

USC Rossier School of Education Magazine : Winter / Spring 2012

futures in Urban Ed



“conversations ON EDUCATION LEADERSHIP

USCRossier
School of Education

Master of Education in School Leadership - Offered Online



The Rossier School is pleased to announce a new program, which will prepare experienced teachers for entry into administrative and leadership roles.

- An innovative curriculum will challenge students to critically examine contemporary issues and to develop effective, sustainable school leadership strategies.
- Courses will meet online during evening hours to facilitate the participation of working professionals.
- Teaching credential holders who complete this program and fulfill additional state-mandated requirements will be eligible for the California Preliminary Administrative Services Credential.

At the University of Southern California's Rossier School of Education, we continue to build upon our exceptional reputation as a leader in urban education with these core commitments:

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

The program is anticipated to enroll its first students in fall 2012. For more information, please visit us online at <http://tinyurl.com/uscmesl> or email rossier.info@usc.edu.

futures

Winter / Spring 2012
in Urban Ed

USC President C.L. Max Nikias (*right*) talks about leading a university
with University Professor William G. Tierney

6

USC Rossier
School of Education

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Rossier — Rhymes with *Career*

FEATURES

Leading With a Mission 9

Rossier Dean Karen Symms Gallagher speaks with Board of Councilors
Chair Ira W. Krinsky about innovation, inclusion and leadership

The Making of Equity-Minded Leaders 12

Estela Mara Bensimon discusses how the Equity Scorecard™
process shapes new leaders

New Doctoral Program Prepares Executives Globally 14

Melora Sundt, Mark Robison, and Robert Filback talk
about the building of the Global Executive Ed.D.

Rossier Ed.D. Serves As National Model 16

Rudy Castruita and Robert Rueda share how Rossier's Ed.D.
has influenced programs at other schools of education

The Courage to Lead: A Personal Journey 18

By Darline P. Robles

Leading from the Bottom 20

By Adrianna Kezar

Leadership in 'College-Focused' High Schools 21

By Jonathan Mathis

DEPARTMENTS

Dean's Byline 2

Faculty at the Forefront 22

Rossier in the Headlines 3

Our Rossier Family 26

Dear Friends of Rossier,

THIS ISSUE OF *FUTURES* is intended to engage you in new thinking about the roles and responsibilities of educational leaders. The conversations also make it very clear that leaders exist at all levels of an organization and that is certainly true at USC Rossier.

As 2012 unfolds, faculty and staff of the School are immersed in the process of building our new Strategic Plan. Important voices and opinions from inside and outside of Rossier have been solicited for the process. This critical initiative will set the course for our work over the next five years — in academic programs, research and partnerships — and will be instrumental in our campaign for financial support.

LEADERSHIP

The plan will build on the work and achievements of the last Strategic Plan. Rossier's defining mission — to improve learning in urban education locally, nationally and globally — remains the same. We are committed to improving educational outcomes in environments where the needs are most acute.

With this new plan, we are embracing four key characteristics of activity: *scale, speed, risk* and *impact*. *Scale*, because the challenges facing urban education in the U.S. and globally are immense and require that Rossier's work touches as many people as possible; *Speed*, because those challenges are rapidly evolving and demand we be nimble and timely; *Risk*, because excellence in urban education means thinking outside of traditional problems/solutions; and *Impact*, because we must ensure and substantiate improvement in outcomes.



I am grateful that we are engaged with educational leaders who can help us achieve our lofty goals. I am particularly appreciative that President Nikias and Board of Councilors Chair Ira Krinsky contributed to this important dialogue.

As always, your thoughts are most welcome.

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

USC STEM Education and Research Consortium Kicks Off

On Nov. 14, USC hosted researchers across the university in the official launch of an initiative to develop, fund and carry out critical research to improve education in science, technology, engineering, and math (STEM) – at a critical time when President Barack Obama has called for the United States to train 10,000 more engineers a year and 100,000 new teachers in the STEM fields.

The USC STEM Education and Research Consortium, which facilitates cross-disciplinary research projects across multiple schools, debuted with academic deans from Viterbi, Keck, and Dornsife joining Dean Gallagher at the daylong summit.

The new initiative was conceived to bring the university's interdisciplinary research to bear on concerns about the nation's future STEM workforce. Gisele Ragusa, research associate professor at Rossier and Viterbi, and director of the Center for Outcomes Research and Evaluation (CORE), and John Brooks Slaughter, professor of education at Rossier and professor of engineering at Viterbi, are spearheading the consortium.

At the summit, representatives from federal agencies and foundations discussed their funding priorities in STEM and fielded questions from an audience of USC faculty, researchers and local STEM partners. Small group brainstorming sessions focused on future collaborations on STEM education and research across the university. The event also served as a preview of collaborative research projects currently underway at USC in the STEM fields.

The USC STEM Education and Research Consortium was funded by the USC Office of the Provost through the USC Collaboration Research Fund.

Four MAT Faculty Win First Roberta Weintraub Faculty Prize

Four faculty members from the USC Rossier School Master of Arts in Teaching (MAT) program comprise the winning team of the first Weintraub Faculty Prize for innovative use of technology for learning.

The team consists of **Anthony Maddox, Althea Nixon, John Pascarella** and **Brendesha Tynes**. The award-winning entry, the Technology in Education Collaborative Hub (TECH), is an archive of teaching and learning tools and resources centered on the latest innovations and uses of technology and media in education.

TECH, which initially will focus on science, technology, engineering and math content areas, eventually will provide a cross-content Teacher Learning Community for teachers to design, create and critique digital content for teaching and learning.

The \$10,000 prize was established this year by Los Angeles-based educational entrepreneur Roberta Weintraub. A member of the Los Angeles Board of Education for 14 years and president for three years, Weintraub was instrumental in instituting many forward-looking educational programs, including the highly successful Magnet school program now embraced by more than 160 school sites. Among the early advocates of technology in education, she also was the founder and executive director of High Tech High L.A.

Anthony
MADDOX



Althea
NIXON



John
PASCARELLA



Brendesha
TYNES



PULLIAS

USC Pullias Center

Named for Late Higher Education Professor

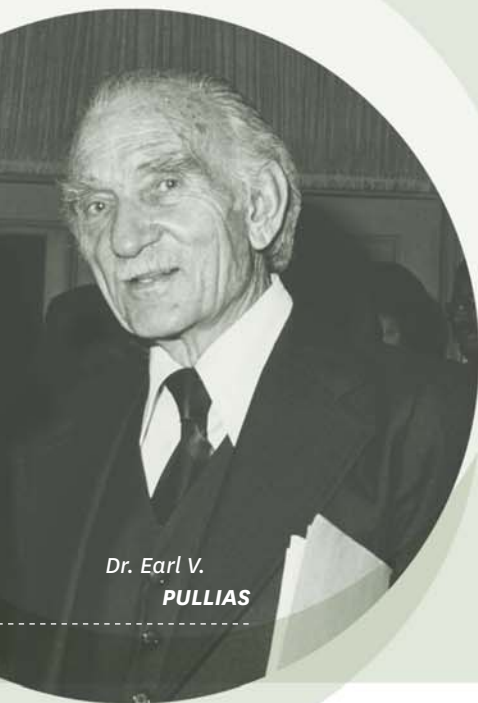
The Center for Higher Education Policy Analysis (CHEPA) has been renamed **The Pullias Center for Higher Education (PCHE)** in honor of the late Dr. Earl V. Pullias, as a result of a remarkable bequest from Dr. Pullias' estate.

Pullias was one of the founding faculty of USC's department of higher education in 1957, and was recognized internationally for his leadership and scholarly activity. Pullias was a prolific writer, with efforts directed towards the philosophical issues in higher learning.

The gift allows the center, which is considered one of the world's leading research centers on higher education, to continue its tradition of focusing on research, policy, and practice to improve higher education. William G. Tierney is the center's director (*See page 6*).

The newly named center is also the home of the annual Earl V. Pullias Lecture Series, which is the oldest endowed lecture series on higher education in the United States. The lecture began in 1979. On Thursday, March 29, Harvard Professor Clayton Christensen will deliver the 34th lecture. Christensen, the Robert and Jane Cizik Professor of Business Administration at the Harvard Business School and author of six books, is best known for his study of innovation in commercial enterprises and his theory of disruptive innovation.

The 34th Annual Pullias Lecture will be held at the Davidson Conference Center Embassy Room from 4:00 p.m. to 6:00 p.m. To RSVP to the event, contact Monica Raad at raad@usc.edu.



Dr. Earl V.
PULLIAS

ASHE Conference Honors Bensimon; Features Rossier Faculty, Students

Estela Mara Bensimon was named the 2011 recipient of The Association for the Study of Higher Education (ASHE) Council on Ethnic Participation (CEP) Founders Service Award for her leadership of the ASHE Institutes. She received the award on November 17 in recognition of her dedication to promoting access, opportunity and equity in higher education for students of color.

Bensimon was the principal investigator for the ASHE Institutes on Equity and Critical Policy Analysis, a series of five institutes held over two years that brought together nearly 100 professors, emerging and established scholars, policy analysts and others in higher education. The goal of the institutes was to develop a community of equity-minded scholars and policy analysts who would identify and change policies and practices that result in racial-ethnic inequities in postsecondary outcomes (*See page 12*).

The Ford Foundation supported the ASHE Institutes on Equity and Critical Policy Analysis, which were organized and convened by the USC Center for Urban Education (CUE) in 2009 and 2010. The idea for the institutes emerged from discussions Bensimon had as a member of ASHE's Equity Task Force in 2004-2005; and the structure, purpose and goals of the institutes were developed during her ASHE presidency in 2005-2006.

A number of Rossier faculty and doctoral students presented their research at the 36th annual ASHE conference. Professors Bensimon, Alicia Dowd, Darnell Cole, Adrianna Kezar, Tatiana Melguizo, Gisele Ragusa and William G. Tierney participated in sessions throughout the conference.

Additionally, the following Rossier Ph.D. candidates participated at ASHE: Stefanie Relles, Jenna Sablan, Constance Iloh, Araceli Espinoza, Holly Kosiewicz, Ji Zhou, Randall Clemens, Raquel Rall, Sean Gehrke, Linda Shieh, Keith Witham, Michelle Castellanos, Sable Manson, Shirley Parry, Megan Chase, and Tiffany Jones.

ASHE Association
for the Study
of Higher
Education

HYBRID HIGH

USC Hybrid High School

Officially Granted Charter

USC Hybrid High School, an innovative, personalized, student-centered school developed through USC Rossier, has been granted a charter from the Los Angeles Unified School District to open in the fall and operate through 2017. The school will be located within the USC neighborhood.

