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USC



Rossier students Syndia Limon, Brian Boyle, Ying-Yun Chang

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- > Guaranteeing a diverse school community
- > Offering a personalized student experience
- > Seeking innovative approaches to learning
- > Providing opportunities for global exchange
- > Uniting theory and practice



Trust, flexibility, openness = partnerships 7

USC Rossier School of Education is engaged in a number of partnerships to help the School innovate, educate and transform into the 21st century. **By Dr. Melora Sundt**



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Rossier — Rhymes with Career

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Dear Friends of Rossier,

OUR CENTENNIAL ANNIVERSARY YEAR has continued to unfold and has been a catalyst for so many heartwarming moments and memorable events. For those of you in far corners of our country or across the globe, you should not feel disengaged from this unique moment in time for the Rossier School of Education. I encourage you to visit our Anniversary Web site at <http://rossier100.usc.edu/>. The site offers the opportunity to add your personal stories to the history of Rossier, as well as get caught up on our celebratory events and the latest research, programs, and innovative activities at your School.

centennial

Throughout this year of reflecting and celebrating, I have been particularly aware of how many individuals, organizations, companies, and other schools outside of USC have been integral to the history and the successes of Rossier. It is these partnerships that we pay tribute to in this issue of *Futures in Urban Ed*. As we continue to build cutting-edge research and programs and look for the most innovative ways of changing the educational paradigm, we look for those who can assist us. Substantive transformation will never be accomplished by working alone.

We are extremely proud of the impact the Rossier School has had working in collaboration with our local community. Several examples can be found in the stories on pages 8 through 12. Our successful work with school districts and national education organizations is explored on pages 13 through 15, while our robust international partnerships throughout the Asia Pacific Rim are highlighted on pages 16 through 19. These articles will give you insight into the value of the Rossier School's diverse collaborations.

Thank you for your interest, advocacy, and financial support. We hope that each of you considers yourself to be a partner with the Rossier School. Happy 100th Anniversary to all of us.

Sincerely,
KAREN SYMMS GALLAGHER, Ph.D.
EMERY STOOPS AND JOYCE KING STOOPS DEAN



THE USC ROSSIER SCHOOL OF EDUCATION
CENTENNIAL



HONORING
CINDY HENSLEY MCCAIN (BA '76, MA '78)
& PRESIDENT STEVEN B. SAMPLE

Rossier Celebrates at an Elegant Evening

About 350 guests attended the USC Rossier School of Education Centennial Gala on Feb. 1 to honor alumna Cindy Hensley McCain (BA '76, MA '78) and USC President Steven B. Sample at Town & Gown. The evening began with remarks by Karen Symms Gallagher, Dean of USC Rossier, followed by a video highlighting the major milestones and accomplishments of the school over the past century.

"It is fitting that during our centennial year, we pay tribute to two such committed educators," Gallagher said. "Both Mrs. McCain's and President Sample's professional work and personal passion exemplify the USC Rossier School's mission to improve educational outcomes locally, nationally and globally."

Sen. John McCain presented the Dean's Alumni Achievement Award to his wife, Cindy McCain, in honor of her personal and philanthropic efforts to improve educational opportunities for children around the world.

After Mrs. McCain taught special education in Arizona, she continued to advocate for children's needs. She founded the American Voluntary Medical Team, which provided emergency medical and surgical care to impoverished children throughout the world. McCain served on the board of trustees for the HALO Trust, a nonprofit organization dedicated to land mine removal and weapons destruction in war-torn countries.

She also traveled as part of her service on the boards of directors of CARE USA, which works to fight global poverty among women and children, and Operation Smile, a nonprofit whose mission is to repair facial deformities for children around the world.

Under Sample's leadership as its 10th president, USC has become home to the largest number of international students of any university in the United States. As founding chairman of the Association of Pacific Rim Universities, a consortium of 42 Pacific Rim research universities located in 15 countries, Sample has forged international collaborations that contribute to the economic, scientific and cultural advancement in the Pacific Rim.

Sample's work has raised the international visibility, reach and impact of USC's research, scholarship, art, education and service programs, and he has prepared USC students to thrive in the global marketplace. Los Angeles Mayor Antonio Villaraigosa presented him with the Global Education Leadership Award.

Proceeds from the gala are going toward the creation of two new global fellowships in recognition of the honorees' impact on education.

The Cindy Hensley McCain Global Educator Fellowship will be awarded to aspiring teachers and other school-based educators who will face global challenges in meeting the learning needs of children and youth.

The Steven B. Sample Global Education Leadership Fellowship will enable every USC Rossier Ph.D. and Ed.D. doctoral candidate to participate in international study tours to Asian Pacific and Latin American schools and universities, government ministries and multinational NGOs.



USC President Steven B. Sample and his wife Kathryn,
Cindy Hensley McCain and Senator John McCain



Los Angeles Mayor Antonio Villaraigosa
with Dean Karen Symms Gallagher

Dean Gallagher Reappointed & Recognized

President Steven B. Sample has reappointed Dean Karen Symms Gallagher to another five-year term as dean of the USC Rossier School of Education. The reappointment follows a positive review of her leadership of Rossier and encouraging feedback from faculty, staff and students on her successes, Provost C.L. Max Nikias stated.

"Many of you praised Dean Gallagher's excellent management of the school, while observing that it is well-positioned to pursue the next state in the development of its mission statement and implementation of that plan," Nikias said.



Pictured: Renita Smith, Vice President of Strategy of LAUL, Dean Karen Symms Gallagher, and Blair Taylor, CEO and president of LAUL

Gallagher was also honored at the 88th Los Angeles Urban League (LAUL) Annual Membership Luncheon in October with the Urban League's Social Responsibility Award for her commitment to social justice and her work as a Greater Crenshaw Educational Partnership (GCEP) board member.

The award is presented to an individual or group that has given unselfishly to the causes of the Urban League over the past year. Gallagher was selected based on her time, expertise, and leadership devoted to the work at Crenshaw High School and its feeder schools.

"Dr. Gallagher is being honored for her unwavering commitment to urban education - especially to the Greater Crenshaw Educational Partnership," said Blair Taylor, president and CEO of LAUL and president of the Greater Crenshaw board of directors, who presented the award.

"Her leadership and her willingness to commit human, financial and intellectual resources have been invaluable in the partnership's efforts to transform educational outcomes at Crenshaw High School and its family of schools."

Rossier Awarded for Innovative Use of Technology

The American Association of Colleges for Teacher Education (AACTE) has selected the USC Rossier School of Education as the 2010 recipient of the Best Practices Award for the Innovative Use of Technology.



The award recognizes an innovative use of educational technology in a school, college or department of education, and Rossier was selected due to its revolutionary online MAT@USC program. Now in its 14th year, the annual AACTE awards program identifies notable programs, practices, activities, writing, and research that strengthen the profession of teacher education through innovation, high standards, and leadership.

"We congratulate the Rossier School on receiving this prestigious award," said USC Provost C. L. Max Nikias. "The school's groundbreaking new online Master of Arts in Teaching degree blends state-of-the-art Web 2.0 technology with hands-on experience in real classrooms. This offers tomorrow's teachers the finest preparation possible, and helps dramatically expand the field of high-quality teachers entering high-needs classrooms nationwide. This indeed represents a model for universities across the country in the effective use of technology."

Anniversary Microsite Tells Rich History

In recognition of our 100th anniversary this year, USC Rossier School of Education launched a new microsite devoted to the School's work to Innovate, Educate and Transform over the past century and into the next one.

The site, which is at <http://rossier100.usc.edu/> highlights Rossier's notable milestones and favorite memories of the last 100 years with an interactive photographic timeline, and it features video and written testimonies about Rossier and USC from alumni and friends.



You'll also find information on how Rossier faculty, alumni, and students are transforming schools, education, communities, policy, and the world, news updates, and an events calendar.

In addition to the Centennial Gala in February, Rossier recognized its anniversary with a Congressional Policy Briefing Series in Washington, D.C. The first briefing was held in December on the topic of teacher compensation, and the second was held in February on charter school authorization. The last briefing in the series will be on Latinos in STEM education and is planned for April 19, 2010.

MAT@USC Web Sites Praised

A Web site for teachers developed by the online Master of Arts in Teaching program (MAT@USC) has gained traction on the Internet among educators. Certification Map is an interactive site that allows users to determine each state's requirements for becoming a teacher – the first resource of its kind.

Education World, a site where educators can exchange ideas, gave Certification Map an A+ grade for content and site design and recently named the Web site one of the best sites of 2009.



Check out Certification Map at:
<http://certificationmap.com/>



MAT@USC has also captured some moving and motivating tales on video for its new **My Teacher, My Hero** Web site. The site features videos of celebrities, policy makers, organization leaders and other notable figures as they talk about their favorite teachers and the impact they have had on their lives.

Check out their stories and upload your own at: <http://myteachermymyhero.com/>

Rossier Achieves High Marks for Graduate Diversity

Diverse: Issues in Higher Education released its top 100 institutions to issue doctoral degrees to minority students for 2009, and USC Rossier School of Education received many of the highest rankings.

The School was ranked among the nation's top three for institutions that award doctoral degrees in education to minority students (48.1 percent of its graduating doctoral students were identified as racial or ethnic minorities).

The School was also ranked No. 2 nationally in its issuance of doctoral degrees in education to Asian American students (12.2 percent of its graduates). The school was ranked No. 1 among general population universities in its production of Hispanic graduates - second only to institutions identified as Hispanic-serving institutions (19.8 percent).

USC Rossier was ranked in the top three in the nation for general population institutions awarding doctoral degrees in education to African Americans (14.5 percent). Only for-profit or historically black colleges and universities had higher scores.

Rossier Research Spotlighted

A new brochure highlights the latest research from Rossier faculty and features some of the innovative work coming out of our five research centers. Learn more about the Research of Rossier by viewing the brochure online at http://rossier.usc.edu/faculty/rossier_researchbrochure.pdf.



