

Curriculum Vitae

DONN WEINHOLTZ

Professor and Director
Doctoral Program of Educational Leadership
College of Education, Nursing and Health Professions
University of Hartford
West Hartford, CT. 06117
TEL: (860) 768-4186
FAX: (860) 768-4329
E-Mail: Weinholtz@hartford.edu

BIOGRAPHICAL INFORMATION

Date and Place of Birth: October 1, 1949, Philadelphia, PA
Marriage: December 30, 1972 to
Diane Thistle Weinholtz
Children: Two sons, one daughter.

EDUCATION

1981 Ph.D. (Adult & Higher Education) University of North Carolina
Chapel Hill, NC
1973 M.Ed. (Social Studies Education) Shippensburg State College
Shippensburg, PA
1971 B.A. (History) Dickinson College
Carlisle, PA

PROFESSIONAL EXPERIENCE

July 1998 – Present: Full Professor (tenured) & Director (since Dec. 2009): Doctoral Program in Educational Leadership, College of Education, Nursing and Health Professions University of Hartford, West Hartford, CT 06117

Primary Responsibilities: Manage a doctoral program with 10 faculty (5 full-time) serving approximately 110 students. Teach research methods and ethics courses and supervise doctoral dissertations. Conduct ongoing research and program evaluations. Provide community service. I also teach an interdisciplinary, undergraduate American Studies course twice per year and an undergraduate Leadership course once per year.

Aug. 1991 – June 1998: Dean of the College and Professor (tenured) College of Education, Nursing and Health Professions, University of Hartford, West Hartford, CT 06117

Primary responsibility: Serve as chief academic and administrative officer for a multidisciplinary college consisting of 3 divisions, 8 nationally accredited programs, 45 faculty, 25 staff and approximately 1,560 students.

Other responsibilities as dean: Executive Director - Educational Main Street The University of Hartford's partnership with Hartford's Annie Fisher Elementary School, Fox Middle School and Weaver High School. EMS includes a 170-student Tutoring Program, Academic Alliances, a Student Transition Program, Hartford's "Say Yes to Education" Program and Curriculum Articulation programs.

Co-chair - Planning and Policy Committee of the University of Hartford Magnet School, a pre-K-5 "magnet" elementary school built on the University of Hartford campus for students from Hartford and surrounding communities. The School features a "Multiple Intelligences" curriculum, and houses an early childhood center, as well as a combined health and family resource center. (Note: The committee obtained over \$20,000,000 in state bond money for this effort.)

Connecticut Liaison to the Coalition of Essential Schools.

Co-Director of the Hartford Urban Education Network, a collaborative partnership involving the Hartford Schools, area institutions of higher education, businesses, community agencies and the State of Connecticut in efforts to initiate reforms within the Hartford Schools, raise graduation rates, and ensure subsequent success for Hartford graduates in higher education.

June 1991– Aug. 1991: Associate Professor (tenured): Section of Medical Education, College of Medicine, East Tennessee State University, Johnson City, TN 37614

Primary responsibilities: Educational consulting, research, grant writing, teaching, and implementing educational innovations for the Office of the Dean.

July 1989 – June 1991: Assistant Professor: Section of Medical Education, College of Medicine, East Tennessee State University, Johnson City, TN 37614

April 1987 - June 1989: Associate Professor (with tenure): College of Education and Consultant: Office of Consultation and Research in Medical Education, University of Iowa, Iowa City, IA

Primary responsibilities: Teaching, research, educational consulting, and coordinating the Health Sciences Education Program in the College of Education.

Oct. 1981 - April 1987: Assistant Professor: College of Education and Consultant: Office of Consultation and Research in Medical Education, University of Iowa, Iowa City, IA

Oct. 1980 - Oct. 1981: Senior Associate: Office of Research in Medical Education, University of Texas Medical Branch, Galveston, Texas.

Primary responsibilities: Research and curriculum evaluation.

1978 -1980: Staff Associate: Office of Medical Studies, University of North Carolina, Chapel Hill, NC. Academic Director: Institute in Health Sciences Teaching - African Health Training Institutions Project, (eight-week project) University of North Carolina, Chapel Hill, NC.