The mission of Hybrid High is to graduate 100 percent of its students prepared for college or career success by dramatically increasing their access to school – up to 12 hours per day, seven days per week, and year-round.

Hybrid High's flexible scheduling and personalized attention will cater to students at risk of dropping out because they hold jobs or care for family members. Each year, one-third of students who drop out of U.S. high schools identify those stressors as key factors in their decision to leave school. The typical student is likely to be Hispanic or African American, living in poverty, speaking English as a second language, and falling drastically behind in math or language arts proficiency.

The hybrid nature of the school includes a mix of online curriculum that students use in the classroom along with face-to-face instruction with teachers and instructional aides on a schedule that meets their needs.

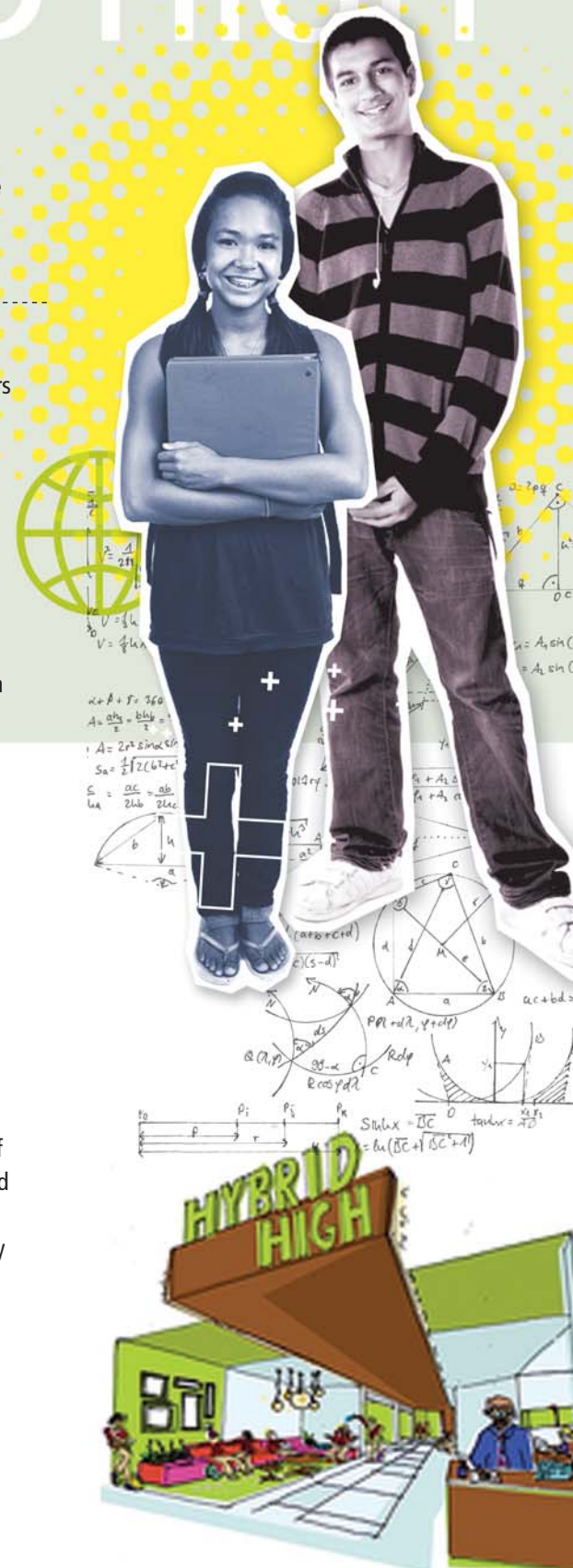
"The notions of the square box classroom and school don't necessarily work for everyone; it's an artifact," said Rossier Professor Melora Sundt, vice dean for academic programs. "We're creating an environment for testing some of those assumptions by getting down to the bare bones of what learning is all about, and, on the other hand, really harnessing technology to work on behalf of learners."

The online coursework – which serves as a dynamic electronic textbook – allows students to work at their own pace in the classroom setting until they master a topic. The program delivers real-time feedback to teachers and aides who then give support individually or in groups. Students will meet weekly with an academic advisor and participate in community projects and internships that support the curriculum.

USC Hybrid High will benefit from the research and expertise of faculty at Rossier. "We'll have all of the expertise of the faculty behind the school, so we're really using absolutely cutting-edge practices in the program," said David Dwyer, executive director of Hybrid High and the Katzman/Ernst Chair in Educational Entrepreneurship, Technology and Innovation at USC Rossier.

A new non-profit organization, Ednovate, has been established to assume responsibility for the charter and the day-to-day operation.

Hybrid High is in the process of securing its first home in USC's South Los Angeles neighborhood. In its first year, the school will enroll 150 ninth-graders, building to a total enrollment of up to 650 students within four years. The school plans for a ratio of 20 students for every certified teacher during the first school year. When including instructional aides, the student-to-staff ratio will drop to 1 to 15. While the school will exist on public tax dollars, it does need crucial start-up support to launch. The Bill & Melinda Gates Foundation and Elliot and Marcia Sainer are among a list of early supporters of the school.



Recently, USC President C.L. Max Nikias sat down with University Professor William G. Tierney to talk about leadership. USC's eleventh president has held his title since fall 2010, and has been at USC since 1991, as a professor, director of national research centers, dean, and provost. Tierney is the Wilbur-Kieffer Professor of Higher Education at USC Rossier and director of the newly named Pullias Center for Higher Education.

Bill Tierney: What traits do you need to be a college president or leader?

Max Nikias: This is what I've found when it comes to leadership. I came up with a very simple triangle. And in the three corners, I can place three philosophers from antiquity – Plato, Heraclitus, and Cicero.

For Plato, the definition of virtue is knowledge. Virtue for Heraclitus is character. And then you have the great Cicero, who said virtue is reason, the ability to have good judgment – and of course that comes with experience.

“ YOU HAVE TO HAVE

A VISION ”

—C.L. MAX NIKIAS

If you are going to be a good university president or good leader, whatever the organization, to me the three fundamental pillars or ingredients are: first, good knowledge of what you're leading. Second, good character, which defines who you are. And third, good judgment which is essential for tough decisions you have to make, where you have to relentlessly prepare and look at all possible outcomes. Do your homework, and based on all the knowledge you have up to that point, you try to make your best decision.

Those three, for me...I go back to them all the time.

BT: How much do you think leadership depends on context? You know this place like the back of your hand. You've got a relationship with faculty.

MN: Look at the success we have had in my first year, which included breaking records in fundraising in American higher education. Well, I couldn't have had this success if I had come from somewhere else to be President here. That's because a lot of my relationships and my reputation within USC were built over the course of a lifetime, for the past 20 years.

BT: It didn't ensure success but it had the conditions.

MN: That's right. It established the conditions.

BT: Who are role models for you in general?

MN: My role models in many ways come from the history books. Because I love history and I always love reading biographies. It's what I learn from reading their lives and their stories. Also, I have been watching, very carefully in my career, people in academic leadership, including (former USC President) Steve Sample. Sometimes from just watching people, you learn a lot. You may not do it exactly like they do, but at least you learn. So I was always observing carefully.

BT: There's a famous article called "Leadership is a Language Game," which talks about communication, and the importance of communicating. Where does that fit in? When I've watched you, it seems a lot of your day is talking to people.

MN: You're right. You have to be a good communicator. You have to be able to articulate the strengths and the mission of the university. So I find that is extremely important. But there is one more thing. You cannot be successful unless you have a positive personality.

BT: But you have to believe it also. I think people can see a phony.

MN: Another thing about the university environment, Bill, is that we as professors are a profession of idealists. Right? And you know very well, you don't tell a professor what to do. Anything we want to do in a university environment, yes, you have to have the right incentives and you have to have the right policies in place. But at the end of the day, you have to lead by example and inspiration.

BT: Do you think social media has changed the way you work?

MN: For me, it's changed a lot about how we reach out to students, and how we interact with each other. Also, here's one thing I love about this new technology: it's forcing all of us in this university environment – including the professors – to become learners, not just teachers. We are all a community of learners.

BT: Bill Clinton, who was talking about some of the problems that President Obama has had, said, "There are objective reasons why huge numbers of Americans are confused, angry, frustrated, and afraid. In that environment, the proper response is relentless explanation and dialogue."

I think there's a component that can say that's true in higher education right now. People are afraid, angry, frustrated. How do you see your role in solving that, not just at 'SC, but on the larger stage?

MN: I think that what we're missing on the larger stage is for university presidents or academia in general to articulate to the general public the role that our research universities play in society and what a difference we make. There are certain things that we take for granted. And then we let other voices take over, and because of the economic environment, they claim that we're too expensive, that we're too inefficient, that we should run universities more like businesses. I don't think we've done enough to explain to the general public that we are very different from any other business. And education is the greatest equalizer of society. You take the children of the have-nots, of the immigrants, everybody, and once they receive a first-class education from one of our universities, you change them for life.

BT: It struck me that if you look back, there are giants who were university presidents who were major players on the U.S. scene. David Starr Jordan, Woodrow Wilson... But today, it's not the case. So, isn't this cause for concern?

MN: It is a cause for concern. That's a reflection more of what's going on in the public university arena. There are so many university presidents from public universities who for one reason or another in the last six months have stepped down. It's probably now around 10 or 11 total. But what surprised me the most was their average span of tenure in office – it wasn't more than four years, or four and a quarter.

BT: So longevity has something to do with success?

MN: Yes. I'm a very strong believer of that, Bill. Because in a university environment, you're going to reap the benefits of decisions you make today perhaps 10 years down the road. You do research today but then it takes a window of five to seven years to truly make an impact. So to have this longevity in office – let's say a 10 year cycle – for me, it's one of the necessary conditions for success.

BT: So you also have to have a vision.

MN: Yes, you have to have a vision of where you want to take the university. You have to get faculty to participate shaping the vision, and then you need an execution plan, and, of course, the support of all the other constituencies. Above all, you have to have your board of trustees buy into it. So a university president today has a lot of different constituent groups that you want to pay attention to, to make sure they are all on board.

BT: I couldn't get out of here without giving you a quote from the classics, so let me give you something from Pericles. He said, "What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others." As a leader, what do you want to leave behind for the Trojan Family?

MN: Two things – One, that I've been able to touch the minds, the souls or the hearts of a lot of our students in my years as president. Hopefully, they can remember that for the rest of their lives and tell others about it. That comes from the personal interaction, and I do a lot of that.