Rossier at Homecoming

The USC Homecoming 2009 Tailgate brought hundreds of Rossier alumni and friends to campus on Nov. 14 for pre-game festivities and fun. This year, the event was larger than ever due to Rossier's official sponsorship with the USC Alumni Association in honor of the School's Centennial.

Dean Gallagher kicked the festivities off with a mimosa toast with students and alumni, and Rossier's annual tailgate booth featured cardinal and gold birthday cupcakes, face painting, snacks, and a real photo booth. Our sponsorship booth next door featured several big screen TVs highlighting Rossier's 100-year history and its new MAT@USC program.

There were also fun giveaways, including blinking Fight On buttons and anniversary mini-jotters. A professional film crew was on hand to capture alumni memories of Rossier. You can watch those videos on our Anniversary Microsite at <http://rossier100.usc.edu/pages/memories>.

Pictured: Sheila Derrig, Brent Noyes, Dean Karen Symms Gallagher, Mike Wilson, Paula Tuckerman, and Barbara Salice





THERE IS A LOT GOING ON IN THE ROSSIER SCHOOL OF EDUCATION. Stop any faculty member (on the elevator, where else?) and you'll hear about the work. One thing they all tell you is that they aren't doing it alone. They are working with a collection of local high schools, or the Los Angeles Community College District, or a community-based counseling agency, or a university in China, or a foundation or a for-profit organization. In the field of education, we work in partnerships. It's not that we can't do great things alone; it's that we choose to work with others.

trust, flexibility, openness = partnerships

We choose to work through partnerships because we are going after some "Big Hairy Audacious Goals" or BHAG (Collins and Porras, 2002). We want to make a difference. We aim to innovate, educate and transform and we need the perspectives, resources and ideas that our partners contribute. As you'll see in these articles, we've chosen some of the hardest, most perplexing challenges facing education. Some are "wicked problems," defined by Churchman (1967) and later Rittel and Webber (1973) as problems that are very difficult to solve because their elements are typically difficult to identify, and are interdependent, so that any solution often creates more (worse) problems. For example, the effort to improve student learning in schools involves school leadership, teacher preparation, teacher attitudes and beliefs, student and parent attitudes and beliefs, student physical and mental health, community engagement, and an almost endless list of contributing factors. No one perspective or strategy has the robustness to incorporate all the pieces.

The partnerships described in this issue involve local (i.e., GCEP, which focuses on improving learning outcomes at Crenshaw High School), national (BEST, PACE, Math for America, LEARN and for now, the MAT@USC), and global (with APRU, Peking University, Yangpu District and the Ministry of Education and Training in Vietnam) relationships. Each one is voluntary. We don't have to work this way, but as a School, we choose to because each partnership helps us clarify our purpose as a school of education in a research university in the 21st century.

Partnerships are hard work. Like small businesses, many partnerships never amount to anything. Sometimes it's just too hard – partners don't agree on the goals, or can't find ways of melding different organizational cultures. It often seems easier to just do it yourself. The partnerships you will read about have "made it" to varying degrees. They are the result of trust, flexibility, openness, attention to detail, and patience. Above all, they signify that a critical group of people within the Rossier School cared, because one person couldn't manage these efforts alone.

With and through our partners, we are creating, and in the process transforming, ourselves and hopefully the future.



by DR. MELORA SUNDT,
Professor of Clinical Education and Associate Dean for Academic Programs

more than a village

What would it be like to create schools that inspire and open possibilities instead of shutting them down?

LIKE PARTNERSHIPS. Maybe this affection began as I learned to carry my part, listen to others, and harmonize to make music that I could never have produced on my own. Participating in an ensemble is all about listening to others as you yourself contribute, catching and enhancing their rifts with what you can add, and/or learning to step back and be quiet when other members of the group soar in a way where anything you might add would just be distraction. The result is something better than any member could have envisioned or produced alone – given that it all starts out with a common sense of purpose. Partnership in the truest sense. Creating one, nurturing one, working within one might just be the most difficult form of social interaction at any scale and in any field of endeavor, but also the most rewarding.

Maintaining that personal sense of duty and accomplishment becomes more and more difficult as partnerships expand and get more complex. Working partnerships in schools must involve scores of teachers, hundreds of students and their parents, administrators at several levels, school boards, the community, unions, businesses, and local, state, and federal government agencies. Amidst this scale and complexity, there is a loss of focus on the end-users, the children, who more and more languish and disappear in profound alienation from the schools that were supposed to be all about them, their welfare, and intellectual growth.

This is, I believe, the state of K-12 schools today. Twenty-seven percent of our high school students drop out of this system of broken partnerships; 50% to 75% drop out in our nation’s largest urban centers. The result is disastrous. Adolescents who drop out of school die on average 9 years earlier than their high-school graduating counterparts, and they suffer more disease. Their economic lot has steadily declined since 1980. They currently earn an average \$260,000 less in their lifetimes than their peers who stay in school. In 2008, 54% of high school dropouts were unemployed. Perhaps the starkest contrast is found looking at incarceration rates among youth. The rate for high school dropouts is 63 times greater than for their college-graduating peers.

From a societal perspective, dropouts are 30% less likely to vote and they are nearly four times more likely to be dependent on welfare.

How do you maintain leadership in the world morally or economically when only 6% of your 12th graders – the students who remain in the system – can understand and synthesize scientific, literary, or historical texts. Only 6% can apply mathematical skills to solve multi-step problems. Less than 20% can demonstrate the necessary knowledge and reasoning abilities to understand the basic sciences. Compared to their peers internationally, fewer than 10% of U.S. students can reach the international benchmarks for math and science. While it is easy, and too often tempting, to pass blame for this massive failure off onto the natures of communities, families, and individuals, research



by DR. DAVID DWYER,
Katzman-Ernst Chair in Educational Entrepreneurship, Technology and Innovation



a very good neighbor



has demonstrated the institution of schooling, itself, contributes as much to dropout rates as do personal and social characteristics. There is, then, a glimmer of good news – a pathway to do something about changing the situation in our secondary schools by changing the natures of the schools, themselves. How?

High schools that are smaller and emphasize better interpersonal relationships among students and adults, more teacher support for students as individuals, more rigorous curriculum and high expectations have lower dropout rates. The results of these changes are even more beneficial for low-achieving and low-income students, according to research. Changing the nature of the school, then, can and does improve outcomes for students and, subsequently, can improve the condition and position of the nation in the 21st century. In short, this all seems to boil down to putting schooling back onto a track toward a human scale, a scale where requisite partnerships have a much better chance to work.

What if we, the USC community, would create a true partnership with high school students, their parents, and their communities with the goal of reducing dropout rates to zero and graduation rates to four-year colleges to 100%? What if, together, we worked toward a scalable system of small high schools in Los Angeles and in urban centers across the nation that were game changing? What if we were to use cutting edge technology and content flanked by dedicated staff focused entirely on making students successful? What if the school were open year-round, every day of the week, and more hours a day to accommodate the work and family responsibilities of students? What would it be like to create schools that inspire and open possibilities instead of shutting them down? What if these schools were to operate more like adult work spaces: no bells, no periods, no quarters or semesters – just continuous progress towards personalized goals by a community of students and adults who care about them?

USC – its students, alumni, faculty, research, and traditions – is far more than just a village. With the resources of USC at its back, Rossier can provide the leadership to forge new partnerships that field alternative models for schools that break out of old molds and habits and radically improve the lives of our children.

Because we can, we should. Because we should, we must. ■

USC ROSSIER SCHOOL OF EDUCATION has once again exceeded expectations when it comes to partnering with the community. The USC Good Neighbors Campaign supports neighborhood programs and schools through voluntary contributions from faculty, staff and friends, and Rossier was at the top once again this year.

In 2009, Rossier achieved the highest increase in funds raised by any USC school or department by \$24,000, and the School was the only academic unit at USC to boast 100 percent participation in the campaign.

This success was largely due to the efforts of Dr. Kimberly Hirabayashi and Melisa Carson, who led the campaign at Rossier. They were recently selected to receive the Creativity and Leadership Award for their work above and beyond the call of duty in the 2009 Good Neighbors Campaign.

USC was also recently ranked number one on a list of higher education institutions that are most engaged with their local communities for its contributions to the community surrounding the campus. Universities were selected based on their positive impact on urban communities. ■

just imagine

The mission of MfA is clear and simple: to improve mathematics education in United States public secondary schools...



IMAGINE A PARTNERSHIP where a child's education is the shared responsibility of the school, the university, and the business community. You would select one of the world's premier centers for graduate study in urban education, where they prepare and develop educational leaders who are change agents, lead the search for innovative, efficacious and just solutions through collaborative action research, and create mutually beneficial partnerships to rethink curriculum, develop sound policy and improve educational environments. You would select schools with teachers and administrators who understand the importance for all – not just some – students to have access to technical careers. And you would want a group of entrepreneurs who understand that none of this happens by chance or for free. This partnership would bring a diversity of perspectives informed by age, by work, and by life experience.

Add in an award-winning undergraduate college with mathematics professors that care deeply about their discipline and their students; a program director whose job it is to identify, attract, and nurture early teachers, together with support from coaches, national board certified teachers and veteran master teachers; and an advisory board that provides direction and oversight and that meaningfully represents all stakeholders in the project. Finally, offer a stipend that would make teaching a little more enticing. Now throw in undergraduate math majors or minors who have a passion for math, want to teach and believe that all students can succeed.

THIS DREAM PARTNERSHIP IS MATH FOR AMERICA LOS ANGELES.

Math for America was founded in New York City five years ago by a group of business leaders, mathematicians and educators, led by Jim Simons, President of Renaissance Technologies, a private investment firm that uses innovative mathematical methods to make investment decisions. In fact, MfA was the congressional model for legislation creating the new National Science Foundation Teaching and Master Teaching Fellowships through the Robert Noyce Teacher Scholarship program in the America Competes Act. The mission of MfA is clear and simple: to improve mathematics education in United States public secondary schools by recruiting, training and retaining outstanding mathematics teachers.

