved, have gone through a format review, and all revisions recommended by your committee have been made. What is ProQuest, and how do we access it?

ProQuest serves students, scholars, professionals and libraries by providing digital access to 6 billion pages of information spanning six centuries, from historical archives to journals to dissertations. According to their website, www.proquest.com, “Graduates the world over submit dissertations and theses to ProQuest and access the world’s trusted repository for graduate research ProQuest Dissertations & Theses Global. In addition, researchers can cross-search this content with curated collections of scholarly journals, ebooks, news content, reports, working papers and more — across disciplines.”

Whether you are looking to access dissertations from DePaul’s EdD Program or dissertations that relate to your line of inquiry, the process is easy! From DePaul’s website, select Library. Next, choose A-Z Databases. Scroll down to Dissertation & Theses Full Text under the “D” section and voila! Use the search box to find what you need.

Once you are ready to publish your dissertation, contact D.J. Marty in the EdD Program Office for further information, eddprogram@depaul.edu.

What is ProQuest?

Staff Profile: Brandon Washington

Reprinted from the Spring 2015 Learning, Language and Curriculum newsletter

Brandon Washington is an academic advisor for DePaul University’s College of Education. A Chicago native, Washington moved to Peoria, Illinois to study communications and later earned a degree in Social Work. Upon completing his degree, Washington relocated back to Chicago where he began working in higher education. While employed at St. Xavier University, Washington completed his master’s degree in Curriculum Studies. Washington was drawn to DePaul because of its social justice mission.

His first role at DePaul was in the Graduate Admissions department, specifically through the College of Education (COE). Brandon smoothly transitioned into the advising role since he had already learned about COE graduate level coursework and requirements while working in Graduate Admissions. He advises the following doctoral and master’s level programs: Doctoral Program (Ed.D.), Graduate Bilingual-Bicultural Education, Graduate Curriculum Studies, Graduate Educational Leadership, and Graduate Social & Cultural Foundations in Education. Washington believes these programs suit both the professional and educational lifestyles of individuals by providing a variety of resources and online courses.

As an academic advisor, Washington attributes his success to building connections with students and his keen eye to details. Washington states, “The best part about being an advisor is building relationships with students. That’s what really draws me into higher education rather than working in the corporate world.” Since life gets quite busy, he encourages his students to schedule regular meetings with him so that they feel more secure in their coursework progress and program requirements.

He states, “I encourage students to come in and meet whether they want to discuss specific coursework or talk through scenarios that they may not get from a faculty perspective. I always try to ask students how they feel about their classes and get their opinions so that I can share them with other students.”

As a Chicagoan, Washington prides himself on being an “extreme explorer” of the city. When he is not dining out with friends, Washington strives to collect more stamps on his passport. He recently returned from an unforgettable trip to Cuba.
Dr. Jeffrey Kuzmic, Associate Professor of Curriculum Studies, has been educating DePaul University students for the past two decades. He completed his undergraduate studies in secondary education at Purdue University. His career in education began teaching middle and high school, and during this time, he also pursued a master’s degree from Indiana University in Comparative Education. Like many teachers, he had questions about teaching styles and management methods, and this curiosity led him to earn his Ph.D. in Curriculum Inquiry from Indiana University. It was during this time that he discovered that understanding the questions was equally as important as finding the answers.

One of Dr. Kuzmic’s research topics of interest is Gender, Teaching, and Education, in which he studies gender issues and democracy in education. The purpose of his research is to see how different factors may impact an individual’s philosophy of teaching and his/her professional identity. It was not until Dr. Kuzmic accepted a faculty position at the University of Delaware, where he taught Social Studies Methods for elementary education candidates, that his doctoral research became applicable to his own teaching. Before, he explains, he “never thought about the [gender and democracy] issues and their relation to his roles as a researcher and teacher.” He incrementally piloted a Gender, Teaching, and Education study with his Social Studies Methods classes by attempting to engage students to think about how their gender impacts their teaching and educational system. This research topic pushed him to study multiple outside forces that influence schools including demographic factors such as race and class.

Dr. Kuzmic teaches a variety of graduate courses at both the master’s and doctoral levels, including The History of Curriculum Practice and Curriculum Discourses/Perspectives Over Time. As a scholar/researcher and teacher, his teaching roots serve as a foundation for both his research and teaching. For example, his coursework draws on his own K-12 teaching experience, questions, and uncertainties acquired as a basis for helping students in similar situations. He states, “My roots in the K-12 classroom are what give meaning to my work as a university educator. My teaching influences the way I think about my scholarship and research.”

As a faculty member in the Ed.D. program, Dr. Kuzmic motivates students to better understand their professional identity, their scholarly responsibilities in education, and how these can influence wider society. He believes that a foundational aspect of the doctoral program for faculty is to assist practitioners in developing the skills needed to engage the world around them, specifically in their own research and scholarship. He states, “I learn as much from them as I hope they learn from me, which is at the heart of what it means to be part of a teaching and learning dynamic”.