Two, when people look back at my years as president, I hope they would see that I've truly made a big difference for this university, so that it moved up academically. The vision is for USC to truly become a world-class university of the highest rank, and that's what we're working for. We know it's not easy, and a lot of hard work is required. But that's the ambition and the vision we have, and I want people to say we made enormous progress toward that goal. Those are the two. And it doesn't have to be written in stone (*laughs*).

BT: The School of Cinematic Arts will have a movie of it! It's impossible to think of you only as president. You're a father, a husband, an immigrant to this country, a Greek. How has that impacted how you see the world and your work?

MN: A big difference. My daughters helped me so much, being USC students here. My God, that was priceless. They helped me understand this university's core functions much better. They gave me a view from the trenches. That's why I keep reaching out to groups of students now. I spend time with these student groups, without anyone else in the room. I talk to these groups the same way I talk to my daughters. You'd be amazed what you learn from them. And I couldn't have followed through on this commitment, this undertaking, without the support of my wife. It could be very cold and lonely without having a partner in this endeavor.

BT: Do you think you're seeing the world differently than someone who was born here in the States?

MN: I believe I do, and I talk to my daughters about this all the time. Being an immigrant, coming to the United States as a foreign student, nothing is given to you. You don't take anything for granted. You have no position anywhere waiting for you. You don't even have a network of friends or contacts. Therefore, you have to work very hard for it. And when you do, Bill, you get rewarded. But it's only in America. I believe I wouldn't have had the career I do in any other part of the world. On the evening that [USC board chairman] Ed Roski called to tell me that the board unanimously voted to elect me as the next president, as soon as we hung up, I sat my daughters on the couch, and I said, "Look, I want you to promise me that you will never forget this moment. Only in America could two people like me and your mom, who came to this country just for a better life through better education, come to the point that we reached tonight." Bill, I appreciate that. It's a warm feeling; it's a very warm feeling.

BT: What has been the biggest challenge, or surprise?

MN: Immediately you come to the realization, you are the president. Immediately, how the trustees see you or the rest of the university sees you changes. All of a sudden, overnight it was very different, and it was so obvious and visible to me. And it's constantly in my mind. That surprised me.

BT: When I was in college, I worked at a homeless shelter, and Sundays I ran the place. The chair of the board was in the back room. One day, something happened. I was 20 years old, and I ran in and said, "What should I do?" And he said, "You're in charge, and if you can't deal with it, you shouldn't be in charge. So go out there and deal with it." It was a good lesson.

MN: I'm a very strong believer that the best training for leadership is leadership. That's how you learn to swim. They throw you in the ocean, and you start swimming (*laughs*). ■



LEADING WITH A MISSION

Dean Gallagher talks about innovation, inclusion and leadership with Rossier Board of Councilors Chair Ira W. Krinsky. Krinsky is a consultant for the international executive search firm, Korn/Ferry International, where he founded and led the firm's education specialty practice.

Futures: Is education leadership different than other kinds of leadership?

Ira W. Krinsky: Not necessarily. Let me offer an approach which looks at Leadership in terms of thinking and deciding and motivations. Making decisions is perhaps the most important competency any executive in any organization must master. And, all decision-making occurs within a context. There are a number of ways of understanding how and how well executives do this.



One of the things that I think is very important to be innovative and impactful is that you have the infrastructure to support the innovations.

—Dean Gallagher

the executive or leader should be able to succeed. I think this is a good way to look at this.

Dean Karen Symms Gallagher: My first thought is that in a university, a leader has got to be inclusive; it's about getting people to give you their perspective.

Not that we'll do everything by consensus, but you need to be inclusive. I know that takes more time.

And I'm always aware when it is my responsibility to make a decision. I don't want to waste people's time if there's really only one thing we can do. Then it's a case of helping people understand.

IK: I agree, and I think this is a good example of how a working leader in higher education recognizes the needs of its unique culture and correctly adjusts decision-making. So *consultation* becomes a means to a successful end – it creates inclusion and opportunity for constructive input – more than becoming an end in itself! It also promotes innovation as people become more engaged and intellectually stimulated.

KSG: That's interesting, because one of the things I wanted to talk about is innovation, which our school is becoming absolutely known for. There is an entrepreneurial spirit and there is a sense of taking chances and risk-taking, even though this is a very traditional kind of a culture.

IK: I'm reminded of a very wonderful man...the late Sandy Sigoloff. Sandy was a turnaround management expert, and he believed that there were entrepreneurs and then what he called "intrapreneurs." The entrepreneurs were very much about thinking outside the box, defying conventional wisdom, taking the roads not taken, and being able to take well-calculated risks in an environment where it was relatively easy to do that, basically where you held all the cards.

But then he talked about intrapreneurs, people who were entrepreneurial but had to work within the tradition of the organization; people who kind of know how to get to the same place using a different approach or taking different roads. And it was a person who was very chameleon-like, who, on the one hand could seem to be very traditional, on the other hand, really wasn't – was able to engage people and get them to go along. In order to get to the entrepreneurial end, you may have to rely on more of a process-oriented means.

LEADING WITH A MISSION

The model which has most influenced me is the one developed by two former USC Marshall School Professors, Mike Driver and Ken Brousseau, in their book, *The Dynamic Decision Maker*. They describe four styles of thinking and deciding and four styles of professional motivation. The decision styles relate to competencies required in a job, and motivations relate to organizational culture. So, success is enhanced when there is a good match between how a person behaves and is motivated, and what a job requires and the nature of the organizational culture. So, whether the organization is a university or another business, if the competencies and motivations match up, then

KSG: Here's what I think about a university in general – there are some traditions that we hold very tightly, and they're usually around faculty. Faculty are the ones who determine curriculum, and who determine the tenure system. You have to recognize the power of those two university traditions. USC is a good example of a university that has those traditional aspects, but is willing to find different ways to support an outcome.

This is a university that encourages us to reinvent things, but know that we're also going to be judged by some traditional things. You have to make the case if you're doing it in a different way. And the test is, "Does it actually have an impact outside the university?"

So at the top, the president and trustees look for that kind of leadership. I think the university, in terms of entrepreneurial spirit, has also recognized that if you're going to be entrepreneurial, you have to trust that the people you bring in can do it, and you give them the authority to do it. But you also hold them accountable. So I like that.

I think that's going back to context. If you look at the top 25 universities, they all have a lot of characteristics that are the same, but a Karen Gallagher wouldn't be successful in all those schools of education, because there is something about how the university defines itself, its culture, its traditions, and where it sees itself going.

IK: You have to build support for what you want to do, and you have to build the relationships to underpin the support, and then you have to reinforce it. And then you have to be there while it's happening. It's the old sausage-making process, isn't it? But while the sausage is being made, you can't go and watch television! I think that's part of this type of an entrepreneurial environment. It requires leaders to be very hands-on.

A colleague of mine wrote a book on innovation and organizations from a corporate standpoint (Stevenson and Kaafarani, *Breaking Away*), which basically says that leaders have to build innovation into everybody's objectives. You just don't wait for it to happen. Part of the job is to figure out what kinds of innovations are available to you. You make innovation part of an objective for everybody and you reinforce it, and you don't allow yourself the human nature of becoming complacent and too comfortable.

Thomas Friedman said that the person here isn't just competing with the people across town, they're competing

with people on the other side of the world. And I think with an organization and with leadership, you have to take the broader view. It's not just this school of education in this town, but this school of education in this society and this world. Everybody, every member of your leadership team, has to be thinking a few moves down the chess board.

KSG: And I think you also have to recognize where your informal leaders are, too.

Futures: Rossier is committed to being an undisputedly impactful school of education within 10 years. Are there any particular leadership qualities that need to come to the forefront in order to make that happen?

KSG: Well, I think we already are an impactful school of education. We have to help people understand what we're doing, so we need evidence of impact.

We took a risk and did the online MAT but we didn't do that just so that we'd be called "undisputedly impactful." It made sense in terms of our mission.

One of the things that I think is very important to be innovative and impactful is that you have to have the infrastructure to support the innovations. You have to know how to turn them into a reality.

Futures: And give them the support they need.

KSG: Right. And that's another thing. Understanding that there's leadership and there's also management. And the management of good ideas requires that you put resources into supporting those ideas so that they can actually have an impact. And that's not always popular.

And here's the thing that, Ira, has been exciting to me; I hear it from faculty.

We get better at explaining what it is we are about, what our mission is, and how we are achieving that mission. When we interview new people and I talk to them at the end of their interview time, I say, "So what did you hear that made sense and where were there conflicts?" They say, "I have never interviewed at a place where people are on the same page about what the mission is, about what's important, about the big things that we care about." They may have differences about how to achieve them, but they do not disagree on what the mission is. And they say, "This is remarkable." ■



Estela Mara Bensimon, professor of education at Rossier and co-director for the Center for Urban Education, discussed how the Equity Scorecard™ process facilitates leadership development for evidence team members. Through the Equity Scorecard™ process, colleges and universities use data and benchmarking tools to identify and rectify systemic problems that perpetuate educational inequities for racially marginalized students. Evidence teams made up of faculty members and administrators research their own institutional data and practices to uncover inequities, which often empowers them to become advocates for equity and leaders at their institutions. Bensimon has edited a new book, *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*, published by Stylus.

Futures: When you select an evidence team, what qualities and characteristics allow them to utilize the Equity Scorecard™ so effectively?

Estela Mara Bensimon: We ask colleges to look for people who are dedicated to improving student outcomes, are respected by their peers and participate in decision making, whether at the academic governance or administrative leadership levels. The leaders of the evidence team don't have to be in formal leadership positions, however. For example, they can be faculty members who have not been involved in issues of equity and diversity, but they're selected to lead the team because people listen to them.

The other important aspect is that they are able to encourage everyone to speak up and learn collaboratively, not letting a few people dominate the discussion.

They also have a strong moral center, and are not afraid to take risks. They know they are dealing with a topic that is sensitive, but they are not threatened by it. So this is to say that the people who lead our teams are not people who you would typically think of as "traditional" leaders.

In many ways, they develop into leaders through our process. They learn how to manage difficult discussions about race and to reframe the language used by many, which tends to focus on perceived

the making of **equity-minded leaders**

student deficits instead of institutional responsibility. One of the things that empowers them to become leader-like is their increased understanding and use of data. Some have said to us that now when they go to meetings, they feel like they're armed. The other aspect is that we help them become advocates and spokespeople for equity at their campus. With information from the Scorecard, they have the "evidence" to reach out and share the team's findings with other groups on campus.

Futures: Would you say that this was almost a side benefit to the value of the Equity Scorecard™ that you didn't anticipate? Or did you anticipate it?