Math for America Los Angeles was formed in 2007 with a \$250,000 donation from the University of Southern California together with a matching grant from MfA. MfA LA is a collaboration between the University of Southern California Rossier School of Education, Claremont Graduate University, and Harvey Mudd College to increase

by PAMELA MASON,
Executive Director of Math for America Los Angeles

one high school AND BEYOND



the number of mathematically talented individuals entering the teaching profession in Los Angeles. Specifically, MfA LA supports students in their fifth year of study by covering tuition and helping with living costs, and provides a substantial bonus for them if they work for five years in high-impact schools in the greater Los Angeles area.

I have spent many years working with different collaborative models. The definition of collaboration is a recursive process where two or more people or organizations work together with an intersection of common goals. The issue has always been that just because you are collaborating it does not necessarily mean you are working together for a common goal. As Director of Math for America Los Angeles, it is the first time I am working in collaboration to get the best possible mathematics teachers in high-impact schools.

Indeed, Jim Simon's vision has been realized in Los Angeles: This high-powered leadership team has raised more than five million dollars in federal and private grants and donations to support this work in the past two years.

Los Angeles area schools, universities, businesses, and communities have come together to help make the American dream real. For everyone. ■

IMAGINE THAT.

GCEP was formed by the USC Rossier School of Education, the Los Angeles Urban League, and the Tom and Ethel Bradley Foundation to actively generate and support unity of efforts among teachers, parents, administrators and the community in assuming responsibility for rigorous teaching, learning, and outstanding citizenship for Crenshaw High School and all students in our community.

Public education is the subject of discussion in educational, economic and political circles. It is as it should be. At the federal level, policy makers are at the ready to allocate millions of dollars in an effort to stimulate innovation throughout the States and prod schools, school leaders, union bosses, and entire communities into a world of new practice.

As the academic community searches for ways to leverage research into practice, it comes as no surprise that this is not an easy task, particularly in the poorest performing schools, many of which have seen teachers' and principals' transitions as high as student transiency. Nonetheless, new efforts are cropping up all the time recognizing that schools and school districts need strategic partners and neighborhood alliances to stop the pathology of failure. To state it more positively, Crenshaw High School and all of its feeder schools can change, but will need help of new ideas, strategies, and resources to create a seamless high-performing set of schools for the children of the community. The Greater Crenshaw Educational Partnership (GCEP) is the architecture of this new collaborative work.

As a practical matter, GCEP represents a parallel structure to Crenshaw High School. The partnership reflects a commitment to organize differently, think and act collaboratively around one set of objectives and to measure and to improve in every aspect of the school's life. It will take time but aggressive, thoughtful action may just be the fresh new angle which produces a school that has a higher standard of performance by faculty, students and parents.

Creating new settings for students is incredibly complex. There is a need for an offsite credit recovery and study center. Students in need of credits for graduation or grade level advancement desperately need this service as a parallel menu to their courses at Crenshaw High School now. More attention needs to be given to guidance, college recruitment, and advanced placement and technology solutions to student learning. GCEP is designing the kind of relationship with the Crenshaw community where the aspirations of parents and children get translated into quality teachers with a mastery of content and strategies to enable student success. ■



by DR. RUDOLPH CREW, Professor of Clinical Education
Interim Executive Director of the Greater Crenshaw Educational Partnership

building the best collaboration

THE ROSSIER SCHOOL OF EDUCATION'S urban mission is realized through a number of educational partnerships. One ongoing example is our participation in an alliance named Building Educational Partnerships through Collaboration in Los Angeles County, funded by the California County Superintendents Educational Services Association (CCSESA) and the University of California (UC). The initiative is also known as "BEST" and includes a working group of educational professional scholars from the Los Angeles County Office of Education (LACOE), the Graduate School of Education and Information Sciences at UCLA, the Rossier School of Education and the Los Angeles Unified School District (LAUSD) that seeks to build and identify "best practices" for increasing college access in K-12 schools. Additional partners from the Los Angeles Community College District and the California State University systems, as well as K-12 schools from other districts, have also participated in BEST events.

The core collaborative team – which includes Dean Karen Gallagher, Outreach Director Victor Garcia, and Student Services Advisor Sheila Sanchez and myself to represent USC – began their work together in November 2005, as the result of a one-day conference held at the UCLA campus. At that meeting, a goal of developing P-20 regional alliances was solidified. Over the past five years, there have been a number of gatherings, each emphasizing a different aspect of the student, teacher, administrator, and parent experience. These themes have included creating a college-going culture in K-12 schools, the role of parents and parenting centers, and mentoring. At each meeting, theory, research and practice come together to inspire and move session participants to be more creative and active in improving P-20 relationships. In the spirit of developing a true understanding of the P-20 continuum, meetings have been held at a variety of campuses through Los Angeles county, including UCLA, USC, Southwest Community College, California State University, Long Beach, and the LACOE's main offices so that attendees gain a greater understanding of these varying educational contexts.

I have been a part of the BEST collaboration for three years. During that time, I have had the opportunity to learn from and share my ideas with this group of colleagues. In addition to understanding more about how to make changes in how we think about and do things in strengthening our P-20 collaborations, I have been motivated to think more about the role of educational partnerships in general. For me, the BEST partnership has reiterated the importance of being explicit about goals and the need to have equal participation for the partnership to be "real." BEST, and other similar collaborations, often function as add-ons to existing programs and services within an organization. Leadership, then, needs to be committed in both an informal and formal way. While funding does exist for this effort, the leadership of the planning committee at UCLA, LACOE, LAUSD, and USC keeps this endeavor going. As we look to the future of this educational partnership, we will be engaging in a closer alliance with our high school partners and establishing action items that will elicit results that are quick and meaningful. ■



by DR. KRISTAN VENEGAS,
Associate Professor and Director of Masters Programs

THREE USC SCHOOLS CHANGE STEM EDUCATION



A MULTIDISCIPLINARY COLLABORATION between the USC Rossier School of Education, the USC Viterbi School of Engineering, and the USC College of Letters, Arts & Sciences aims to transform middle school science and math education in Paramount Unified School District by harnessing the expertise of USC faculty in these subject areas.

A four-year California Department of Education, California Postsecondary Education Commission, Improving Teacher Quality grant of \$993,735 was awarded to Dr. Gisele Ragusa, Associate Professor of Education and Engineering and Director of the Center for Outcomes Research and Evaluation, for professional and curriculum development in five high-need middle schools in the district.

Dr. Gary Rosen, Professor and Chair of the Mathematics Department in the College, and Dr. Lowell Stott, Professor of Earth Sciences in the College and renowned researcher in climate prediction, are co-PIs on the project. Five major STEM USC Research Centers at the Viterbi School of Engineering, the College, the Keck School of Medicine, and the Rossier School of Education will participate in the project.

The objective of the project is to provide comprehensive STEM teacher professional development that will increase middle school students' STEM literacy, improve achievement, and inspire students to choose STEM careers.

"This research project exemplifies our recognition that we all must reach beyond the confines of our own schools, departments, and subject areas and join forces as partners in order to create real change in education," said Rossier Dean Karen Symms Gallagher. "This applied research project promises to have a greater and more positive impact on STEM education than any one of us could have facilitated on our own."

Pictured at the check ceremony from L to R: Marcia Trott, ITQ administrator, Rossier Dean Karen Symms Gallagher, Viterbi Dean Yannis Yortsos, Gisele Ragusa, College Dean Howard Gillman, and CPEC Chair John Perez.

The team of USC faculty and Paramount Unified teachers and administrators will work to address the specific needs of English and Standard English Language Learners and other achievement gap factors such as poverty, gender, or disability as they build professional development lessons for teachers and STEM curriculum for students.

By improving the effectiveness and content knowledge of these middle school teachers, the project aims to improve performance and close achievement gaps among their students.

Ragusa will lead the project by providing rigorous curriculum support, professional development leadership and evaluation of the work with teachers to develop curriculum and improve instructional practices and their effect upon student achievement.

"This project is critically important to us and to the teachers, administrators, and most importantly the students in Paramount Unified School District middle schools as we intend to improve middle school science, technology, engineering and mathematics with them and for them," Ragusa said.

A teacher leadership team from the Paramount district is working with premier USC researchers who will help them translate innovative research into engaging middle school STEM curriculum for their students. ■





MAT@USC: the offspring of a true partnership

The online Master of Arts in Teaching program, or MAT@USC, was launched in 2009 and has drawn so much interest around the country it is now projected to double the size of Rossier in 2010. The online program combines Web 2.0 technology and interactive media with in-classroom experience inside schools in every student's community. It is the first of its kind to be offered by an elite research university.

Although each partner enjoys its own benefits beyond the relationship, the paramount mission is always the one they have come together to create together.

TWO YEARS AGO, Dean Karen Gallagher and I met over lunch, and discussed the concept of an entrepreneurial school of education. I began the conversation as a skeptic; by the time it ended, I was a Trojan.

Together, we imagined what it would be like to launch the premier online teaching program, combining Rossier's expertise in education with the capital, technology, and marketing savvy I believed I could find in the business world.

A few months later (and noting nervously the gathering financial storm clouds), I left The Princeton Review, which I had launched 20 years earlier, started 2tor., and began a unique partnership with Karen and the team at Rossier.

By partnership, I am not referring to the dictionary definition—a relationship between entities conducting business for mutual benefit—but rather to the spirit of the word. Partner is a word casually used in everyday life as well as in the business world, but true partnerships are rare. True business partnerships all share four hallmarks.

First, there is a sense of a shared destiny. Both parties feel that they are "in it together."

Second, and because of that sense and despite the enumeration of respective contractual obligations, there is rarely if ever a sense of one party saying to the other, "that-is-your-problem-not-mine." All problems are shared problems, and both parties approach them with a "how-can-I-help" attitude.

Third, both parties share a unity of purpose. Although each partner enjoys its own benefits beyond the relationship, the paramount mission is always the one they have come together to create together.

Last, both parties view the relationship as an enduring one. 2tor hopes and expects to be working with Rossier, happy co-parents of their baby MAT@USC, well into the future.