1976-1978: Residence Director: Department of University Housing, University of North Carolina, Chapel Hill, NC.

1974-1976: High School History Teacher: Chapel Hill-Carrboro City Schools, Chapel Hill, NC.

1973-1974: College Field Representative: Harper and Row Publishers, New York, NY.

ACCOMPLISHMENTS AS DOCTORAL PROGRAM DIRECTOR

Facilitated substantial increase in applications and admissions, thereby placing the program on a sound financial footing.

Guided the transition of the program's leadership focus from k-12 to higher education.

ACCOMPLISHMENTS AS COLLEGE DEAN

Managed major enrollment expansion from 660 to 1560 students; including creation of the Physical Therapy Program and Doctoral Program in Educational Leadership.

Guided the dramatic expansion of the college's community involvement via doubling of the size of the local school tutoring program, developing the University Magnet School, collaborating with the Coalition of Essential Schools, creating the Hartford Urban Education Network, and founding the college's Community Advisory Board.

Started the college's first Student Government Association.

Facilitated design and implementation of an innovative, interdisciplinary, capstone course cutting across the undergraduate programs in the college's three divisions.

Coordinated strategic planning and initiated creation of the college bylaws.

Served on University Strategic Planning, Facilities Master Plan and Budget Advisory Teams.

TEACHING EXPERTISE

College Courses in the following areas:

Undergraduate: Post Civil War and Post World War II American Studies; Leadership Studies

Graduate: Quantitative and Qualitative Research Methods; Professional Ethics; Foundations of Higher Education; Instructional Design; Dissertation Supervision.

Teaching Awards

2010 Donald W. Davis All-University Curriculum Award (Given annually at the University of Hartford's graduation for outstanding teaching and overall contributions within the university's undergraduate, general education curriculum.)

RECENT UNIVERSITY SERVICE

2010-Present Member - University Athletics Council

2010-Present Member – University Graduate Council

2010-Present Member of University Educational Technology Committee

2005-2011 University of Hartford Faculty Senate (Currently in third, 3-year term)

2012 -Present

2012– 2013 Chair of Senate Administration Liaison Committee

2011-2012 Chair of Senate Administration Liaison Committee

2007- 2009 Chair of Faculty Senate

2006-2007 Vice-Chair of Senate

Chair: Senate Policies and Procedures Committee

(Coordinates changes to the Faculty Policy Manual)

2005-2006: Secretary of Senate

Chair -Senate Academic Standards Committee

(Coordinates changes to the Manual of Policies and Procedures)

2005-2007: Senate – Deans Joint Committee

(Coordinates changes in the Faculty Policy Manual.)

2005-2007: Senate Executive Committee

2005-2007: University Regents Education Committee

2009- 2010 Member - Provost Search Committee

- 2009-2010** Chair – University Civil Liberties Colloquium Planning Committee
(I recruited and chaired the committee that planned six major campus presentations addressing civil liberties issues.)
- 2006-2009** Member - University of Hartford Board of Regents
- 1999-2002** University of Hartford Faculty Senate (3-year term)
- 2000-2002: Chair -Senate Academic Standards Committee
(Coordinated changes to the University Manual of Policies and Procedures)
- 2000-2002: Senate Executive Committee
- 2000-2002: Senate-Deans Joint Committee
(Coordinated changes in the Faculty Policy Manual.)
- 1999-2002: Senate Development Committee
- 2008- Present** Member of College of Education Nursing and Health Professions Graduate Affairs Committee and Academic Affairs Committee
- 2002-2005** Member of College of Education Nursing and Health Professions Promotion and Tenure Committee. (Chair- 2004-2005)
- 1999-2003** Member of College of Education Nursing and Health Professions Administrator Evaluation Committee (Chair- each year)
- 2001-2002** Chair-University Strategic Planning Sub-committee on Process Improvement and Customer Service
- 2000-2001** Member of Instructional Programs Committee for the New England Association of Schools and Colleges Accreditation Self-Study.