EMB: Yes, because they learn new skills from us. We teach our teams how to interrogate numerical data, how to see patterns that most people don't see. We emphasize the skill of asking questions, rather than making assumptions. The other skill we teach is learning how to break apart or break down practices that are taken for granted. Oftentimes people are so immersed in activities, they don't see them. So we teach them how to make the familiar unfamiliar. *(laughs)*

Futures: It seems that the skill of asking questions and probing and looking at things in a different way is a good illustration of good leadership in any arena.

EMB: Yes. We teach people a new language about equity without feeling that they are speaking about something that they should not. We have concepts like equity-mindedness, and we acknowledge that race, rather than color-blindness, still affects our perceptions.

Part of being equity-minded is shifting the emphasis from "What is wrong with the students?" to asking the question, "Why are our practices not working for these students?" It is these different perspectives that we offer.

Futures: How critical is it that leadership at the very top of the organization trickles down to these kinds of newly emerging leaders around equity?

EMB: Originally, it wasn't something that we paid any attention to. Then we realized that we had to, because our teams' recommendations didn't go anywhere – no matter how effective and good they were – when the people at the top were less involved. Now we have created a new process in which the provost in the universities where we work is intimately involved in creating the team.

One of the biggest fears our teams have is that they're going to produce a report that will sit on a bookshelf. When they see

the involvement of their provost, that makes a big difference. It gives them some assurance that their recommendations will be implemented.

For provosts, they, too, need to be willing to confront difficult issues and difficult dialogues. It requires a person who is willing to unearth the unspoken. And not every leader is willing to do that because leaders are often afraid of conflict.

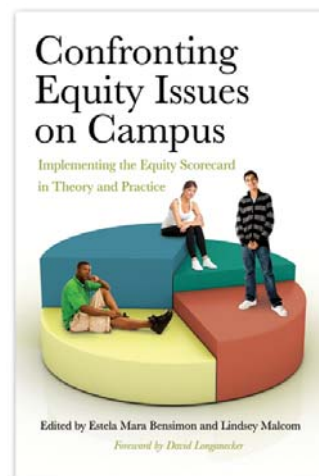
What I have discovered is that people in formal leadership roles don't seem to have problem-solving processes in place. I think that leaders, at least in academic organizations, have not necessarily been taught how to pull apart processes and practices and put them back together in a better way. What we also teach is how to use data to understand a problem and then be able to investigate why it exists. Most leaders jump to solutions. They have solutions looking for problems. We try to get people to focus more on the discipline of finding and identifying the problem before jumping to solutions.

Futures: So effective leaders aren't afraid to probe that way and ask those questions.

EMB: Effective leaders should say, "I know I have a problem, but I don't know why we have this problem. Before we do anything about it, we are going to first study what's causing this problem." And to have the patience to do that, and not think that the act of inquiry into a problem is a passive activity that detracts from someone's leadership. People in formal leadership positions often think that they have to act fast and big. So we have to teach people that slow and small can in fact reap a lot of benefits.

Futures: And in doing this, the practitioners become leaders.

EMB: Yes. The whole process actually enables them to change their own practices, including the faculty members who are team members or leaders. There are also team members who change themselves in terms of attitude and behavior. This is a part of our work as well – how to bring about self-change. This is how they become agents of change at their own institution. ■



Professor Melora Sundt and Associate Professors Mark Robison and Robert Filback have been instrumental in the creation of the school's new Global Executive Ed.D. program, an innovative professional doctoral program designed to enhance the experience of senior educational leaders and policy makers. The program will be conducted with in-person sessions at USC and at Hong Kong University of Science and Technology, blended with online coursework. Sundt, Robison and Filback discussed the unique nature of the program.



Melora Sundt



Mark Robison



Robert Filback

Futures: Why is it so critical for an education leader in this era to have a global understanding and global perspective?

Melora Sundt: As educational leaders we confront a combination of problems, some of which are enduring while others are new. These challenges exist in educational settings that are integrally tied to one another by forces that transcend any given location or setting. So the most intractable problems, the ones we have not yet been able to solve, are now combined with circumstances we have never seen before. Urban density is a good example, in that it is a long-standing issue but is increasingly complex and tied – through globalization – to similar circumstances around the globe. If we keep looking internally for solutions, we are not going to get there, because we have tried various solutions for hundreds of years. But, we are not alone. These problems that educational leaders face are not unique to a single region, and so the more we can learn from what is happening around the world, the more likely we are to find solutions. We share a lot more than we think we do, and a global perspective is a critical component in finding solutions.

Mark Robison: I think that has been the experience that all of us have had as the Rossier School becomes more and more internationally connected. Faculty participating in the international study tours and different activities comment on this, as do students on those tours. Our students are also educational practitioners, and they constantly observe the commonality of experiences between the challenges they face as leaders here and what we learn as we talk to our colleagues in countries around the world. And so I agree: these issues of population density, migration, immigration, poverty – all those sorts of issues that we would put under the heading of “urban education” here – are interconnected around the world. There are lessons to be learned and best practices to be shared when one takes a global perspective. As we created this new Global Executive Ed.D. program, we started by thinking “what are the skills?” and “what are the sets of knowledge that people need to be leaders in the 21st century?” A lot of the answers we developed focused on understanding a broad range of educational experiences and contexts in societies around the world.

MS: We see this same approach in the way research is pursued today. The idea of looking across disciplines to find solutions rather than sticking within your silo is now well-established – and this same thing exists geographically. You cannot just look for solutions within Los Angeles or the United States. The way we are addressing these issues is to harness the intelligence and experience found in places around the world that are facing similar kinds of problems.

Robert Filback: Rossier has made it abundantly clear that the focus here is on urban education. Urban is a global phenomenon, so urban here is urban there. We know the world is urbanizing fast, and so the problems of urban education are going to be pervasive across a lot of borders and a lot of different regional contexts.

So, one critical piece for the Global Executive Ed.D. is to look at urban issues across cultures and countries, and think about how they are the same everywhere. The other thing I would say is that the awareness of people is a lot greater now. This is an emerging trend that can be seen in school districts as well, where schools here now are compared

NEW DOCTORAL PROGRAM PREPARES EXECUTIVES GLOBALLY

to schools in other countries, and the reverse is true. The next generation of education leaders needs to understand this movement and bring a global perspective to their work.

Futures: Who are these individuals you plan to recruit, and what kinds of leaders will they become?

MR: The students that we have focused on have a considerable amount of professional experience. We presume they will have at least 10 years of leadership experience. It could be in a school setting. It could be in a university setting. It could be in a ministry of education, in a corporation, an NGO, or in a multilateral organization like UNESCO. Regardless, the successful candidate will be someone who is in a position of leadership who has perspective on how an organization works and the challenges an organization faces.

I think a lot of students will be in the program with the support and encouragement of their employers because they are being groomed for even more senior leadership positions. But we can also envision a place in the program for somebody who has leadership experience in another sector and wants to move into education.

RF: One thing I am looking forward to is building on the notion of different sectors engaging in the program. To have people coming from the private sector or from other organizational leadership fields will provide a powerful learning opportunity. If you look at some of the most problematic situations in education, in many countries it is in some of the poorest, hardest to reach regions, where you see the private sector emerging as a real solution-maker. Collaboration across sectors in education will only grow in the future, and this program will build connections of that nature amongst the participants.

Futures: How does the curriculum contribute to the development of these leaders?

MS: We spent time talking with leaders around the world who looked like the people we wanted to recruit as well as those at the very top of their institutions, and they do not look like the students one finds in a traditional doctoral program. The things that they talk about are the things that became the four streams running through the Global Executive Ed.D. curriculum: policy, problem solving, creativity, and understanding complexity. That is a really different lens to use for understanding education, but as soon as we started creating the program on that basis it made complete sense.

MR: And I think the ‘dissertation of practice’ – the team consulting project for a client that serves as the capstone for the program – is emblematic of the appeal of the program to educational leaders. The traditional dissertation is solitary, it is isolating, and it is not reflective of the kinds of things that leaders do in educational organizations, or really any type of organization. Instead, this is very applied and very focused on a real-world issue. It is collaborative and it brings to bear the professional and academic experiences of the individuals involved. This type of dissertation experience is built around analysis and is data driven, but it is also results-oriented for the client organization. That is what leaders do.

MS: That is where this initial idea came from: how do we create an Ed.D. opportunity that is relevant to people from anywhere in the world and accessible to people from anywhere in the world?

RF: The variety of contexts and backgrounds these students represent also means that there is going to be a multiplicity of ideologies and ways of thinking about education, and varying political and economic philosophies, within the group. As a result, the program and the students themselves need to recognize that there are different political arrangements around the world, that there are different relationships between school systems and governments, and there are different economic motivators as well. In some places schooling is very much incentivized, and in other places it is not. And private-public looks different in many parts of the world.

The prevailing degree in educational leadership as you travel around the world is the Ph.D. Those programs bring the research orientation and valuable skills for students, but I think we have the real opportunity to set the bar in terms of what an Ed.D. can do internationally.

We have an opportunity to create leaders who bring to their work a research orientation and the problem-solving skills their organizations need. That is a big part of a leadership profile we are creating with this program. ■

Ed.D.

ROSSIER SERVES AS NATIONAL MODEL

The Carnegie Project on the Education Doctorate (CPED) is a national effort to strengthen the education doctorate (Ed.D). The initiative was established in 2007 with 27 doctoral institutions, including USC, and has since grown to a membership of 57 institutions around the country that grant Ed.Ds. Rossier, which dramatically restructured its Ed.D. in 2002, has continued to play a leading role guiding other universities as they redesign their own programs.

Futures: Why did the Ed.D. need to be strengthened nationally?

Robert Rueda: The big issue overall in doctoral education with the Ed.D, when this project started, was that the degree was seen as kind of a stepchild. People were not really sure how it was distinct from the Ph.D. It's been seen as a low status degree in many institutions.

Given the need to develop high-level practitioners that can be effective, people began to think, "Maybe the Ph.D. isn't the right degree." I think problems surrounding the distinction between the two degrees have been especially acute in research institutions like ours because the Ph.D. is the hallmark of national distinction, and yet we have this other mandate to prepare practitioners that are effective in urban environments. So if your entire training is how to do research, it's maybe not the best preparation for practitioners who will not be doing research primarily.

The move was to try and rethink and really to elevate the role of the practitioner in schools of education and make the Ed.D. the flagship degree in education.

Futures: What role has Rossier's Ed.D. played in CPED?