I could not have wished for a better first partner for 2tor than Rossier. And together we are dedicated through our joint offspring to create teachers worthy of the USC name, going forth into the world, and in sufficient numbers to make a difference in education and beyond. ■



by JOHN KATZMAN,
Chief Executive Officer of 2tor Inc.

PACE : A PARTNERSHIP FOR CALIFORNIA

IN DECEMBER, USC ROSSIER SCHOOL OF EDUCATION and the Policy Analysis for California Education (PACE) co-hosted a Congressional policy briefing in Washington, D.C. to inform legislative staff of the issues surrounding alternative teacher compensation. USC's Dr. Dominic Brewer, Associate Dean for Research and Faculty Affairs and Clifford H. and Betty C. Allen Professor in Urban Leadership, joined Dr. David Plank, Executive Director of PACE, Brad Jupp of Denver Public Schools, and Terry Bowman, of the New York Department of Education, for the briefing.

The policy briefing was just one example of how Rossier, and its partnership with UC Berkeley and Stanford University through PACE, is leading education policy analysis and impacting decisions at the highest levels of government. Dr. Allan Odden, former Rossier professor and a founding member of PACE, helped establish the independent, nonpartisan research center more than 25 years ago when there was a dire need for objective information about the condition of California's education system.

After Odden's retirement in 1991, PACE continued to produce groundbreaking California education policy analysis, but issues specific to Southern California were left largely out of the spotlight until Brewer reestablished the partnership for Rossier in 2008 and was named co-director of PACE. The same year, PACE published *Conditions of Education*, its signature report on the most relevant and significant issues in California's education system. Brewer authored the chapter, "Recent Developments in California's Educational Governance."

PACE bridges the gap between research and policy, working with scholars from California's leading universities and with state and local policymakers to increase the impact of academic research on educational policy in California. In 2009, PACE also held a series of seminars featuring USC faculty members Dr. Pedro Garcia, Dr. Larry Picus, Dr. Estela Mara Bensimon, and Dr. Alicia Dowd.

The partnership will continue to impact research and policy in 2010 as PACE will host a conference on immigration and English Language Learners at USC in the fall. This year, in anticipation of the 2011 reauthorization of California's accountability system, PACE will host a series of seminars, forums, and briefings on assessment and accountability policy. Equally important is the preparation of a "briefing book" on educational issues, written for candidates and citizens participating in the 2010 elections. Information about upcoming activities and publications will be published on the PACE website at <http://pace.berkeley.edu>. ■

joining forces to PROMOTE EDUCATION RESEARCH



INNOVATE educate TRANSFORM

DEAN KAREN SYMMS GALLAGHER co-hosted the Association of American Universities (AAU) Education Deans Meeting in Washington, D.C. in November. Dr. Mary Helen Immordino-Yang spoke about the future of neuroscience and education, and her work in social and affective neuroscience and its application to education.

AAU is a nonprofit organization of 62 leading public and private research universities in the United States and Canada focused on issues that are important to research-intensive universities, such as funding for research, research policy issues, and graduate and undergraduate education. The organization works to maintain the productive partnership between the nation's research universities and the federal government.

While in Washington, Dean Gallagher also participated in meetings with education deans who are part of the Learning and Education Academic Research Network (LEARN) Coalition, a group of deans from 18 AAU schools of education formed to lobby Congress for more federal dollars for research about teaching and learning. Due to Dean Gallagher's commitment to partnerships that advance education issues in Washington, Rossier was a founding member institution of the LEARN Coalition in 2004.

The collective efforts of the LEARN Coalition have already had a great impact on education research funding. In 2005, NSF research funds were slated to be redirected to the Department of Education under the Bush Administration, never to reach the schools of education that needed those funds. The partnership successfully lobbied to keep the funds in NSF so education researchers would have a shot at acquiring them.

In September, Gallagher and LEARN Coalition members met with officials from the National Institutes of Health, the National Science Foundation, and the Institute for Education Sciences to promote funding for education research and share how our faculty is making a difference with this research. ■





rossier and the yangpu district in shanghai

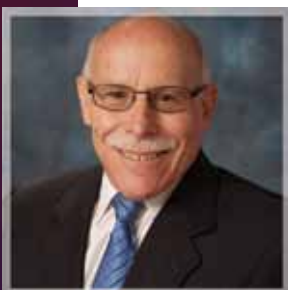
improving
urban
education
INTERNATIONALLY

THE USC ROSSIER SCHOOL OF EDUCATION and the Teacher Training College of the Yangpu District in Shanghai China share a critical interest in improving urban education throughout China and the United States. The USC Rossier School’s strategic plan calls for the school to be the “go to” force in urban education by embracing globalization and recognizing that many of the issues of urban education have no national boundaries. The plan states “the School must prepare education leaders to better understand the complexity that geography, culture, and politics add to ubiquitous issues such as learning, leadership, access to education, violence and creativity.” The Yangpu District in Shanghai, which is home to eleven universities including some of China’s best, such as Fudan University, Tongji University and the Shanghai University of Science and Technology, has long recognized that if China ultimately wants to ensure that up to 85% of its 18-21 year olds enter institutions of higher education, there is an urgent and practical need to improve the K-12 education system in China. The Yangpu District understands that this improvement can best be accomplished by strengthening the leadership skills of its principals, the pedagogical skills of its teachers and enhancing the English language skills of its teachers.

These mutually supportive goals led the USC Rossier School and the Teacher Training College of the Yangpu District to sign in May 2009 a memorandum of understanding to create and implement an innovative partnership to help meet the educational needs of both countries. This MOU outlined initial collaboration efforts in three important areas:

1. In-service teacher training. The USC Rossier School will develop tailored teacher training programs for the Teacher Training College of the Yangpu District, focused on English language proficiency and teaching pedagogies.
2. Leadership training for principals. The Rossier School will develop leadership training courses for K-12 principals from the Yangpu District focused on educational administration, leadership, management, and teaching strategies.
3. Degree courses. The Teacher Training College of the Yangpu District will send degree candidates to study at the Rossier School in masters and doctoral programs, subject to USC’s admission criteria. Programs of particular interest include the MA-TEFL program on Teaching English as a Foreign Language and the Master of Education program. The Doctor of Education program will be a focus beginning in future years.

Shortly after this MOU was signed the USC Rossier School and the Yangpu Teacher Training College worked quickly to implement the programs outlined in the agreement. Dean Karen Symms Gallagher, several Rossier faculty



by DR. MICHAEL A. DIAMOND, Professor and
Executive Director of the Asia Pacific Rim International Study Experience (APRISE)



KARAOKE

DIPLOMACY?

members and a group of Rossier Ed.D. students visited with leaders from the Yangpu Teacher Training College and several high schools and colleges in Shanghai. In mid-2009 deans and principals from the Yangpu District made an initial visit to USC and met with Dean Gallagher and Rossier faculty and staff as part of APRISE's higher education leadership exchange forum.

Plans are currently being developed for an in-service teacher training program and a leadership training program for principals from the Yangpu District to be held on the USC campus during the summer 2010. Between 20 and 30 individuals are expected to participate in each program which will include both academic sessions and cultural events supervised by Rossier and USC Language Academy faculty. Mutual expectations are that these two initial programs will be the first of many innovative joint non-degree programs between the USC Rossier School and the Yangpu Teacher Training College that will commence in the coming years. It is through such programs as these and by participation of Rossier faculty and students in programs sponsored by the Yangpu District that urban education in the U.S. and China, in general, and Southern California and Shanghai, in particular, will be mutually improved. ■

It might have been the karaoke. Or it might have been being mistaken for an American Idol contestant. Whatever it was, it didn't take long for my students to fall in love with Beijing.

I traveled to Beijing, China in June, 2009 with students from USC's Postsecondary Administration and Student Affairs (PASA) program. Though this was my first trip, the Higher Education Administration in China course has been taught since 2007, and this group of PASA students was no less impressed with Beijing's skyscrapers, universities and cultural sites than those who had traveled before them. Meetings with students, student affairs administrators and faculty at three top Beijing universities reinforced the students' belief that there was a lot to be learned from our counterparts.

PASA's third trip to Beijing was just one of several collaborations and international endeavors that have taken place over the last several years between faculty and administration at Rossier and educational leaders at universities in China. Dean Karen Gallagher, the staff of APRISE, and faculty in both the Ed.D. and Ph.D. programs have made numerous trips to Beijing for conferences, to address Chinese higher education officials, and to visit colleagues at Peking University (PKU), Beijing Normal University, and other universities. In return, the Rossier School and our jointly appointed faculty from USC Student Affairs have hosted several delegations from various universities in China. The purpose of all this activity? To establish partnerships.

In *The World is Flat*, Thomas Friedman writes about the amazing revolution in access to information, outsourced activity, and the leveling playing field for many industries. For the PASA students visiting Beijing for the first time, this meant that the capital of the fastest growing country in Asia felt . . . somehow familiar. Though clearly struck by language and cultural differences, with the numerous Western-style hotels and the new Olympic venue, the students realized that what was once foreign may not be so anymore. While our students were hard-pressed to converse about Chinese current affairs (beyond what we studied in class), their Chinese peers quizzed them on politics in the US and contestants eliminated on American Idol. And all of this was done in near-perfect English.

[CONTINUED ON PAGE 19 >]



by DR. TRACY TAMBASCIA,
Associate Professor of Clinical Education and
Program Lead for the Postsecondary Administration
and Student Affairs (PASA) program



connections in vietnam

...the country is beginning a multi-generational period of development, and education will play a critical role in spurring these changes.

UNDER DEAN GALLAGHER'S LEADERSHIP, the Rossier School is developing substantive relationships with key partners in Vietnam that will provide a platform for student and faculty engagement in Southeast Asia for years to come.

Vietnam is at the beginning of a long-term process of reforming its education system at all levels, from primary schools through higher education. The country faces many difficulties in accomplishing its goals including a lack of financial resources and a dearth of credentialed, well-trained teachers and educational leaders. The gravity of the challenge faced by educational reformers in Vietnam presents an opportunity for the Rossier School both as a laboratory for our students and as a venue in dire need of the expertise and energies we can marshal among our faculty.