PRINCIPAL ON FUNDED GRANTS

- 2009-2011:** Promoting College Readiness (\$100,000) Two year grant from the Woodrow Wilson National Fellowship Foundation to foster college readiness among students in the University of Hartford High School of Science and Engineering.
- 2009:** Women in Science (\$4,700) Grant from University of Hartford Women’s Educational Leadership Fund to bring Dame Jocelyn Burnell to present and visit at the U of H, University High School of Science and Engineering and Watkinson School campuses.
- 2007-2008:** An Inter-College Peace and Conflict Resolution Studies Major (\$1,500with Sharon Shepela & Mary Lee Morrison.) One year grant to convene college educators in the Hartford region to develop a proposal for a collaboratively offered major. Funded by the Hartford Consortium for Higher Education.

2007: Building Peace: Women Making a Difference (\$7,500- with Sharon Shepela & Mary Lee Morrison.) One day conference funded by University of Hartford Women's Education Leadership Fund.

1994-95: One year grant (\$29,584) from the Hartford Foundation for Public Giving to support the work of the Hartford Urban Education Network's Student Success Corps. Project entitled "Within Our Reach."

1984-86: Weinholtz, D., Everett, G., & Shymansky, J. [\$42,898] Two-year grant from the National Fund for Medical Education, entitled "A Project to Improve Attending Physician Teaching."

1984: Weinholtz, D. [\$1,372] Grant from Iowa Measurement Research Foundation to purchase portable computers for collecting data on attending physician teaching behavior.

1982: Weinholtz, D., & Shymansky, J. [\$4,825] One-year grant from the Iowa Measurement Research Foundation for the pilot testing of a coding system used for observational research of clinical teaching during attending rounds.

MAJOR COLLABORATOR ON FUNDED GRANTS

1992 – 1997: Co-Director - University of Hartford's Pew Charitable Trust \$40,000 planning grant and \$450,000 implementation grant for a "Community Compact for Student Success" (The Hartford Urban Education Network).

1991: East Tennessee State University Division of Health Sciences - Vice-President, Paul Stanton Principal Investigator: \$6,000,000 five-year grant from the W.K. Kellogg Foundation for creation of community-based, primary care health centers. [I coordinated the development of the multidisciplinary curriculum for this project, and I was a member of the six- person team that developed the full grant proposal.]

BOARD AND OVERSIGHT COMMITTEE MEMBERSHIPS

2004 – Present Permanent Board, New England Yearly Meeting of Friends (Quakers)

2009 – Present Executive Committee, Friends Association for Higher Education

2010 - Present New England Yearly Meeting Representative to Friends Committee on National Legislation (Member of General Committee and Development Committee.)

2006 - 2009 Board of Regents, University of Hartford

- 2006 - 2009** Board of Overseers, Moses Brown School, Providence, RI
- 2005 - 2009** Connecticut Alliance of Concerned Educators (Founding Member and Coordinating Committee Member of group now named Connecticut Partnership for Sustainability Education.)
- 1997 - 2006** Education Committee, The Bushnell, Hartford, CT (Hartford's performing arts center)
- 1998 - 2000** Advisory Council to State Board of Trustees overseeing Hartford, CT. Schools
- 1998 - 2001** Executive Board of United Way of the Capital Area (Hartford, CT)
- 1996 - 1999** School Governance Team, Fox Middle School, Hartford, CT
- 1995 - 1998** State of Connecticut Teacher Preparation Program Approval Review Committee (Chair, 1997 - 1998)
- 1993 - 1998** Advisory Board, Hartford Street Youth Project
- 1991 - 1999** Board of Trustees, Watkinson School, Hartford, CT
- 1992 - 1997** Advisory Board, Hartford Childcare Collaborative
- 1991 - 1995** Advisory Panel, University of Delaware/Jefferson Medical College Medical Scholars Program
- 1990 - 1992** Executive Board American Educational Research Association Division I (Education in the Professions)

EDITING

2007-Present: Founding Editor: Quaker Higher Education. On-line publication of Friends Association of Higher Education. Published twice annually

1990-1992: Editor: Professions Education Researcher Quarterly (Summer 1990-Summer 1992: 8 issues). A publication of Division I - Education in the Professions of the American Educational Research Association.