At the department level, Dr. Kuzmic and colleague Dr. Joseph Gardner work to develop new programs that correspond with educational trends at the state and national levels. In collaboration with the Educational Leadership program, Dr. Kuzmic and Dr. Gardner developed and piloted the Teacher Leader endorsement. Dr. Kuzmic believes the endorsement pushes practitioners to think differently about their roles both in the classroom and within their schools.

Dr. Kuzmic is also influenced by living in Chicago and he sees the city’s wonders through a professional and personal lens. He believes the city impacts both his students’ and his own understanding of educational issues. In his free time, he enjoys attending jazz concerts throughout the city and collecting vinyl records. In addition, he has long enjoyed the art of carpentry.
More EDSA Conference Photos
DePaul University’s Education Doctoral Program

The doctoral program in education at DePaul University, founded in 1998, develops educators who:

- Support diversity
- Promote positive transformation
- Integrate inquiry, theory, and practice
- Consider multiple perspectives
- Exhibit Vincentian personalism
- Function as life-long learners

DePaul’s EdD Program trains its students to become urban professional multicultural educators, who bring knowledge and understanding, skills, dispositions, appropriate attitudes, and above all, judgment to their roles as educators. For teachers, school counselors, and educational leaders, exercising good judgment involves not just knowledge of teaching, learning, and of subject matter content, but also understanding the social and cultural contexts in which teaching and learning take place and the role of education in the lives of individuals and in society. It also entails a solid knowledge base of ever-changing methodologies, technologies and resources.

There are three concentrations within the EdD Program: Curriculum Studies, Early Childhood Education, and Education Leadership. Each regards a different aspect of the field of education, but all from the viewpoint of the urban professional multicultural educator.

Part of the College of Education, the EdD Program is located at DePaul’s Lincoln Park Campus. The College of Education currently serves about 2,300 students, preparing educators at both the graduate and undergraduate levels in a variety of programs.

Stay Connected with the EdD Program!

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Web: http://education.depaul.edu/Programs/Departments/DoctoralProgram.asp

Join our LinkedIn Group
Follow the EDD Program Blog
www.depauledd.wordpress.com
Double Demon Finds Commonality in Diversity

“In work, you have to connect to the thing you’re passionate about. For me, it’s helping people fulfill their dreams.”

–John H. Dozier, chief diversity officer and director of community engagement, University of South Carolina

For John H. Dozier (MBA ’02, EdD ’11), diversity in higher education is about more than demographics. “It’s about creating an environment where all people feel that their contributions can be respected and honored,” says Dozier, the first-ever chief diversity officer and director of community engagement at the University of South Carolina in Columbia. Dozier helps define strategies to promote ethnicity, race, gender and religious inclusivity on and off campus, a role he clearly embraces as a way to put the Vincentian values he experienced at DePaul into practice.

Dozier, however, has long been working to help individuals realize their potential regardless of their circumstances. He spent 10 years with the City Colleges of Chicago serving a population that includes disadvantaged students as vice president of academic affairs and student services, vice chancellor and chief information officer and, ultimately, as president of Kennedy-King College. The student profile at the University of South Carolina is different from that of the City Colleges, but Dozier sees parallels between the two.

“It may be that students who come to these institutions have different pathways to achieving their goals. The thing that is similar is that everyone comes looking for an opportunity to better themselves,” he says. “In work, you have to connect to the thing you’re passionate about. For me, it’s helping people fulfill their dreams.”

Dozier, who was born and raised in South Carolina, was drawn back to the area because of family ties, giving him a special stake in advancing the community engagement side of his job. “It’s not about a single program or a specific service-learning opportunity—it’s about all of the opportunities we provide to our students, faculty and staff to engage with the community outside of the classroom,” says Dozier.

Dozier has made such a mark on the local landscape that he was recognized as one of the area’s 50 Most Influential People of 2013 by Columbia Business Monthly. His outside activities include serving on the boards of the preservation organization Historic Columbia and the EdVenture Children’s Museum, as well as on a local school improvement council. In addition, he and his wife, Victoria Paul-Dozier, cofounded The Language Buzz, a world language-learning center in Columbia that promotes partial-immersion experiences in Spanish, French and Mandarin.

DePaul has played an important part in Dozier’s journey of accomplishment. After earning his MBA from DePaul and working his way up within the City Colleges of Chicago, he was drawn back to DePaul to pursue a doctorate in education because of “a ribbon of social justice education and urban education throughout its curriculum. It really connected with me because there was perfect alignment with what I valued in my work and what was being offered through the program at DePaul,” he says.

“I could go on and on about the folks in the College of Education,” he continues. “They all provided such engaging opportunities for students to consider and then reconsider the communities we were serving. It was not just theoretical, but also practical.”

In expressing his life philosophy, Dozier reflects, “My passion for engaging in the community and my commitment to the Vincentian values of community engagement extend well beyond just my role at the university—it’s really a lifestyle.”

By Jennifer Leopoldt

Photo credit: Kim Truett, The University of South Carolina