In August, 2009, Dean Gallagher met with Vietnam's Minister of Education and Training, Dr. Thien Nhan Nguyen, to discuss the country's educational needs and the possibility of the Rossier School partnering with the Ministry and individual institutions to develop educational change-agents capable of meeting the country's needs. As a result of this meeting, the Ministry of Education and Training sent a delegation of thirteen leaders from Vietnam's universities that train teachers and educational leaders to visit the Rossier School in November. The institutions represented included: Hanoi National University of Education, Hanoi University of Education 2, Ho Chi Minh City University of Pedagogy, Hue University of Education, Ba Ria-Vung Tau University, and Thai Nguyen University of Education.

The emerging relationships fostered during that visit present the Rossier School with a unique set of opportunities. Dean Gallagher signed agreements that will allow the School to collaborate with institutions throughout Vietnam to reform teacher training, improve English language instruction, revamp curricula and pedagogical approaches, and help local institutions build the capacity to train leaders who will become change agents within their institutions.

Our connections in Vietnam also provide our students with learning opportunities. APRISE (Asia Pacific Rim International Study Experience) organizes student study tours to expose students to educational policy and practice in other countries. In August, 2009, the first group of Ed.D. students visited Vietnam with Dean Gallagher, Associate Dean Melora Sundt and myself. In meetings and site visits in both Ho Chi Minh City and Nha Trang, students met a wide variety of educational practitioners ranging from high school teachers to university presidents and government officials. In 2010, another student group will journey to Vietnam to build on the



by DR. MARK POWER ROBISON, Associate Professor of Clinical Education,
Director of the Asia Pacific Rim International Study Experience (APRISE)



KARAOKE DIPLOMACY?

[>CONTINUED FROM PAGE 17]

What is evident in this exchange is, of course, that we do indeed have much to learn from one another. Though we will continue to foster student exchange opportunities, Rossier is taking the next step in fall, 2010 with the launch of a formal exchange between Peking University's Graduate School of Education and the PASA program. A cohort of Chinese higher education graduate students will be enrolled in the PASA program and will take courses at PKU for the first year of their graduate study. In year two, these students will travel to Los Angeles and complete their coursework in the PASA program and graduate in spring of 2012.

Two new courses will be created through this exchange – Comparative Foundations and International and Comparative Student Affairs. We also anticipate increased faculty exchange, dialogue about shared research, international fieldwork placements, and increased understanding of how cultural differences impact student affairs. With PASA graduates shaping the future of student affairs in Chinese universities, we hope that the collaboration and learning between our Chinese and American PASA graduates will extend far beyond the time they spend together in our classrooms.

While we expect that many partnerships will be formed through scholarly exchange and classroom learning, we hope that meaningful relationships will also be fostered over coffee (or tea) and . . . maybe even a little karaoke. ■

experiences of their predecessors.

A critical resource in the Rossier School's work in Vietnam is the Southeast Asian Ministers of Education Organization's Regional Training Center in Ho Chi Minh City (SEAMEO-RETRAC). Rossier School alumnus Dr. Do Huy Think is Director of the Center and alumna Dr. My Phuong Ho Thanh is Deputy Director of SEAMEO-RETRAC. Together, they serve as important links between USC and colleagues throughout Vietnam.



A delegation sent by the Vietnamese Ministry of Education visits Toll Middle School in Glendale Unified School District.

Faculty and student engagement in Vietnam is still in a nascent state at the Rossier School, but we now enjoy strong relationships with colleagues throughout the country that will serve as a basis for further connections in the future. With 86 million people, Vietnam is the 13th most populous country in the world and is projected to be amongst the top 10 within a generation. As a fast-growing nation with a robust developing economy, the country is beginning a multi-generational period of development, and education will play a critical role in spurring these changes. The Rossier School is now positioned to play a major role in shaping educational reform in Vietnam, with benefits accruing to the people of Vietnam as well as to our faculty and students who engage with their peers in Southeast Asia. ■

THE CENTER FOR COGNITIVE TECHNOLOGY (CCT) brings its expertise to several partnerships across the University and beyond.

CCT faculty has been collaborating with the USC Keck School of Medicine to apply cognitive task analysis (CTA) to the development of improved technical skills training in surgery. The partnership arose when surgical educators sought a new form of instruction in the medical arena. CTA includes a variety of methods to capture the underlying knowledge, skills, and cognitive processes experts use to perform complex tasks. Research shows experts often omit essential information when teaching surgical skills because that knowledge has become automated. Experts in CTA at CCT were called upon to help develop and test a curriculum that uses CTA methods to capture and document the expertise of the surgical faculty at USC.

CCT is collaborating on numerous projects with the USC Institute for Creative Technologies (ICT). Dr. Richard Clark and Dr. Ken Yates have conducted cognitive task analysis to capture the expertise of U.S. Army battalion commanders who recently conducted counter-insurgency (COIN) operations in Iraq and Afghanistan for the development of UrbanSim. UrbanSim is a serious game to train Army commanders in COIN operations. The Center captured the knowledge and skills of these experts in the field through CTA and adapted them for UrbanSim.

In another partnership with ICT, the Center is involved with the Mobile Counter-IED Interactive Trainer (MCIT) for the purposes of training lower level enlisted and officers to recognize and manage threats from Improvised Explosive Devices (IEDs). CCT conducted cognitive task analysis (CTA) interviews with military experts who had recent and successful experience detecting and avoiding threats from IEDs. ICT adapted the results into the design of the MCIT.

CCT has also partnered with ICT to develop the Immersive Naval Officer Training System (INOTS). The INOTS effort is to train officer candidates in interpersonal leadership skills by practicing complex problem solving and

situational awareness in an instructor-facilitated simulation environment with a Virtual Human. CCT is conducting cognitive task analysis (CTA) to determine tasks, learning objectives and the procedural and conceptual knowledge required to perform the interpersonal skills that will be trained in these simulators. The Center will assist ICT in the instructional design of the training materials, as well as the design of the assessment instruments and overall evaluation of the training programs.

Dr. Allen Munro and Dr. Quentin Pizzini at the Center for Cognitive Technology have been engaged in collaborative projects with the National Center for Research on Evaluation Standards and Student Testing (CRESST) at UCLA for several years. The focus of this work has been assessment and assessment-based instruction in the context of interactive simulations and games. Two new projects began in January 2010.

In one project, Assessment of Tactical and Critical Thinking Skills, CCT researchers are collaborating with the senior research staff of CRESST to develop techniques for automatically assessing cognitive performance in the context of a game-like planning tool, called the TAO Sandbox, which has been under development at CCT. The Sandbox is a specialized tool for planning surface tactics for Navy officers and for conducting research on adult learning and problem solving. This tool will be modified to produce micro-assessments when users take actions in a tactical problem and when critical events occur. More comprehensive automated assessments must also occur when users signal that they have completed a problem and/or when a problem times out. This work is expected to break new ground in assessing learning, not with conventional test questions, but by observing the details of student's behavior in using a specialized software tool (the Sandbox) to solve complex problems.

In another project, Training Models and Tools for Advanced Learning, the Center is collaborating with CRESST to find principles and techniques for conducting assessment-centered instruction in simulation contexts. In addition, the TAO Sandbox will be extended to support additional types of Navy tactical problems, such as carrier group air defense, submarine escort planning, surface warfare, and others.



*Dr. Richard Clark (Top) and
Dr. Allen Munro, Co-Directors*

THE CENTER ON EDUCATIONAL GOVERNANCE (CEG) not only engages in partnerships that support its work, it studies the value of partnerships. Since its inception in 1992, partnerships have been part of the Center's DNA.

CEG's researchers examine partnerships that span public schools, public school systems and economic sectors and develop products and services for improving policy and practice.

Dr. Patricia Burch, visiting professor and CEG faculty associate, studies the rise of the private sector in providing educational services to low-performing public schools, from curriculum development to school management. Another CEG partnership study examines charter schools that partner with community-based, public and for-profit organizations. While motivations to partner vary, the key benefit for partners draws on the unique strengths of organizations in different economic sectors.

Common motivations include:

Financial : Partnering can provide resources and stability needed to begin, grow, or significantly innovate programs. CEG research found that charter management organizations' network approach offers economies of scale in human resources, technology, curriculum and professional development.

Organizational : A partner can increase efficiency and productivity or help organizations achieve common goals. Burch's work found that certain partnerships between the private sector and school districts enable each to serve historically underserved students.

Political : A well-established partner can provide greater credibility or legitimacy from funders, constituents, or clients. "Charter school founders are oftentimes 'outlaws' who want to break from the traditional school system," said Dr. Guilbert Hentschke, Richard T. Cooper and Mary Catherine Cooper Chair in Public School Administration and senior faculty associate at CEG. "Partnering with a longstanding community-based organization provides charter school founders some initial legitimacy useful for getting the charter petition through the application process."

Dr. Katharine Strunk, assistant professor of education and policy and faculty associate with CEG, looks extensively at partnerships within school districts: School boards and teachers' unions collaborate through collective bargaining to improve accountability, teacher working conditions and

teacher quality. "Our early findings show that districts where administrators and school boards work with teachers' unions to shape policies appear to have greater success in implementing reforms and responding to increasing pressures from accountability programs and budget reductions," Strunk said.

Other CEG research into partnerships investigates how to involve families in urban public schools. Dr. Joanna Smith, Research Professor and CEG assistant director, said, "Charter schools have used some innovative strategies to involve all parents in their child's education." CEG's national study examined ongoing partnerships between schools and families, uncovering effective ways to engage parents in education.

CEG has found elements which sustain partnerships over time:

Distributed leadership : When a partnership is between only the organization's leaders, the partnership may not last beyond the leaders' tenure. CEG found that involving members across different levels of the organizations helps ensure the partnership's duration.

Explicit expectations : CEG's study of family-school partnerships found that involvement is sustained when each party knows what is expected of it. Parent contracts spell out how families can support their child and the school: e.g., the number of volunteer hours required, homework completion expectations, and requirements for reading together at home.