BIBLIOGRAPHY

A. Refereed Journal Articles

Houle, J. and Weinholtz, D. (2006) "Bridging Theory to Practice with Action Research in Educational Leadership Programs." *School Leadership Review*, 2 (1), pp. 73-85.

Weinholtz, D., Kacer, B. and Rocklin, T. (1995) "Salvaging Quantitative Research with Qualitative Data." *Qualitative Health Research* 5 (3), pp. 388-397.

Kacer, B., Rocklin T., and Weinholtz, D. (1992) " Individual Versus Small Group Instruction of Computer Applications." *Journal of Computing in Teacher Education*, 9:(1), pp. 6-12.

Kacer, B., Weinholtz, D. and Rocklin, T. (1991). "The Impact of Small Group Instruction Upon Attitude and Achievement of Students Learning Computer Applications." *Computers in the Schools*, 8(3), pp. 357-360.

Weinholtz, D. (1991). "The socialization of physicians during attending rounds: A study of team learning among medical students, interns and residents." *Qualitative Health Research*, 1(2), pp. 152-177.

Weinholtz, D. (1989). "Conducting Research Using Qualitative and Quantitative Methods." *Journal of Healthcare Education and Training*, 4(2), 22-27.

Weinholtz, D., Albanese, M., Zeitler, R., & Everett, G. (1989). "Effects of Individualized Observation with Feedback on Attending Physician Clinical Teaching." *Teaching and Learning in Medicine*, 1 (3), 128-134.

Weinholtz, D., Everett, G., Albanese, M., & Shymansky, J. (1986). "The attending round observation system: A procedure for describing teaching during attending rounds." *Evaluation & the Health Professions*, 9, 75-89.

Schwabbauer, M., Weinholtz, D., Parlette, N., & Bramson, R. (1985). "Medical Technologist Thinking Styles." *Journal of Medical Technology*, 2(8), 517-520.

Weinholtz, D., & Friedman, C.P. (1985). "Conducting qualitative studies using theory and previous research: A study re-examined." *Evaluation & the Health Professions*, 8(2), 149-176.

Weinholtz, D. (1983). "Directing Medical Student Clinical Case Presentations." *Medical Education*, 17, 364-368.

Weinholtz, D. (1983). "Student as attending: An instructional innovation." *Journal of Medical Education*, 58(7), 590. (Brief Communication.)

Mattern, W.D., Weinholtz, D., & Friedman, C.P. (1983). "The Attending Physician as Teacher." *New England Journal of Medicine*, 308(19), 1129-1132.

Marian, R., Niehbur, B., Petrusa, E., & Weinholtz, D. (1982). "Computer-based Instruction in the Basic Medical Sciences." *Journal of Medical Education*, 57(7), 521-526.

Weinholtz, D., & Stritter, F. (1982). "How to Plan an Assessment of Student Attitudes." *Medical Teacher*, 4(3), 95-101.

C. Other Refereed Publications

Weinholtz, D., Albanese, M., Zeitler, R., Everett, G., & Shymansky, J. (1986). "Effective attending physician teaching: The correlation of observed instructional activities and learner ratings of teaching effectiveness." *Proceedings of the Twenty-fifth Annual Research in Medical Education Conference*. Washington, D.C., Association of American Medical Colleges, pp. 273-278.

D. Non-Refereed Publications

Weinholtz, D. (2010) Remembering Ralph Abernathy. *Quaker Higher Education*, 4 (1) 28-42.

Olzacki, J. and Weinholtz, D. (2005) Guidance From Above: College Presidents' Roles in Facilitating Performance-Based Education. *Inside Higher Education*. (www.insideighered.com)

Weinholtz, D. (1990). Medical curriculum revisited: The breakthrough in medical education. *Professions Education Researcher Quarterly (AERA - Division I Publication)*, 12(1) 13-14.

Weinholtz, D., Freeman, R.M., & Waickman, L.A. (1986). Factors Influencing Teaching During Attending Rounds. *Professions Education Researcher Notes (AERA - Division I Publication)*, 7(4), 3-4.

