

Marian Spaid-Ross Ed.D.

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EDUCATION

San Diego State University-San Diego, CA Ed.D. Educational Leadership	2015
California State University-San Marcos, San Marcos, CA M.A. in Sociological Practice	2007
California State University-San Marcos, San Marcos, CA B.A. in Sociology	2002

TEACHING EXPERIENCE

Adjunct Faculty San Diego Mesa College Introduction to Sociology	2016-2017
Adjunct Faculty Palomar College San Marcos Introduction to Sociology/ Marriage and Families	2008-Current
Adjunct Faculty Ashford University Clinton, Iowa Introduction to Sociology: Online/Distant Learning	2010- 2013
Faculty Internship San Diego and Imperial Counties Community College Participate in Workshops and Seminars on Education, Diversity, Classroom Preparation, and Community Service	2007-2008
Adjunct Instructor Grossmont College El Cajon Marriage and Alternative Lifestyles	2008-2009

WORK EXPERIENCE

Point Loma Nazarene University, Point Loma, CA Master's Project Mentor	2017
Del Lago High School Academy, Escondido, CA Adjunct Palomar Professor Sociology	2017
San Diego State University, San Diego, CA Graduate Assistant Teaching and Research	2013-2015
Ashford University, Clinton Iowa Online Sociology Professor	2010-2013
Palomar Community College Sociology Professor	2008-Current
Grossmont-Cuyamaca Community College District El Cajon, CA Intergovernmental/Economic and Development- Public Relations Create, examine, and produce public relation profiles and assist in research	2007-2008
San Diego/Imperial County Community College Association Faculty Internship Worked closely with a mentor in developing a learning plan including learning outcomes for one year and strategies to achieve those outcomes. Participated in preparing teaching materials and attend campus meetings.	2007-2008

PUBLICATIONS

Spaid-Ross, M., & Sax, C. L. 2020 . **Learning doesn't stop at 50: Lifelong learning for older adults.** In J. Gammel, S. Motulsky, & A. Rutstein-Riley (Eds.), *I am what I become: Constructing an identity as a lifelong learner.* Charlotte, NC: Information Age Publishing, Inc.

A Phenomenological Study on the Older Adult Learner's Community College Experience
San Diego State University, Montezuma Publishing, 2015.

Ross, M., Liera, R., & Mulholland, S. (2014). **Exemplary practice for seamless pipeline transitions between community colleges and four-year institutions.** *Stem Models of Success: Programs, Policies, and Practices in the Community College* (pp.145-162).Charlotte, NC: Information Age Publishing.

Zero Tolerance Policies in Two Schools: How Race and Class Affect Implementation of Discipline California State University San Marcos, 2007.

PRESENTATIONS

A Phenomenological Study on the Older Adult Learner's Community College Experience
Presented at 57th Annual Council for the Study of Community Colleges Conference 2015 Fort Worth, Texas

The Relationship Between Student Success and Developing Academic Identity Presented at Palomar Academy for Collaborative Teaching Consortium 2012 San Marcos, CA

The Matriculation Process and the Non-Traditional Community College Student
Palomar Community College, Presented at Pacific Sociological Conference 2012 San Diego, CA

Zero Tolerance Policies in Two Schools: How Race and Class Affect Implementation of Discipline Presented at Pacific Sociological Conference 2008 Portland, Oregon

Competing Perspectives on School Violence Paper Presented at the Rural Justice Institute's Conference: Presented as A Graduate Student at Crystal Opportunities Building Resiliency in Youth At-Risk, Alfred University, New York, 2005

MEMBERSHIPS

AmeriCorps Vista Member
The Council for the Study of Community Colleges
Palomar Academy for Collaborative Teachers
American College Personnel Association
Service Learning at Palomar College