Ongoing communication : CEG's study of district-foundation-university partnerships in implementing district reform initiatives found that multiple communication channels fostered commitment and feedback at all levels.

Aside from basic research to develop viable theory, CEG researchers collaborate extensively with school districts, foundations and the school community to produce products and services for the field.

CEG will continue probing public-private partnerships. Burch is exploring a portfolio model of district-provider-school interactions. Strunk is examining the success of California's district leadership partnerships with District Assistance Intervention Teams in "program improvement" under NCLB. As a Fulbright Fellow in Saudi Arabia in spring 2010, Hentschke will examine governance relationships between Middle Eastern governments, schools and universities.



Dr. Priscilla Wohlstetter, Director

PRESIDENT OBAMA HAS CALLED for the United States to again be at the top of industrialized countries in terms of college participation and graduation rates. In order to meet that goal we need to increase participation in higher education by one million students a year for the next decade. CHEPA's work is largely focused on helping increase participation in higher education and helping retain students once they arrive at a postsecondary institution.

In order to address the challenges of improving college access and persistence, we are continuing to partner with the Game Innovation Lab (GIL) at USC on Pathfinder – a game that will increase a student's understanding of what s/he needs to do to apply to college and why going to college is important. The initial paper version of the game will be sent to 1,000 of our high school partners this spring. We are concurrently working on creating a Facebook version of the game that has the potential of reaching hundreds of thousands of teenagers. Drs. Zoe Corwin and William G. Tierney presented findings from their work at ASHE on a panel with Jonathan Mathis and June Ahn, graduate students in the Rossier School; Victor Garcia, Director of Outreach for CHEPA, is completing his dissertation on how low-income youth utilize games such as Pathfinder.

Dr. Adrianna Kezar recently completed a three-year study of a financial aid tool to help low-income students access and succeed in college. She is on sabbatical for the year and is working on three books focused on: (a) access, (b) faculty, and (c) leadership. She will continue her work examining contingent faculty by conducting a nationwide study of practices and policies. Graduate student Cecilia Sam will undertake a related study for her dissertation.

Dr. Guilbert Hentschke and Tierney are writing a book for Harvard University Press related to entrepreneurial education. The study extends their work on the for-profit sector and examines an additional avenue for increasing access to higher education other than the public sector. Doug Burluson, a graduate student in the Center, is doing his dissertation on why students choose a for-profit college even though a public institution might be less costly. Hentschke currently has a Fulbright to Saudi Arabia where he is studying globalization and entrepreneurialism. Tierney wrote two op-eds, for the *Sacramento Bee* and *Los Angeles Times*, pertaining to the future of public higher education in California.



Dr. William G. Tierney, Director

Dr. Tatiana Melguizo's work is associated with understanding how different educational trajectories and financial aid policies affect the educational outcomes of minorities and low-income students. She recently received a \$500,000 grant from the U.S. Department of Education's Institute of Education Sciences (IES) to evaluate the impact of developmental math on the educational outcomes of community college students.

Most pleasantly, Associate Professor Darnell Cole has received tenure in the Rossier School of Education. He continues his research on improving the climate for diversity in colleges and universities, and has begun a new project with Professor Shafiqah Ahmadi that will look at the experiences of Muslims on American campuses.

The Center also continues its focus on increasing access to higher education via mentoring, and improving the writing skills of low-income youth. We remain particularly concerned about the challenges homeless youth, undocumented youth and foster care youth face en route to college. Lisa Garcia, a Ph.D. student in the Center, is doing her dissertation on undocumented youth on public four-year campuses, and Dr. Corwin continues to publish on students from foster care.

The Weingart Foundation is working with us on a strategic plan for the Center. Current funding for our various projects is provided by the Gilbert Foundation, College Access Foundation of CA, Teagle Foundation, Sterling Foundation, Angell Foundation, CITI Foundation, and the USC office of the Provost.



(Above) Two high school students playing CHEPA's Pathfinder college access card game celebrate "getting into college." (Below) The U.S. Department of Education's Access to Higher Education panel, which has been chaired by Rossier's Dr. Bill Tierney for the past year, released the practice guide, *Helping Students Navigate the Path to College*, in September.



THE CENTER FOR OUTCOMES RESEARCH AND

EVALUATION (CORE) is involved with numerous strategic partnerships, because interdisciplinary research is at the forefront of its research mission. CORE's projects involve both cross-university (multi-school) and community-based partnerships.

CORE'S NATIONAL RESEARCH CENTER PARTNERSHIPS:**Biomimetic MicroElectronic Systems (BMES)****Engineering Resource Center (ERC)**

The BMES ERC brings physicians, biologists, educators, and engineers together from four universities to develop microelectronic systems that interact with living human tissues. CORE faculty Dr. Gisele Ragusa directs the engineering education and outreach assessment functions for the center.

The Optimizing Participation Through Technology (OPTT)**Rehabilitation Engineering Research Center Initiative**

The OPTT RERC is working with a goal of bettering the lives of those with difficulties related to aging and disability through the research and development of new technologies. Ragusa serves as the evaluator of the 4 projects in this center and also serves on the administrative Core of this center.

The Child Obesity Research Center (CORC)

The Keck School of Medicine's CORC is studying health disparities associated with obese minority children. Ragusa serves as co-PI on one of the three major projects in this center.

Center for Emerging Materials for Solar Energy**Conversion and Solid State Lighting**

This center has as its goals to demonstrate new technologies based on emerging nanostructure and organic materials that will enable photovoltaic energy conversion to become a significant portion of the world's power. Ragusa directs and CORE staff and faculty administer all engineering education and outreach programs in the center.

All of these national research center partnerships are critically important to the future of the health and technological welfare of our communities. These strategic partnerships are essentially interdisciplinary and help enable USC's mission to be actualized.

CORE'S USC INDEPENDENT (NON-CENTER)**PARTNERSHIP PROJECTS:****HCC-Small: PedWorkflow: Workflows for Assessing Student Learning**

This project intends to create a novel workflow environment that supports efficient assessment of student learning through interactive generation and execution of various assessment workflows in USC's undergraduate and graduate engineering. In this project, Ragusa (co-PI) plays both a pedagogical expertise role and an assessment role.

DETER

The purpose of this engineering education project is to revolutionize security education at universities by developing a set of practical, hands-on exercises to accompany security courses. Partnering with USC's Information Sciences Institute, CORE is serving an evaluative function on this project. This project partnership is critical to advancing engineering education and is a multi-university project with three partner universities.

Center For Scholarly Technology**Teaching With Technology Project**

In this project, faculty across USC were awarded Provost funding to engage in innovative projects in which they teach with technology. Ragusa serves in an advisement role with this project related to assessment and project evaluation. This partnership enables advancement and impact assessment of the University's innovative teaching with technology opportunities.

CORE'S COMMUNITY PARTNERSHIPS:

CORE also has several strategic partnerships with three major urban school districts, Los Angeles Unified School District, Paramount Unified School District, and the ICEF Charter schools. We have received three NSF grants and a grant from the California Postsecondary Education Commission to promote collaborative STEM teacher training and professional development. These partnerships are critical to the advancement of STEM achievement in K-12 and to increasing access to college of underrepresented groups in STEM fields.

In addition to our school district partners, CORE has partnerships with Para Los Ninos, the Jewish Federation, and St. Anne's. These L.A. area community agencies provide diverse services to urban families in need and these partnerships greatly support the Rossier School of Education's urban mission.



Dr. Gisele Ragusa, Director

“AS RESEARCHERS WE OFTEN TALK about our work at conferences, and at times, we may wonder who’s really paying attention.

Five years ago, I received a call from Vicki Washington, Associate Vice President for Equity, Diversity and Inclusion for the University of Wisconsin System (UWS). She told me her colleague had been in the audience during a presentation I delivered months earlier on the Equity Scorecard, a tool developed by the Center for Urban Education (CUE) to measure racial equity in student outcomes.

During our call, Washington described how the system’s 20-year-old diversity plan was focused on improving access and outcomes for historically underrepresented students. Despite good intentions, the agreement was simply not yielding the results they were seeking.

It quickly became clear to me that the system had a rich history of innovation. They had embraced diversity before it was popular and they already knew one of the most important lessons here – that diversity without equity is not enough.

In short, that conversation led to a five-year partnership between CUE and UWS.

The partnership required the university system make not only a financial investment but one that involves time. They weren’t looking for a silver bullet. They were willing to accept that creating equity is a process.

“We were throwing money at a problem without understanding the problems, and the results were disappointing,” said Dr. Rebecca Martin, Senior Vice President for Academic Affairs for the UW and the individual who was in the audience during my presentation years ago. “The Equity Scorecard gave us a better understanding of ways to tailor the interventions. It helped us get away from seeing student deficits, and make student success an institutional responsibility.”

In 2005, the Wisconsin Board of Regents approved funding to implement CUE’s Equity Scorecard at five pilot institutions. Other campuses eventually joined in the project.



*Dr. Estela Mara Bensimon (Top) and
Dr. Alicia C. Dowd, Co-Directors*

Our work uncovered eye-opening inequalities in outcomes for African Americans, Latinos, and American Indians, not just in commonly reported metrics such as access, retention, and graduation, but more nuanced observations such as participation in high-demand majors, study abroad and campus leadership.

One campus discovered that one reason why African American and Latino students experienced inequitable graduation rates was due to the fact that they were disproportionately likely to be on academic probation by the end of their first year. That institution is now developing a program to prevent students from getting on probation, and for those who slip through the cracks, get them off probation quickly.

The partnership brought about some key changes, especially in regards to the improvements made in the system’s accountability structure. These are exactly the kind of changes President Obama is seeking with the American Graduation Initiative. Much of the legislation focuses on developing benchmarks to close the gaps in enrollment and completion rates for underrepresented students and extensively using data to measure outcomes – things that CUE has been doing for years.