Weinholtz, D., Everett, G. & Shymansky, J. (1985). Improving Clinical Teaching Through Extensive Observation and Intensive Feedback. *Professions Education Researcher Notes (AERA - Division I Publication)*, 7(2), 4-6.

Weinholtz, D., Friedman, C.P. & Watson, E. (1985). A Model for Teaching in Experiential Learning Settings. *Professions Education Researcher Notes (AERA - Division I Publication)*, 6(4), 3-6.

Weinholtz, D. (1983). Medical curriculum: A terminal disease? *Professions Education Researcher Notes (AERA - Division I Publication)*, 5(2), 15.

Weinholtz, D., & Stritter, F. (1979). Teaching Student Attitudes: A case study. *Physical Therapy Education*, 4(3), 14-17.

E. Books

Weinholtz, D. (2012) *Carolina Blue: A Novella*. Windsor, CT: Full Media Services.

Weinholtz, D. (2002) *Longing to Live...Learning to Die*. Lincoln, NE: IUniverse, Inc. (A first person account of lessons learned from experiences with multiple terminally ill family members.)

Weinholtz, D. and Edwards, J. (1992) *Teaching during rounds: A handbook for attending physicians and residents*. Baltimore: The Johns Hopkins Press.

Van Hoozer, H., Bratton, B., Ostmoe, P., Weinholtz, D., Craft, M., Albanese, M., & Gjerde, C. (1986). *The teaching process: Theory and practice in nursing*. East Norwalk CT: Appleton-Century-Crofts.

F. Book Chapters

Weinholtz, D. (1997) Commentary on "The Erosion of Site-Based, Shared Decision Making." In N. Adelman and K. Walking Eagle (Eds.) *Teachers, Time and Reform: A Casebook of Teacher Experiences*. New York: Teachers College Press.

Weinholtz, D. (1988). "How is Clinical Teaching Studied?" In J.C. Edwards and R.L. Marier (Eds), *Clinical teaching for residents: Roles, techniques and programs*. New York: Springer Publishing Company.

Weinholtz, D., & Friedman, C.P. (1986). "Conducting qualitative studies using theory and previous research: A study re-examined." In D. Cordray (Ed.), *Evaluation Studies Review Annual (Vol. 11)*. Beverly Hills: Sage Publications. (This chapter is a reprint of a previously published article.)

Weinholtz, D., & Ostmoe, P. (1986). "Selecting Clinical Teaching Strategies." In H. Van Hoozer, B. Bratton, P. Ostmoe, D. Weinholtz, M. Craft, M. Albanese, & C. Gjerde. *The teaching process: Theory and practice in nursing*. East Norwalk, CT: Appleton-Century-Crofts.

G. Monographs

D'Annolfo, S., Weinholtz, D., Colli, E., Brown, A. & Folan, M. (2011, Oct.) *Developing College Readiness in an Early College Model High School : Lessons from University High School of Science and Engineering (UHSSE) and the University of Hartford Partnership*. Woodrow Wilson National Fellowship Foundation.
<http://www.woodrow.org/school-initiatives/readiness/schools/reports.php>

Weinholtz, D. (1991). *Restructuring an Urban School*. Bloomington, Indiana: Phi Delta Kappa.

H. *Selected Technical Reports*

Weinholtz, D (2005, 2006, 2007) “Internal Evaluation of the University of Hartford High School of Science and Engineering.” (Whole-school evaluation completed for the President of the University of Hartford and the Dean of the University of Hartford College of Engineering, Technology and Architecture.)

Weinholtz, D. (2000 & 2001). “Federal Magnet School Assistance Program Annual Evaluation of the Metropolitan Learning Center.” Completed for the Capital Region Education Council. Hartford, CT. (Whole-school evaluation of the 2nd and 3rd years of an evolving 6-12 Global Studies magnet school.)

Weinholtz, D. (2000). “Evaluation of the Greater Hartford Public Affairs Academy.” Completed for the Capital Region Education Council. Hartford, CT. (Evaluation of a semester-long, voluntary, desegregation program focusing on the workings of state government.)

Weinholtz, D. (2000). “Evaluation of the Winter 2000 PACE Program.” Completed for the Capital Region Education Council. Hartford, CT. (Evaluation of an after-school, voluntary, desegregation enrichment program.)