Rudy Castruita: Both USC and Vanderbilt have served as strong case examples for the other universities. We have 150 students in our doctoral degree program, and on average, 72 percent of students still pursuing the degree complete the capstone within three years. We spend a lot of time talking about all the supports that we have for our students in our program, and the quality of our program at USC.

RR: I think a lot of people looked at us because in designing our program, we took the most radical approach, which was closing out our old degree entirely, and building up something from the beginning.

Many other schools have several Ed.Ds that are split into various divisions and departments, so the other thing that made us unique is that we did away with departments, which is almost unheard of in any other school of education. The fact that we had one Ed.D. and that everybody was Ed.D. faculty made it really unique.

Futures: In what other ways does our program stand out?

RC: We have really quality instructors, and we have a really strong practitioner's field. We have five former superintendents on our faculty – from New York, Nashville, San Diego, Glendale, and L.A. That's unheard of.

At the last CPED convening in Vermont, one thing that really blew them away was that we are going to self-evaluate our program with external evaluators. "You're kidding me? How are you doing that? How are you funding that?" Well, the dean has made the



Rudy Castruita



Robert Rueda

financial commitment. That's just fantastic. So, we're always trying to do a better job to have a quality program. I think the quality of our program – I'm being boastful here – is head and shoulders above what I see around me.

RR: A good part of the coursework is thinking about how you apply theory to diagnose and solve educational problems in whatever context. We have students who are sheriffs and dentists, and people that are higher education faculty at other institutions, and people from corporations. A lot of other programs are really narrowly focused and I think one reason our program is richer is that we get people from a wide variety of backgrounds.

We really talk about education in a broad sense. It occurs if you're doing staff training for a sheriff's department, or doing professional development for a group of teachers. It's not just classroom stuff. We try to integrate a problem-solving model for whatever context students go out and work in.

Futures: What other ways has CPED been influenced by our Ed.D?

RC: People are always clamoring for our process. You have four core courses, then you have concentration courses, then you have inquiry courses. I've given my syllabus for leadership to probably 15 universities that want to look at how we're teaching leadership. We share what we do here with the group.

Futures: How is our Ed.D. thematic dissertation, where a group of students works on one problem of practice, superior to the traditional individual dissertation?

RR: If it's done right, students serve as a source of support for each other. It also turns out that a lot of leadership problems require collaboration, and working together to solve problems, and that turns out to be not as easy as it sounds. So I think the fact that students work together in teams kind of mimics what they'll need to do once they finish.

We have also been experimenting with an alternative form of a dissertation where students actually become like consultants to an organization. It really gives students practice in real-world decision making and the politics and all the messy stuff that goes along with solving problems. We do that in teams of students, which I think is also how people work once they get out. Students are not working on made-up problems. There are real people involved here, and real policies, and real implications for things like people's jobs. So, for the students, they get to see firsthand how those things work.

Futures: How does our Ed.D. prepare exceptional education leaders?

RC: We're looking here at a practitioner's perspective. How they're going to use what they researched here to be leaders in urban education. And that's our goal. My goal is to produce leaders in our communities in urban education.

And this program really gives them a strong foundation to go out into the field of work and take that leadership role and all the skill sets they learned here at USC to make really valuable commodities for school districts, and higher education and community college institutions.

One of the questions I ask after they defend their dissertations is "What have you learned over your last three years here at USC during this process?" Probably the most common response that I continually get is "What I've learned is how I can be a leader in urban education. What I've learned from all the quality instructors we have here will carry me through my career." That, to me, makes my time worthwhile. ■



THE COURAGE TO LEAD

α personal journey

by Darline P. Robles

“So, what do you want your students to be able to do when they graduate from your schools?” When I heard this question, I was at a conference with a small group of educators more than 25 years ago. Almost a challenge, the question was posed by the late Seymour Sarason, professor emeritus from Yale.

As new school administrators, all of our responses were similar: lofty school mission and vision statements. After we spoke, we all looked expectantly to Professor Sarason. He sighed, appearing bored. You could see in his eyes that while he understood our answers, he believed the statements rang hollow. Did our mission and vision statements really translate to educating the whole child and specifically students least served by our schools? Did they encompass preparing our students for a future quite different from our childhoods?

Twenty-five years later, I recall Professor Sarason’s response as if it were yesterday: “Would it not be easier to simply state that we want our students to leave our schools wanting to know more about themselves, others, and the world?” More effectively than all of our mission and vision statements, he articulated our hopes and dreams for our students in one sentence. Imagine every student having a deep desire to be self-reflective, to care, know and learn from his or her neighbors – not just next door, but also in faraway places around the world.

Wanting to learn more about ourselves, others and the world! A simple statement, yet difficult to put into action. Since that day, my journey toward becoming culturally proficient through self-reflection has guided both my personal and professional growth. Applying this advice to my role as a school leader meant a commitment not only to my students, but also the adults I worked with. Was I willing to learn more about them? And was I willing to share myself with others?

I began to seriously examine why I entered this profession and to reflect on my personal experiences, my early school experiences and how my home culture motivated me to pursue an equity agenda and promote success for underserved students. Over the years, I have worked with amazing school leaders and learned about the hurdles many of them overcame to be champions for all students.

Several years ago, my colleagues, Drs. Maria Ott and Carmella Franco, and I shared our personal histories and discovered how much we had in common. Soon after, we decided to write our stories to illustrate how our personal and professional lives influenced and reflected our approaches to leadership. When you are challenging others to become leaders in their communities, you must speak to them through your actions, authentically, transparently. The courage to share of yourself is at the heart of the courage to lead. Our book, *A Culturally Proficient Society Begins in School*, was published in September 2011.

During our early years and our years as young teachers and school

New Master's Program Prepares School Leaders

USC ROSSIER WILL LAUNCH a new online Master of Education in School Leadership program to prepare experienced educators for principalships and other administrative leadership roles, beginning Fall 2012. The innovative curriculum will focus on conceptual, organizational, political, and leadership skills, and will challenge students to critically examine contemporary issues confronting a variety of school types. Darline P. Robles led the development of the new program.

Students will gain fieldwork experiences at different school sites. A capstone course will enable students to design and implement an educational change project at the school sites where they conduct their fieldwork.

Fully-employed working professionals will be able to earn their degree within two years of study on a full-time basis. Classes will meet synchronously online, as well as in two to three face-to-face sessions at regional locations. Contact: rossier.info@usc.edu.

leaders, we were influenced not only by the major societal changes occurring in our country but also by our community and cultural experiences. And despite gains we each had made as the first Latina in a specific administrative position, we always faced those who doubted our ability to do the job. For me, personally, this resistance always begged the question, "if those I work with doubt my capacity to lead, how much more do they doubt that our students of color can achieve?" My focus, then as now, is to continue to use those experiences as motivation to increase educational opportunities for all children.

I view the work of a school leader through the lens of cultural proficiency, and that work begins with self-reflection. To lead in a diverse environment involves personal risk. To lead means to acknowledge our own strengths and weaknesses in working with diverse communities. To lead in a country that is ever more diverse requires each of us to become more inclusive and culturally responsive than at any other time in our history. To lead requires each of us to examine our own biases and stereotypes if we are to successfully meet the needs of those least well served in our society.

Self-reflection is the foundation for courageous conversations with the school community. This dialogue leads others to focus on the barriers within our public institutions, how they hinder the success of our underserved students, and how those barriers can be removed or bypassed. Schools can and must be the place where we identify our true priorities, as Professor Sarason so eloquently demanded, and schools must create the environments and conditions that remove the inequities. The inequities within our own school communities are microcosms of the inequities of our larger society. School leaders must lead these courageous conversations, because to be silent is to be complicit.

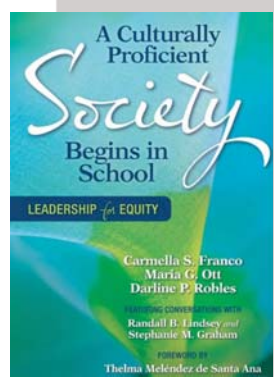
As a Latina leader, I have seen the importance of claiming my culture and viewing my culture through its assets and strengths. My personal story informs and illuminates my understanding of the barriers our public institutions place in front of many of our underserved students. Honoring my culture, and my culturally induced core values of courage, persistence, resiliency and self-determination instilled in me by my family, is what drives my commitment to serve those most underserved by our public institutions. Our students must also be allowed to honor their culture and identity.

It is important for leaders from both minority and majority cultures to understand how important cultural identity can be in influencing learning and success. As leaders, we must embrace and leverage attributes of our own and others' cultures as assets to improve student success and close both the achievement and opportunity gaps for our underserved students. To do this, school leaders must examine their own personal journeys and determine how their own personal experiences reflect their leadership roles.

It is through this process and the conversations that inevitably result that we become culturally proficient. And through this proficiency, we will value the enormous capacity and positive strength of the diversity in our schools, our community and our country.

John Quincy Adams said it best: "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader." The challenge to be such leaders is upon us. ■

Robles is professor of clinical education at USC Rossier. She served as the superintendent of schools for Los Angeles County Office of Education from 2002 to 2010, and was the first woman and Latina to serve in the post. Prior, she served as superintendent of schools for Salt Lake City School District and for Montebello Unified School District. In 2009, and again in 2011, she was named one of the nation's most influential Hispanic Americans by Hispanic Business magazine. She is co-author of the book, "A Culturally Proficient Society Begins in School," by Corwin Press.



leading from the bottom by Adrianna Kezar

Those in positions of authority can support grassroots leadership through mentoring, removing obstacles, connecting and linking people in networks, and engaging in creative brainstorming with bottom up leaders.

ABOUT 10 YEARS AGO, in my leadership course, one student said: “I really enjoy the concepts we are learning about, but everything is focused on principals, superintendents, college presidents and those in positions of authority. What about those of us who want to be leaders now before we acquire those positions, or who want to be leaders but do not aspire to power?”

The student was right, because those who are not in positions of authority cannot direct resources, create a strategic plan, or mandate a change; they must act differently as leaders. And while in recent years, some scholars have begun to speak about distributed leadership where “followers” are part of the leadership process, this model is still based on the premise that leadership has to be tied to authority.

This student’s question propelled me to conduct a study of “bottom up” or grassroots leaders on college campuses. This three-year case study of five different college campuses created a new picture of leadership roles wherever one may be located in the institutional hierarchy. The study examined faculty and staff on campus. Anyone in an organization can choose to have agency and make changes. By looking broadly, we can create a vast web of collective leadership that supports important changes that we care about. While the findings focus on college campuses, they are equally applicable to schools where teachers, students, and support staff can and do also play important leadership roles.