We are currently building on our findings by conducting the Wisconsin Transfer Equity Study, funded by the Ford Foundation. This project seeks to enhance parity in outcomes in transfer and baccalaureate attainment. And we are pleased that our collaboration has expanded at this point to include the Wisconsin Technical College System.

Partnership participants can take pride in their willingness to take chances and look at what most systems prefer to leave hidden. After all, UWS is helping to pioneer equity as an essential indicator of system-wide accountability – no small feat.

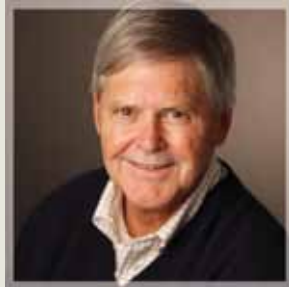
Through this venture, we’ve been able to connect the dots between aspirations, institutional action and measurable outcomes – and we’re not even at the finish line yet. ”

— By Dr. Estela Mara Bensimon

New Faculty at Rossier



Dr. Patricia Burch



Dr. Pat Gallagher

Dr. Patricia Burch, an expert on privatization, district redesign and equity in public education, joined Rossier as Visiting Assistant Professor in the K-12 Education Policy concentration. Through her work, Burch is interested in strengthening research, policy and practice connections.

"The future of education must involve sustained and focused work to improve the quality of teaching and learning in lowest performing schools," Burch said. "That work depends on collaborative relationships within and across the entities that try to improve the lives of urban youth - families, communities, private entities, schools, faith based organizations."

Dr. Pat Gallagher joined Rossier in January as Professor of Clinical Education in the Teacher Education concentration. He is an expert in early childhood development, special education, and intervention programs for children with disabilities and their families.

Gallagher's recent work examines the assisting role formal and informal supports play in families with children diagnosed with disabilities, as well as investigates play in preschool classrooms and its role in facilitating young children's language development.

"I am excited to be a part of a dynamic Teacher Education faculty that is building and moving forward," Gallagher said. "In that role I hope to assist our future teachers to understand and meet the needs of all the children in their classrooms."



Dr. Angela Hasan



Dr. Corrine Hyde

Dr. Angela "Laila" Hasan joined Rossier as Assistant Professor of Clinical Education in the Teacher Education concentration. Her research interests include the intersection of educational policies, parent role construction in education and family learning opportunities, as well as the creation of public learning spaces for teachers, and family involvement to inform school policies.

"I look forward to contributing to the building of new and innovative learning structures in the MAT@USC to advance the preparation of teachers, particularly those that will teach in underserved schools across the nation," Hasan said.

Dr. Corrine Hyde, Assistant Professor (Teaching) of Clinical Education, is the first full-time faculty member at Rossier to be completely off-site, working out of St. Gabriel, Louisiana. She works in the Teacher Education concentration and is excited to be a part of the MAT@USC program, which Hyde says is changing the face of teacher education.

"I'm interested in how to develop and implement curriculum in K-12 environments that supports social justice and diversity and how to increase cognitive engagement and mastery goal orientation in science and mathematics among K-12 students," Hyde said.

New Faculty at Rossier



Dr. Anthony Maddox



Dr. Brandon Martinez

Dr. Anthony Maddox is Professor of Clinical Education and has joined Rossier in the Teacher Education concentration. His specialty includes STEM pedagogy, educational and community informatics, and non-formal learning networks.

In his new role, Maddox said he most looks forward to creative opportunities with faculty, staff and students at Rossier to transform pedagogical knowledge as text into images, video and audio; improve online learning experiences; create online science and math laboratories; build educational communities on-site and online; and collaborate across USC to reform K-12 STEM education.

Dr. Brandon Martinez joined Rossier as Assistant Professor of Clinical Education in the Teacher Education concentration. His interests include educational technology – specifically the use of electronic and web-based polling systems, online pedagogy, and student and teacher motivation in the online setting.

“Getting to work with future teachers is inspiring and exciting--I feel like I can make a significant impact on these future teachers’ practice, which will in turn, provide optimal learning for their future students,” Martinez said.



Dr. John Brooks Slaughter



Dr. Julie Slayton

Dr. John Brooks Slaughter joined Rossier and Viterbi in January as Professor of Education and Engineering. The former president of Occidental College was the first African-American director of the National Science Foundation (NSF), and holds honorary degrees from more than 25 institutions. His education research interests are in the areas of higher education leadership, diversity and inclusion in higher education, underrepresented minorities in STEM, and access and affordability.

“I’m impressed with many of the things Rossier is doing in STEM at the public school level, and think there’s an opportunity to do even more. I’d like to work with others in the school to see what additional things we can do,” Slaughter said. “It’s very obvious diversity is a key element of Rossier’s mission and I’m pleased to be a part of the future effort to fulfill that mission.”

Dr. Julie Slayton joined the Teacher Education concentration at Rossier as Associate Professor of Clinical Education. Her research interests include organizational and system change in school districts, how school districts create learning conditions that change teaching practices for adults, and what constitutes high quality andragogy/pedagogy and high quality learning environments for adults and children.

“I look forward to collaborating with an exceptional group of faculty to develop teachers and other school leaders who can change the face of urban education,” Slayton said.



Dr. Joanna Smith

Dr. Joanna Smith is Assistant Director of the Center on Educational Governance and joined Rossier as Assistant Research Professor in the K-12 Education Policy concentration. Her research interests focus on education reform and innovation in meeting the needs of both state and local education systems. Smith has done extensive research on charter schools and is currently studying the replication of successful school models through a network approach to chartering.

"I very much enjoy the opportunity to work with a team of researchers through my role as assistant director at the Center on Educational Governance," Smith said. "I started out at CEG in 2002 as a research assistant when I was a doctoral student at USC and now embrace my role as a mentor in the center, where we have a mix of doctoral students, post-docs, and faculty."

USC Rossier School of Education
BOARD of COUNCILORS

The mission of the Rossier Board of Councilors is to assist and advise the dean in achieving the stated goals and mission of the school and to provide leadership in development efforts to meet the funding objectives of the school. We are very honored to have a group of board members who support, advise, advance, promote, and advocate for the USC Rossier School of Education in the fulfillment of our mission.

Following is the current roster:

William (Bill) Allen

Alumnus, President and CEO,
Los Angeles Economic Development Corp.

Margaret (Maggie) Chidester

Alumna,
Law Offices of Margaret A. Chidester & Associates

Verna B. Dauterive

Alumna, USC Trustee,
former principal in the Los Angeles
Unified School District

Michael Escalante

Alumnus, Superintendent of Glendale
Unified School District, DSAG Chair

Carol Fox

Alumna, teacher education lecturer and member of the
USC Alumni Association Board of Governors

John Katzman

Founder and CEO, 2tor Inc.

Ira W. Krinsky

Senior Client Partner, Korn/Ferry International

Donald (Don) Leisey

Alumnus, former Superintendent and educational
entrepreneur, President of A+ Report Card

Neil Matsumori

Alumnus, former Assistant Dean
for Business Affairs at the Rossier School

Brent Noyes

Alumnus, Principal of Arroyo Vista Elementary School,
Alumni Rep for USC BOG

Larry Picus

Rossier Faculty Council Chair, Professor,
USC Rossier School of Education

Barbara J. Rossier

Alumna, USC Trustee,
Chair of Rossier School Board of Councilors,
President of Rossier Enterprises, Inc.

Blair Taylor

President and CEO, Los Angeles Urban League

News

Mary Andres, Psy.D., was selected to receive a Widney Alumni House Award to recognize her service and dedication to the university in her work for the USC Lambda LGBT Alumni Association.

Dr. Alicia Dowd was recruited to serve on a special policy research panel to provide guidance to a congressional advisory committee, the Advisory Committee on Student Financial Assistance (ACSFA), which plays an important role in advising and influencing the views of our nation's legislators.

Dr. Guilbert Hentschke was selected to be a Fulbright U.S. Scholar to Saudi Arabia, where he will lecture and research at King Saud University in Riyadh through April 2010. He will be examining how the effects of globalization change universities there in comparison to the U.S.



Dr. Guilbert Hentschke

Dr. Robert Rueda has been selected to hold the Stephen H. Crocker Professorship in Education. Rueda is a professor of psychology in education at Rossier and one of the top researchers in the nation. He arrived at Rossier in 1985 and has conducted some of the most widely recognized research on sociocultural and motivational processes in classroom learning and instruction.



Dr. Robert Rueda

Books

Dr. Dominic Brewer has a new edited book, *Economics of Education*, published by Elsevier. The anthology of recent discipline summaries presents an authoritative, topical resource about the economics of education. Fifty chapters describe major and minor subjects within theory and empirics, returns to investments in human capital, financing, production, labor, and incentives.



Dr. Patricia Burch has a new book published by Routledge, *Hidden Markets: The New Education Privatization* examines specific domains that the education industry has had particular influence on: home schooling, remedial instruction, management consulting, test development, data management, and staff development.

Dr. Guilbert Hentschke and *Dr. William G. Tierney* are co-editors of the new book, *For-Profit Colleges and Universities: Their Markets, Regulation, Performance, and Place in Higher Education*. Published by Stylus, the book offers analysis of for-profit colleges and universities, reviewing their history, business strategies, and management practices. It sets them in the context of marketplace conditions, the framework of public policy and government regulations, and in the light of the public good.



Dr. Sandra N. Kaplan has co-authored a new publication, *Using the Parallel Curriculum Model in Urban Settings Grades K-8*, published by Corwin Press. The publication emphasizes the development of Scholarly Dispositions, Self Advocacy and Participation Skills for students of diversity.

Dr. Gisele Ragusa authored two chapters in the book entitled *Literacy in Times of Crisis: Practices and Perspectives*, which was recently published by Routledge. Her chapters focus on the use of journaling to help kids get through divorce and on informational literacy and children with disabilities.



Retirements

Dr. Etta Hollins announced her departure from Rossier to become the first holder of the Kauffman Endowed Chair in Urban Education at the University of Missouri in Kansas City. She has worked over the last decade to infuse the School's teacher education courses, curriculum, and instruction with a focus on education in urban settings.