Weinholtz, D. (2000) “Evaluation of the Summer 2000 EQUAL Program.” Completed for the Capital Region Education Council. Hartford, CT. (Evaluation of a month-long, voluntary, desegregation program combining academics, arts and athletics.)

Weinholtz, D. (2000) “Evaluation of the 2000 Metropolitan Learning Center Summer Academy. Completed for the Capital Region Education Council. (Evaluation of a month-long basic skills enhancement program for selected magnet school students.)

Weinholtz, D. (2000) “Evaluation of the Summer 2000 Project Choice Academy” Completed for the Capital Region Education Council. Hartford, CT. (Evaluation of a summer basic skills program for City of Hartford students participating in the academic year “Choice” voluntary desegregation program.)

Weinholtz, D. (1999). “Federal Magnet School Assistance Program Annual Evaluation of the Metropolitan Learning Center.” Completed for the Capital Region Education Council. Hartford, CT. (Whole-school evaluation of the first year of an evolving 6-12 Global Studies magnet school.)

Weinholtz, D. (1999) "Evaluation of the Summer 1999 EQUAL Program." Completed for the Capital Region Education Council. Hartford, CT. (Evaluation of a month-long, voluntary, desegregation program combining academics, arts and athletics.)

Weinholtz, D. (1993). Students Speak out on School Reform. (Follow-up to 1993 "Taking Charge and Making Change" student conference held at the University of Hartford.) West Hartford, CT: University of Hartford.

I. Op Editorials

Weinholtz, D. (2005) "No Child Left Behind Charts Dangerous Course." Hartford Courant. April, 2005.

Weinholtz, D. (1996) "Hartford's Schools Need Stable Leadership for a Change." Hartford Courant, February, 1996.

Weinholtz, D. (1994) "Trust is Key to Managing Schools" Hartford Courant, July, 1994.

Weinholtz, D. (1993) "Hartford Remains an Educational Leader" Hartford Courant, May, 1993.

Weinholtz, D. (1991) "What are the 'New' Basic Skills?" Hartford Courant, October, 1991.

J. Selected Presentations

2012: Weinholtz, D. The Future of Our Colleges and Universities: Surviving in an Era of Financial Limits and Disruptive Innovation. Friends Association for Higher Education Annual Conference, Wilmington, Ohio.

2011:

2010: Mentoring Student's Research Projects. Friends Association for Higher Education Annual Conference, William Penn College, Oskaloosa, Iowa.

2009: Testimony, Synergy and Abundance. Friends Association for Higher Education Annual Conference, Guilford College, Greensboro, N.C..

2008: Building a Campus Peace Network. Friends Association for Higher Education Annual Conference, Woodbrooke Friends Center, Birmingham, U.K.

2008: The Intersection of Faith and Practice: Building Community Action Towards a Sustainable World. Friends Association for Higher Education Annual Conference, Woodbrooke Friends Center, Birmingham, U.K.

2007: Creating an On-line Journal. Friends Association for Higher Education Annual Conference, Earlham College, Richmond, Indiana.

2006: Fostering Quaker Consensus Approaches in the Governance of Non- Quaker Schools and Colleges, Friends Association for Higher Education Annual Conference, Newtown, PA.

2005: Action Research Bridges Theory to Practice in Educational Leadership Program. National Council of Professors of Educational Administration Annual Conference. Arlington, VA. (Presented with Judith Houle.)

2004: Our City as Our Syllabus: Post- World War II American Studies from an Urban Perspective. Association of Integrated Studies Annual Conference. Charlotte, NC. (Presented with Walter Harrison.)

1997: A Multimedia Case Study: Where Research Meets Practice in Teacher Education. An interactive symposium at the American Educational Research Association Annual Meeting. Chicago.

1996: Reflections on Facilitation and Evaluation from Experience in an Integrated Curriculum Development Effort. A paper presented at the symposium: "Managing and Evaluating Serendipity in Curriculum Reform" at the American Educational Research Association Annual Meeting (Division I). New York City.