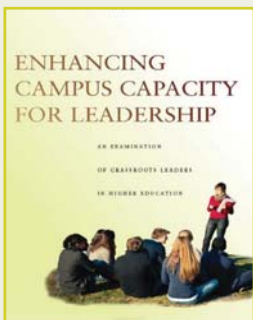
An example from the study makes the findings more tangible. Janine is an assistant professor in the biology department who has watched students struggle in her classes for years – particularly those who cannot overcome math deficiencies. Few institutional supports exist and she has no place to send students for additional academic assistance. After talking to several colleagues, she realizes the issue is prevalent, and begins offering an informal math support skills group that gains great popularity.

This effort begins to create a great deal of work, and she speaks with her department chair about getting a course release to offer the support group, but his hands are tied by budgetary constraints. Janine organizes several colleagues to contact the chair, who accedes and temporarily allows her a course release. In the meantime, Janine sets out to get broader campus support for math support skills. She collects data to demonstrate the impact of her tutoring efforts, and presents this data to the academic senate and administration. Within the year, a math support center opens, and if it demonstrates outcomes similar to her support group, campus administrators agree to provide ongoing funds. Over the next two years, Janine works with the center director to set up an advisory board of faculty, gain campus support, and collect data on the efficacy of the center.

Janine identified a real need and made a change that made students more successful. There are hundreds of bottom up leaders who make important changes that go largely unnoticed and often unsupported. Greater understanding of the efforts of people like Janine may lead to more support for bottom up changes in educational institutions that can improve student learning and success.

Those in positions of authority can support grassroots leadership through mentoring, removing obstacles, connecting and linking people in networks, and engaging in creative brainstorming with bottom up leaders. Through my research, I have helped identify key strategies, obstacles, and ways that grassroots leaders stay resilient. The overall message from this research is that there is a tremendous amount of untapped leadership in educational organizations and many unacknowledged heroes. Working in concert toward more shared models of leadership can maximize student success for a better educational future. ■

Kezar is associate professor of education at USC Rossier School of Education and assistant director of USC Pullias Center for Higher Education. She is co-author of the 2011 Stanford University Press book, “Enhancing Campus Capacity for Leadership: An Examination of Grassroots Leaders in Higher Education,” with Jamie Lester.



Adrianna Kezar

Leadership in ‘college-focused’ high schools by Jonathan Mathis

IN ‘COLLEGE-FOCUSED’ HIGH SCHOOLS, educators work to ensure that all students graduate, transition to, and are successful in college. I have spent time in ‘college-focused’ high schools serving low-income, first-generation college-bound student communities in several states. Five characteristics emerged for those principals leading schools poised to facilitate college success.

Leading with heart: Nataki Reynolds Principal, Maya Angelou Public Charter School-Evans Campus (2003-2008)

Reynolds served as the inaugural principal of a charter high school. Her mission was to make college a reality for her students, despite their previous academic experiences or current personal obstacles. Reynolds embodied a compassionate approach to leadership and facilitation of students’ transition to college. One teacher stated that her “compassion surpasses the students and penetrates the heart of teachers and parents.”

Leading with authenticity: Connie Rivas Principal, California Academy for Liberal Studies, Early College High School

Rivas was described as an authentic leader with a deep conviction of the needs of her school community. Colleagues described her “scaffold, support, and release” approach as an example of her commitment to students’ college success. She demanded nothing short of excellence from those making decisions on behalf of students, and encouraged adults to share their stories to establish rapport with students. Her tenacity and confidence (known as her “administrative swagger”) was fueled by educational texts along with the works of Kimora Lee-Simmons and Jay-Z. The infusion of popular culture and social awareness into academic rigor and administrative systems diversified efforts to fulfill the school’s mission.

Leading with vision: Mara Simmons Principal, Early College Academy for Leaders and Scholars

Simmons’ leadership style was said to embrace an “appreciation of the grey areas, and big-picture thinking.” She believed high schools serve as safety nets where students are afforded a pre-college experience while receiving guided support from secondary educators and family. The ability to exist within the present while projecting new directions was a challenge, but she embraced research that articulates what is meant by students being “college ready” to guide practice within the school.

Leading with action: Kathryn “Kathy” Procope Upper School Principal, Friendship Collegiate Academy

A former colleague shared that Procope was the consummate teacher, mentor and leader. Before becoming principal, Procope was always seen as the “go to” person among colleagues and students. She always found a way to bring the rigor and collegiate culture into the school. Her “out-of-the-box approach” contributed to her ability to inspire excellence and college participation for all students. She taught educators and students how to develop action plans informed by and responsive to data.

Leading with advocacy: Elizabeth “Liz” Larkin Principal, San Diego Early Middle College High School

Larkin created an Early College High School situated on a college campus, and she established relationships with college faculty and staff in various departments. These relationships increased students’ access to college coursework and other academic and social opportunities. In addition to her “network of friends” at the college, she utilized her own resources to ensure student success. These grassroots efforts provided students with an example of advocacy, especially with regard to college-focused high schools.

In these schools, leaders ensure that all students have an academic experience that facilitates the transition to college. These principals acknowledge the dynamic nature of schools. The changing academic and policy landscape has allowed these leaders to structure their own development to garner insight that fosters student success in college. Although these five tenets of leadership – heart, authenticity, vision, action, and advocacy – are present in texts across disciplines, they are arguably best cultivated through practice and reflection. What support or tools do principals need in order to facilitate college participation, and how might universities structure academic experiences for future leaders of “college-focused” high schools? One thing is certain: principals do matter. ■

Mathis is a Ph.D. candidate and Provost’s Fellow at USC Rossier studying school leadership, college access and readiness.

Leadership and diversity by John Brooks Slaughter

Rossier Faculty Council's Diversity Committee is charged with: supporting dialogue with faculty about issues of diversity and equity, and seeking faculty input about new and ongoing priorities; working with faculty search committees to help develop a diverse candidate pool; and assisting the dean's office, faculty council, and concentration chairs in faculty mentoring. The committee is chaired by Adrianna Kezar; members are Shafiqah Ahmadi, Mary Andres, Alan Green, Laila Hasan, Kim Hirabayashi, John Brooks Slaughter, and William G. Tierney.

History has shown us that creativity is spawned best in an environment of diversity – diversity in a broad sense that encompasses race, ethnicity, gender, class, country of origin, physical ability, sexual orientation, political persuasion, cultural background and any other characteristic that differentiates one person or group from another. The different life experiences and frames of reference that result from an amalgam of diverse individuals reflecting a broad cross-section of these characteristics lead to innovative ideas and achievements.

American higher education is a microcosm of American society. It possesses all the strengths and possibilities as well as all the weaknesses and pathologies of our nation. Just as America continues to be a “work in progress,” higher education is evolving as well. It is this evolution that must be guided and nurtured by those who understand the essential role that our colleges and universities play in improving our society. Racism, sexism, homophobia and discrimination against the physically impaired and the nontraditional student – overt or unintentional – exist in our colleges and universities. Concerted efforts toward the eradication of these behaviors and, hopefully, such attitudes on our campuses will help eliminate them in the larger society. These are issues that pertain to the diversity of faces, voices and ideas on our campuses and the nature, extent and quality of their inclusion in the life of the institutions.

Transforming our higher education institutions into pluralistic learning communities characterized by equity and excellence is the goal we should aspire to achieve. It may be true that an institution cannot accomplish this transformation without the presence of diversity, but the mere existence of diversity is not enough to assure inclusiveness and equal opportunity. Something else has to be present besides diversity in order to reach the goal.

Achieving that goal requires leadership – leaders who convey the sense that what is important is not race, ethnicity, class, gender, sexual orientation or any other distinction that differentiates one person or group from another. Instead it is about the inherent worthiness of all people. Wise leaders

understand the inseparability of equity and excellence. Visionary leaders see the demographic changes occurring in our urban schools and campuses as opportunities to educate themselves and their followers and, by so doing, transform their institutions and, ultimately, demonstrate to America how to develop and sustain inclusive and pluralistic communities – communities with shared values and goals, common purposes and hopes.

In order to make these principles actionable, leaders can do the following kinds of things:

1. Collect data and be accountable for student learning, disaggregating student outcomes by race and gender.
2. Support the recruitment and hiring of diverse faculty and staff candidates and monitor attrition in staffing to uncover unfair practices or treatment.
3. Keep account of the climate for students, teachers, and staff to be sure that the institution is an inclusive and affirming place to work and learn.
4. Present inclusiveness and pluralism as institutional priorities and values.
5. Affirm diversity as central to the school or college mission and find ways to make the mission live through programs, practices and policies.
6. Create an environment that encourages dialogue about diversity and inclusion.
7. Examine institutional structure (policies and practices) for ways in which it either supports or undermines a commitment to equity and excellence.
8. Be vigilant in considering diversity in all settings whether it be the classroom, lunchroom, assembly, teachers meeting, district meeting, president's cabinet, or playground.

Slaughter is USC Rossier professor of education and USC Viterbi professor of engineering, and was the first African American to direct the National Science Foundation. Slaughter is former president and CEO of the National Action Council for Minorities in Engineering.

Faculty News

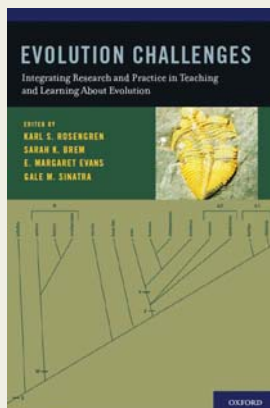
Marleen Pugach joined Rossier in January as the new Robert A. Naslund Chair in Curriculum: Teacher Education. Pugach, who came from the University of Wisconsin Milwaukee, focuses her research on teacher education, school-university partnerships, and diversity and special education.



Marleen Pugach

Dean Gallagher recently announced the formation of the Dean's Executive Council, which better positions Rossier to meet its strategic goals and campaign objectives. Faculty members include **Melora Sundt**, vice dean for academic programs; **Dominic Brewer**, vice dean for research, partnerships and globalization; and **Larry Picus**, vice dean for faculty affairs. Staff members are **Anne Wicks**, associate dean for external relations, and **Blair Sillers**, chief of staff.

Gale Sinatra is contributor and volume editor of the new *APA Educational Psychology Handbook* series, which was released Nov. 15. She is also co-editor of the book, *Evolution Challenges: Integrating Research and Practice in Teaching and Learning About Evolution*.



Michael Diamond, executive director of Asia Pacific Rim International Study Experience, spent a month in Botswana where he was supported by a Fulbright Senior Scholars Program grant to help the University of Botswana build a new graduate School of Business. Diamond's project involves helping the university recruit and find its leadership team, building a timeline for establishing the school, and developing appropriate academic programs.