Dr. Etta Hollins

Grants

Awarded August 2009 – January 2010 (Alphabetically)

Shafiqah Ahmadi, J.D. received a \$5,000 grant award from the Center for Feminist Research - New Directions Annual Seminar entitled "Intersectional Solidarity." The funding is for Ahmadi to continue her research on the Legal Protection and Services Provided for Transgender Students on College Campuses.

Dr. Estela Bensimon received a \$500,000 grant from the Hewlett Foundation for "Linking Action Planning to Evaluation through Performance Benchmarking in California's Basic Skills Initiative," and she received a \$500,000 grant from the Ford Foundation for "Education Equity and Postsecondary Student Success: A CUE and WICHE Partnership for Policy Research and Analysis."

Dr. Dominic Brewer received a \$54,000 contract for the "AERA-USC Agreement" from the American Education Research Association. He also received an \$8,539 subcontract through UC Berkeley from the James Irvine Foundation for the "Policy Analysis for California Education Infrastructure Grant." Brewer also received a \$61,461 Subcontract through Stanford University from the James Irvine Foundation for the "Policy Analysis for California Education Infrastructure Grant." Brewer was also awarded a \$252,253 grant from the Walton Family

Foundation for the project "the Walton Family Foundation School Quality Matrix for New Orleans."

Dr. Patricia Burch received a \$329,114 subcontract through the University of Madison Wisconsin from the U.S. Department of Education's Institute of Education Sciences for the "Multisite Evaluation of the Implementation and Impact of Supplemental Education Services."

Dr. Sandra Kaplan received a five-year Department of Education Jacob Javits Grant for \$1,684, 996 for Project Linking Learning to be conducted in the Los Angeles Unified School District. The project is a comprehensive, school-based model that provides curricular and affective differentiated and academically rigorous experiences to identified and potentially gifted students of diversity in grades two through five.

Dr. Gisele Ragusa received two grants totaling \$31,109 through EE Systems from the Department of Energy for "Emerging Materials for Solar Energy Conversion & Solid State Lighting." Ragusa also received a \$50,000 NSF grant through ISI for "Collaborative Research: Hand-on Exercises on DETER testbed for security education," and a \$92,734 NSF grant through Engineering for "HCC-Small: PedWorkFlow: Workflows for Assessing Student Learning." In addition, she received a \$993,735 grant from the California Postsecondary Education Commission for "Middle School Literacy Achievement in Health, Math & Science."

Dr. Katharine Strunk received a \$245,110 subcontract through UC Davis from the California Department of Education for the "Evaluation of AB 519 Corrective Actions for Program Improvement Year 3."

Dr. William G. Tierney received a \$25,000 grant from CITI Foundation for the "NACGP Increasing Access via Mentoring."

Dr. Priscilla Wohlstetter received \$48,000 from the National Association of Charter School Authorizers as Principal Investigator on a study examining authorizer policies and practices. She also received \$254,461 as Co-PI on a U.S. Department of Education-funded study, "Evaluating Charter Schools and the Charter School Program."

Alumni Achievements

Dr. Ding-Jo Currie Ph.D. '94 was selected as the new Coast Community College Chancellor in November, making her the first female Chancellor in the Coast District history, as well as one of the first Asian-American women to ascend to the nation's highest ranking CEO level in a higher education institution.



Dr. Ding-Jo Currie

Dr. Louis Kealoha Ed.D. '06 of the Hawaii cohort was unanimously selected to be the new Chief of Police for Honolulu, where he will lead one of the largest city departments, employing 2,100 police officers and 550 support staff.

Dr. Kathleen Hodge Ed.D. '02, accepted the post of Vice Chancellor in charge of instruction at the North Orange County Community College District. Hodge had been serving as President of Fullerton College since January 2004.

Dr. Christina Luna Ed.D. '05 was selected to serve as the first female superintendent of Calexico Unified School District, which is near the U.S.-Mexico border. Luna, who is also an adjunct assistant professor for the MAT@USC program, wrote her doctoral thesis on the challenges of educating bilingual K-12 students.

Dr. Steven Lee Ed.D. '96 was appointed as the Director of the new USC Korea International Office, located in Seoul. Lee has extensive experience in international education, and served as Interim Dean and President at the Intercultural Institute of California and as Executive Director of the Korean-American Education Center. Most recently, Lee served as Founding Director and Professor of the Doctoral Program in Educational Leadership in the College of Education at the California State University, Stanislaus.



Dr. Steven Lee

Dr. Trudy Arriaga Ed.D. '93, who has served as Ventura Unified Superintendent since 2000, was selected as superintendent of the year by the Association of California School Administrators for Region XII, which includes Ventura County, Santa Barbara County and San Luis Obispo County. Arriaga also reported that the street where the Ventura Unified School District Office is located was just renamed "Patrick O. Rooney Lane." The renaming was in honor of longtime VUSD Superintendent, USC Professor and Rossier alumnus Dr. Patrick Rooney (Ed.D. '59), who passed away in December 2008.



Dr. Trudy Arriaga

Remembering

Dr. E. Maylong Drake BS '51, ME '56, Ed.D. '63, died at the age of 89. He had been superintendent of both Duarte and Alhambra unified school districts, a USC faculty member, and past president and founding member of Educare.

Dr. Francis Laufenberg ME '51, Ed.D. '58 passed away in September at the age of 88. Laufenberg was superintendent of Long Beach Unified from 1978 to 1985, and upon retiring, served on the California State Board of Education. He had served as assistant superintendent for Oxnard School District before joining Long Beach Unified School District as assistant superintendent for business in 1960.



Dr. Francis Laufenberg

Dr. Seh-Jik Park Ed.D. '91, a distinguished educator, military officer, politician and statesman, passed away in July. Park had served as president of the organizing committee for the 1988 Summer Olympics in Seoul, and worked as Seoul mayor from 1990 to 1991. In recognition of his longtime support of both the USC Korean Alumni Association and the USC Korean Heritage Library, Dr. Park received the Alumni Merit Award in 1989.



Dr. Seh-Jik Park

Calvin Pullias MA Math '60, the son of the late Dr. Earl Pullias, died in January. He was a former employee at USC's Testing Bureau. Upon his retirement, he was active with his church in Upland, California, and was an active philanthropist. He has bequeathed his estate in support of the USC Rossier School Department of Higher Education.

Alumni Events

Dean Karen Symms Gallagher hosted a 100th Anniversary Reception for Rossier alumni in Taipei during the Global Conference there in October. The roster included alums who are teachers, administrators, technology experts, research scholars, policymakers, professors, deans, operations managers, counselors, and a university president. Attending alumni represented graduates from the 1940s all the way to the current decade and included Dr. Chuan Lee (Ph.D. '86), president of Ming Chuan University in Taipei, and his wife Dr. Pei-Di Shen, professor and director of the teacher education center at Ming Chuan University.

Dr. Thelma Melendez de Santa Ana Ph.D. '95 joined Dean Gallagher and Rossier alumni in Washington, D.C. for "A Conversation about Education" in November. Melendez, who is currently U.S. Department of Education Assistant Secretary for Elementary and Secondary Education, exchanged ideas and commentary about education reform, programs and goals during the informal discussion. About 65 guests attended the reception, including school alumni and prospective students.



Dr. Joyce King Stoops Ed.D. '66 passed away in December. King Stoops was professor and assistant dean at Rossier for 23 years. She and her late husband, Emery, have given generously to the School during their lives, including their joint endowment of the dean's chair, which is named after them.

The Next Century Fund — Update

USC ROSSIER IS WELL ON ITS WAY towards raising \$250,000 in gifts and pledges through The Next Century Fund. Launched last fall, Trustee Dr. Barbara Rossier and Dr. Roger Rossier pledged \$100,000 in honor of the school's 100th anniversary, and challenged alumni, students and friends of USC Rossier to give \$150,000 more.

So far, 452 individuals have pledged more than \$50,000 to The Next Century Fund, a 51% increase in donors and a 72% increase in funds from last year. In addition, 167 people made gifts of \$100 or more to join The Academy, USC Rossier's premier donor giving society. Among other benefits, members of The Academy will receive a signature bookmark celebrating the founding of the School in 1909 and subscriptions to select USC Rossier publications.

There is still time to make a gift to The Next Century Fund. Make a gift or pledge today to support the world-renowned faculty, innovative academic programs, global partnerships and extraordinary students that make USC Rossier one of the top 10 private graduate Schools of Education in the entire country. This is your opportunity to celebrate Rossier's centennial and to be part of our commitment to Innovate, Educate and Transform our schools and communities.

How to Make a Gift

To make a gift in support of Rossier, please address checks to
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Centennial Gala Kicks Off Fundraising for New Global Fellowships

THE USC ROSSIER SCHOOL OF EDUCATION

Centennial Gala was not only a wonderful way to celebrate the School's past achievements, but also raised funds for two important new fellowships that will assist students in the future: The Steven B. Sample Global Education Leadership Fellowship and The Cindy Hensley McCain Global Educator Fellowship. As Rossier continues its tradition of improving education locally, nationally and globally, the Sample and McCain Fellowships will enable us to provide our students with a global education that will prepare them to teach and lead in any and all communities.

Proceeds from the gala will allow at least 70 students to benefit from international study experiences orchestrated by Rossier's Asia Pacific Rim International Study Experience (APRISE). Since 2008, APRISE has organized tours visiting educational institutions and related organizations in Beijing, Hong Kong, Shanghai, Vietnam and other countries.



Through APRISE, we want to ensure that all Rossier students have the opportunity to participate in key international experiences focused on the Pacific Rim that enhance their capabilities as future leaders and scholars. **You can help in this effort by making a contribution** to the Sample Fellowship, which benefits our Ph.D. and Ed.D. doctoral students, or the McCain Fellowship, benefiting aspiring teachers and other school-based educators. Please mail your gift using the enclosed envelope today to support our educational leaders of tomorrow.

We wish to extend our thanks to the following donors for their support of the USC Rossier Centennial Gala on February 1, 2010.

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