1995: Integrating Teacher, Nursing and Allied Health Education: A Capstone Model. paper presented at a symposium entitled Outcomes Assessment in the Professions: The Case of Mandating Assessment of Critical Thinking Outcomes for All Nursing Programs at the American Educational Research Association Annual Meeting (Division I) San Francisco.

1995: A K-16 Approach to Reform: Community Compacts for Student Success. A symposium at the American Association of Colleges for Teacher Education Annual Meeting. Washington D.C.

1994: Supporting Student Empowerment: Broadening the Dialogue. Workshop presented at the Coalition of Essential Schools Fall Forum. Chicago.

1994: Promise and Controversy in Qualitative Inquiry: Different Traditions and Standards of Rigor. Division I Invited Demonstration and Critique. American Educational Research Association Annual Meeting. New Orleans.

1994: Student voices - taking charge and making change: Who owns my education? Division B Interactive Symposium. American Educational Research Association Annual Meeting. New Orleans.

1993: Hartford's Community Compact for Student Success --Plenary Session. American Association for Higher Education. School and College Partnership Conference. Pittsburgh.

1992: Using Qualitative Methods to Complement Quantitative Data.Division I and D Qualitative Research Symposium. American Educational Research Association Annual Meeting. San Francisco.

1992: Programmatic Research Serials. Division D Invited Symposium. American Educational Research Association Annual Meeting. San Francisco.

K. *Selected Doctoral Dissertations Supervised at the University of Hartford* (From a list of 52)

Exploration of Nurse and Nurse Leaders' Reports of the Competencies Needed by Rural Registered Nurses in Disasters. By Anderson, Denise. Ed.D. University of Hartford, 2012.

Leadership Strategies of Supervisors: Developing High-Performing Teams From an Intergenerational Workforce. By Rogers, Annette. Ed.D. University of Hartford, 2012.

Perception of College Varsity Football Players Regarding Possible College Withdrawal. By Ali, Joanna Marie. Ed.D. University of Hartford, 2011.

Examining the Leadership Practices Utilized by School District Leaders to Facilitate the Improvement of Academic Achievement for All Students. By Roberge-Wentzell, Dianna L. . Ed.D. University of Hartford, 2011.

Exploring the educational benefits of attending an ethnically diverse magnet high school. By Carey, Jill, Ed.D., University of Hartford, 2010.

Service learning experience and undergraduate leadership behaviors: An action research case study. By Kenary, Judy, Ed.D., University of Hartford, 2010.

The role of presidential leadership in promoting university-community engagement: A study of "a private university with a public purpose". By Awwad, Sawsan Tabry, Ed.D., University of Hartford, 2009

Admission variables as a predictor of first semester student success: A quantitative investigation of an Associate Degree in Nursing program. By Esper, Linda, Ed.D., University of Hartford, 2009.

Dying with dignity in America: The transformational leadership of Florence Wald. By Adams, Cynthia C., Ed.D., University of Hartford, 2008.

Computer assisted learning in physical therapy neurological rehabilitation education. By Veneri, Diana A., Ed.D., University of Hartford, 2007

Perceptions of practice: An examination of the extent to which faculty advisers perceive delivery of their undergraduate advising as developmental or prescriptive. By Rios, Irene, Ed.D., University of Hartford, 2007,

Examining the perceived academic and social development of six early entrant, home-schooled students in a connecticut community college: a practical action research study. By Lavoie, Lisa, Ed.D. University of Hartford, 2006.

An anti-bullying strategy: action research in a 5/6 intermediate school. By Salvatore, Anthony, Ed.D. University of Hartford, 2006.

An historical case study examining the closing of a promising middle college high school. By Erardi, Joseph, Ed.D. University of Hartford, 2004.

The effect of block scheduling on student achievement on standardized tests. By Andrews, Sue, Ed.D. University of Hartford, 2003.

The Roles of College and University Presidents in Fostering Change to a Performance-Based Curriculum. By Olzacki, Joseph, Ed.D. University of Hartford, 2001.

Website: <http://uhaweb.hartford.edu/WEINHOLTZ/>

Blog: <http://transformthemilitarybudget.blogspot.com/>

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