Ron Avi Astor has received significant recognition for his work as principal investigator for the Building Capacity in Military-Connected Schools project, including a January 19 visit from Dr. Jill Biden, wife of Vice President Joe Biden and supporter of the national Joining Forces initiative to support military families. Biden participated in a roundtable discussion and heard from educators, parents and military students who have benefitted from the project. The four-year, \$7.6 million project involves a partnership with eight school districts near Camp Pendleton to improve the climate of civilian schools so they better meet the needs of military children and their parents.



Ron Avi Astor, Dr. Jill Biden, USC Provost Elizabeth Garrett

Astor, along with Ph.D. candidates **Kris De Pedro** and **Monica Esqueda**, also co-authored a paper calling for greater attention to the needs of children of military service members in public schools. The paper, published in the December issue of *Review of Educational Research*, reviews post-Vietnam studies to suggest that the consequences of war have a profound impact on the well-being of military children.

Shafiqah Ahmadi, J. D. authored an opinion piece in the *New York Times*' "Room for Debate," answering the question: "Do We Still Need the Patriot Act?" She reflected on the Patriot Act's impact on Muslim American rights and its detrimental effect on international students and scholars.

Faculty News

Estela Mara Bensimon and **Alicia Dowd**, co-directors of the Center for Urban Education, co-authored an opinion piece, along with CUE executive director Linda Wong, published in the *Sacramento Bee*, on the use of race in higher education federal guidelines.

Dowd was also invited by the National Academies to present a paper on STEM articulation and transfer from two- to four-year institutions at its national summit at the Carnegie Institution for Science in Washington, D.C.



Alicia Dowd



Priscilla Wohlstetter

Dominic Brewer and **Priscilla Wohlstetter** are listed among the nation's most influential education scholars in the 2012 RHSU Edu-Scholar Public Presence rankings, which are conducted by the American Enterprise Institute. **Wohlstetter** was also appointed by the Broad Foundation to the review panel for the recently announced Annual Broad Prize for Public Charter Schools.

Brewer, **Guilbert Hentschke** and **Lloyd Armstrong** were invited to present at the Kauffman Foundation's "Law, Innovation and Growth: Entrepreneurship in Higher Education" Retreat in Palm Beach in December.



Dominic Brewer



Brendesha Tynes

Lauren Anderson and **Jamy Stillman** co-authored an article in the journal *Language Arts'* September 2011 themed issue, "Shaping Early Literacy Policy and Practice." Their article is titled, "To Follow, Reject, or Flip the Script: Managing Instructional Tension in an Era of High-Stakes Accountability." The article looks at student teaching in urban, high-needs schools where high-stakes accountability policies have great influence over language arts instruction. It also explores the implications for teacher education practice.

Mary Helen Immordino-Yang authored a paper in *Human Brain Mapping* that suggests that we are able to be more compassionate toward others when we empathize with their psychological rather than physical plight.

William G. Tierney is featured in the new documentary film, *First Generation*, which follows four California high school students as they struggle to be the first in their families to attend college. The Pullias Center for Higher Education, which **Tierney** directs, is involved in the production of *Collegology*, a suite of games intended to assist such students in navigating the unfamiliar path to college.

Tierney also delivered the keynote address at the 2011 Global Higher Education Forum in Malaysia, discussing changing trends in academic work, and countries' decreased revenues and increased demand for higher education.

Brendesha Tynes, new associate professor at Rossier, will be awarded the 2012 Early Career Contribution Award from the Committee on Scholars of Color at the American Educational Research Association (AERA) Conference in the spring. This award is given to scholars within the first decade of receiving their doctoral degree and who, according to AERA, have made significant contributions to the understanding of issues which disproportionately affect minority populations, or minority scholars who have made a significant contribution to educational research and development.

Grants August 2011 – January 2012

(in alphabetical order)

David Dwyer received a \$25,000 Weingart Foundation grant and a \$30,000 Morgridge Family Foundation grant for USC Hybrid High School. (See page 5)

Fred Freking is PI on a \$1.2 million five-year National Science Foundation Robert Noyce Teacher Scholarship Program grant to recruit, prepare and retain 50 science majors who commit to teach science in USC's K-12 urban partner schools. Co-PIs are **Anthony Maddox**, **Gary Scott**, and **Michael Escalante**, as well as Douglas G. Capone of the Dornsife Biology Department.



Fred Freking



Guilbert Hentschke

Dean Karen Symms Gallagher received a \$2.2 million grant from the National Science Foundation for Math for America Los Angeles, a program to improve the quality of math and science teaching.

Guilbert Hentschke received a \$39,000 grant from the Spencer Foundation to continue his research of for-profit colleges and universities. His study looks at gainful employment and the perceptions, practices and effects of for-profits.

Adrianna Kezar was awarded a Spencer Foundation grant of \$459,000 to support her research into non-tenure track faculty, and the creation of effective policies and practices for contingent faculty. She received a \$30,000 Carnegie Corporation of New York grant to study non-tenure track faculty majorities and student learning.

Allen Munro was awarded a U.S. Navy grant for \$47,000 for "Authoring Demonstrations and Assessments for Perceptual Training."

Gisele Ragusa received a \$101,000 National Science Foundation grant to support engineering graduate students to work with K-12 teachers in engineering design curriculum.

She also was awarded a National Institutes of Health grant of \$273,000 for the project "Virtual Sprouts," a Web-based gardening game to reduce rates of obesity among children in inner-city Los Angeles. Ragusa received a U.S. Department of Education grant for \$652,000, with **Guilbert Hentschke** as Co-PI, for a project to support science and engineering pathways for underrepresented community college students.



Gisele Ragusa



Katharine Strunk

Katharine Strunk was awarded a \$55,000 grant from the Spencer Foundation for the project, "Changing Collective Bargaining Agreements in California Public Schools."

William G. Tierney received a \$160,000 grant from the College Access Foundation of California for a scholarship program to increase access to college for underrepresented students.

Priscilla Wohlstetter received a \$150,000 grant from the Weingart Foundation to support the USC School Performance Dashboard, which annually assesses charter schools statewide in 12 distinct areas. **Joanna Smith** is a Co-PI on the project. This brings the foundation's support for the project to over \$500,000.



Homecoming sponsor Brent Noyes (BS '75, MS '79) with daughter Alexis and Rossier friends Debbie (BS '83, MS '85) and Tedd (MBA '80) Katsogianes



PKD past president Lisa Regan (BA '94, MS '03) and guest Craig DeRoss



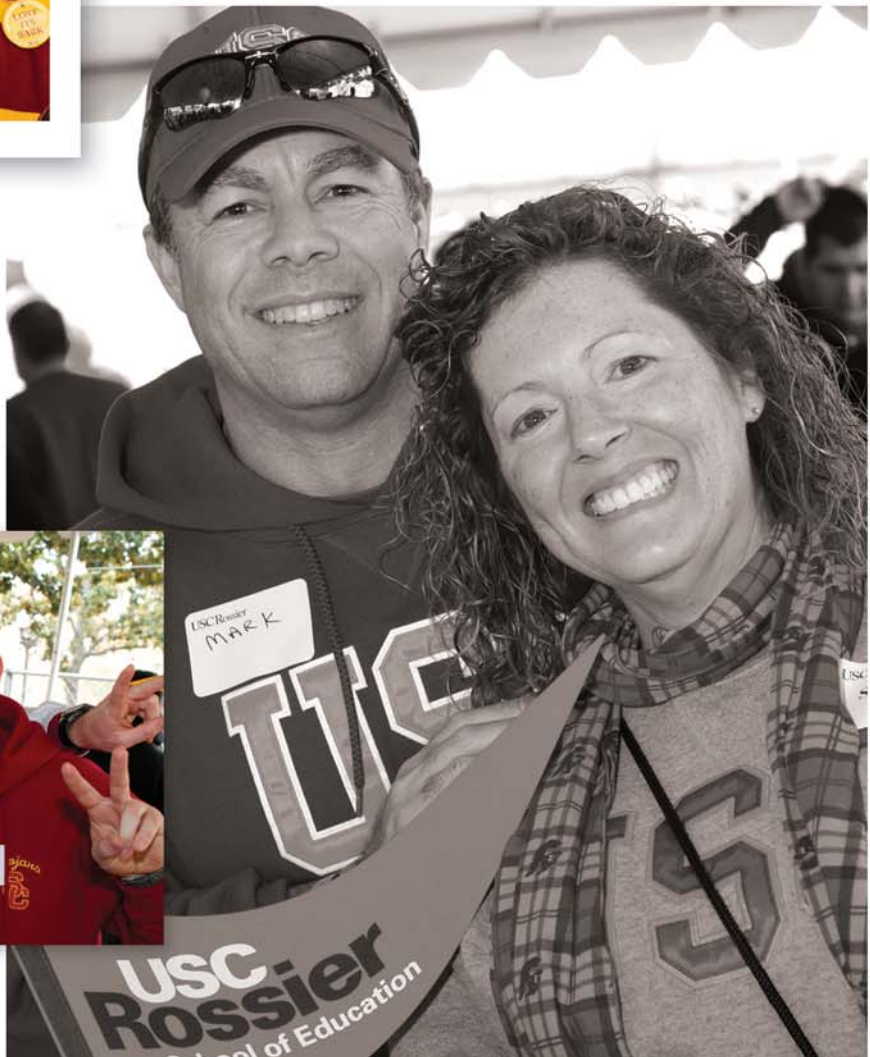
Homecoming volunteer Sandi Gilbert (BS '61) with her granddaughter Amanda Cochran



Ed.D. Candidate Stephanie Osowski and guest Mark



MAT@USC student Jesse Heydorff and guest Shana Hurley with friend Dennis Keane (MAT '10)



HOMECOMING



USC Rossier hosted a one-of-a-kind pre-game brunch to celebrate Homecoming. More than 200 Rossier alumni, students, faculty and friends returned to Alumni Park on the USC campus for some food and fun with the Rossier family, before the Trojans dominated the Huskies with a 40-17 win. Guests enjoyed brunch, morning cocktails, and special gifts from Rossier to display their Trojan pride. The event was a success and the start to a new Homecoming tradition at USC Rossier!

Keep up-to-date with upcoming Rossier events, alumni stories, and download photos by visiting Show and Tell: <http://www.uscrossier.org/news/>

Sunday Abbott (Ed.D. '10) shows off her Trojan pride ◀



MAT@USC student Silvia Schultz and guest Erik Schultz ▲



Dean Gallagher and Greg Franklin (BA '83, Ed.D. '97) - left of dean - with guests ▲

Ed.D. candidate Terilyn Colacino with her son ◀

The Annual Fund For Rossier

Make a difference at Rossier. For every student, in every program, every year.

The Annual Fund for Rossier is the driving force behind the School's ability to innovate and excel. This fund plays a critical role in maintaining the School's stature as a global leader in education practice, research and policy by providing Dean Gallagher with unrestricted funding. Your gift to the Annual Fund helps support the greatest needs of Rossier, including student scholarships, academic programs and faculty research.

THE ACADEMY

The Academy brings together Rossier's most generous and loyal alumni and friends who support the School through a yearly contribution of \$500 or more. Gifts can be designated to the Annual Fund or other Rossier programs. Your leadership level investment helps maintain the highest level of excellence that produces innovative thinkers, global leaders and pioneering change agents in the world of education. Academy members receive special recognition and are invited to key events throughout the year.

*Make your gift by June 30 to ensure your recognition in The Academy donor honor roll in the Summer/Fall 2012 issue of **Futures in Urban Ed.***

Academy Giving Levels*

- **Educators - \$500 to \$999**
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- **Leaders - \$50,000 to \$99,999**
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*Total gift amount may include matching funds.

THE LEGACY SOCIETY

Donors that make a lasting commitment by including the USC Rossier School of Education in their estate plans are recognized during their lifetime in The Legacy Society. If you have included Rossier in your estate plans, we would like to honor you. Please let us know by contacting Anne Wicks, Associate Dean for External Relations, at awicks@usc.edu or 213.740.2157.

Make a Gift to Support Rossier

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Phone: 213.740.2157 | Contact Diana Hernandez, Director of Annual Giving, at dehernan@usc.edu.

Learn more about how your gift makes an impact and read donor stories by visiting: <http://rossier.usc.edu/alumni/give.html>

“When we reach out to someone and the effect is made – everyone, everything which comes in contact with the person we’ve affected is better for it.”



These words were spoken by the late Leo Buscaglia (BA '49, MS '52, PhD '63), former USC professor and renowned scholar, author and speaker, dubbed “The Love Doctor,” in an interview in 1998.

But they ring just as true today for Gabriela Gonzalez and Jacqueline Mendoza, Rossier Master of Arts in Teaching candidates who are among the latest recipients of the generous Leo F. Buscaglia Inner-City Teaching Scholarship Fund. Since it was established in 1990, the fund has provided significant tuition assistance to outstanding students planning to teach in urban schools.

“We are so grateful to donors like Leo – and his longtime friend and estate executor Steven Short,” Dean Karen Symms Gallagher said. “Their commitment to providing significant support to students in turn helps USC Rossier recruit and retain the best and brightest graduate students in the field of education.”

Both Gonzalez and Mendoza began their educational careers with some disadvantages, and like Buscaglia, were guided toward success by compassionate teachers along the way.

Buscaglia, who was born to Italian immigrants in 1924, found refuge in the kindness of one teacher after the education system classified him in the special education category due to language barriers. The experience inspired his career in teaching, speech therapy, and special education, and later in his writing, teaching and televised lectures on love, which gained national and international attention through their exposure on PBS.

Mendoza, an Oakland native, said she faced tremendous inequalities in public schools, where at times she didn’t even have a teacher in her classroom. She is therefore driven to make a difference in her students’ lives. “I am so grateful for the few teachers who inspired me, because without them, I would not be here now, still pushing forward with my education,” she said. “I want to be one of those teachers.”

Despite similar struggles in inner-city South Los Angeles schools, Gonzalez said it was the love and care of teachers and mentors who helped her excel as a student. She went on to graduate as Valedictorian of Carson High School, and earn a full academic scholarship to UC Berkeley. “Although it was tough, I never doubted my abilities or what was possible for me, because teachers told me that the sky is the limit,” Gonzalez said. “I’m sure it was challenging for them, too, but their love for teaching was so transparent that it motivated me to learn and continue to reach for the sky.”

Now back in her hometown, Gonzalez plans to be the teacher that provides inspiration and opportunities to local South Los Angeles public school students who struggle with English. She is currently pursuing a degree in the MAT TESOL (Teaching English to Speakers of Other Languages) program. “I believe that when a teacher shows students love, whether it is in the form of guidance, support or a challenging curriculum, students reciprocate that love through their genuine interest in learning,” Gonzalez said. “Leo Buscaglia’s legacy has taught me that if I strive to do all things with love, the consequences will always be something that I am proud of.” ■

Leo Buscaglia Legacy Lives On at USC Rossier



a S MANY MEMBERS OF THE TROJAN FAMILY KNOW, the University of Southern California launched an unprecedented \$6 billion campaign last September to fuel the next phase of the university's ever-increasing impact. While the goal is aggressive, it is also within reach. And, most importantly, it will provide critical support for the students, faculty, researchers and alumni who make USC outstanding on many fronts. Each school within USC, including the Rossier School of Education, is responsible for a portion of this collective effort.

To prepare for Rossier's part of the Campaign for the University of Southern California, Dean Karen Symms Gallagher launched a strategic planning process last summer. In September, Dean Gallagher hosted a "Strategic Thinking Week," convening about 100 faculty, staff, alumni, board of councilor members and partners from many fields of education to brainstorm what an "undisputedly impactful school of education will look like in 2020." As you might imagine, that effort generated exciting new thinking and collaboration. A small writing team has built upon the ideas created in September and is currently drafting our new plan. I invite you to take a closer look at our materials and process by visiting <http://www.uscrossier.org/st/>.

Education is prominent in today's public discourse – perhaps more so now than ever. As you have read in this issue of *Futures*, Rossier has much to contribute to the conversation, and, more importantly, to the solutions that will improve learning in urban education. We will train education leaders through our degree programs, find innovative practices in translational research, and work directly in the community via our projects and partnerships.

fight on!

The Campaign will help us to expand what we do well – and it will create the opportunities for new discoveries to emerge. Rossier is uniquely positioned to have the kind of impact that no other school of education can match for three reasons: our ability to scale our degree programs to meet growing demand for exceptionally trained practitioners, our innovative research that solves problems of practice, and our deep ties to the community that help us understand and strengthen the human impact of our work.

We understand that times remain tough for many, which can make fundraising a daunting prospect. But we also share a sense of urgency about USC Rossier's ability to contribute significantly in key areas at a critical time – from equity and access, to economic policy, to preparing effective teachers, principals and superintendents and beyond. But we will need the support of all our alumni and friends, in both small and large ways, to achieve our vision. You can help us make this happen.

Please stay tuned for the launch of our new strategic plan and Rossier's campaign. Until then, please do not hesitate to be in touch directly (or join us at one of the many terrific USC events in LA or around the country). We recently combined our development, alumni, communications and events teams into an office of external relations to better serve the school and the many alumni and friends of USC Rossier. We look forward to connecting with you in the year ahead on campus or beyond. ■

Anne Wicks, Associate Dean for External Relations



Use your smart phone to scan this code for more information about strategic planning at Rossier.



Thelma Meléndez de Santa Ana

Rossier Alumna to Receive **USC Alumni Merit Award in April**

F THE MANY ROSSIER ALUMNI who transform K-12 education nationally, Thelma Meléndez de Santa Ana (PhD '95) has been among the school's most visible and impactful. The USC Alumni Association will recognize her incredible contributions to education on April 28, when she will be one of six Trojans honored with an Alumni Merit Award at the 79th Annual USC Alumni Awards.

Until recently, Meléndez de Santa Ana served the Obama Administration as assistant secretary for elementary and secondary education at the United States Department of Education, where she was the principal advisor for Secretary of Education Arne Duncan on all matters related to elementary and secondary education. Currently, she serves as superintendent of Santa Ana Unified School District, the largest in Orange County.

The Alumni Merit Award is given to individuals whose remarkable accomplishments "speak well for the range and quality of a USC education." The annual Alumni Awards celebration is the premier event sponsored by the USC Alumni Association.

Meléndez de Santa Ana has continued to show her support for Rossier, delivering an address at the launch of its Centennial in June 2009 and co-hosting an alumni event and panel discussion with Dean Karen Symms Gallagher in Washington, D.C. in November 2009. "Dr. Meléndez de Santa Ana brings enormous distinction to the field of education and to the USC Rossier School," Dean Gallagher said. "We congratulate her on this well deserved tribute."

She also never forgot the original source of her passion for education and the appreciation for the valuable role that teachers play – her kindergarten teacher, Mrs. Silverman, who gave her the confidence to excel academically as an English Language Learner. "She showed me how magical learning could be," Meléndez de Santa Ana has said. "Mrs. Silverman not only set me on a course for academic success, she also set me on the path to make education my career."

Meléndez de Santa Ana has received numerous honors for her educational leadership. In 2009, she was recognized by the American Association of School Administrators as California Superintendent of the Year for her leadership of Pomona Unified School District. She has been recognized with an honorary doctorate from the Pepperdine University Graduate School of Education and Psychology (2011), was given the National Hispanic Woman of the Year Award from the Mexican American Opportunity Foundation (2011), was *Hispanic Business Magazine's* Woman of the Year (2010), and was honored as Latina of Excellence, a national designation presented by *Hispanic Magazine* to six Latinas "of great distinction in their fields."

Every year since 1932, the USC Alumni Association has paid tribute to distinguished members of the Trojan Family. Meléndez de Santa Ana joins past Alumni Merit honorees including: architect Frank O. Gehry, Academy Award-winning filmmaker Robert Zemeckis, Olympic gold medalist Janet Evans, Tony Award-winning actress Swoosie Kurtz, former NFL star/sportscaster Frank Gifford, WNBA star Lisa Leslie, and jazz great Lionel Hampton. ■



Chicago Attendees
(above) Regina Abesamis (MS '06),
Pamela Miles (BS '69), and
Pamela's sister Patrice Missner

(far left) Nikki Constantine (ME '11),
Nathan Grzegorek (guest),
and Dean Gallagher

(below) Current MAT@USC students
Bill Yadron and Erik Leinonen

Rossier was on the road this year hosting a series of gatherings for alumni, students, faculty and friends in Denver, Chicago, and Hong Kong.

During the USC Global Conference in Hong Kong, Rossier and USC Marshall School of Business held a joint reception for alumni and friends. At the conference, Dean Gallagher participated in the panel discussion, "Harnessing Technology and Scale for the Common Good."



rossier on the road

On Oct. 20, Dean Gallagher hosted a well-attended gathering for Chicago alumni and MAT@USC students during the USC v. Notre Dame game weekend at Pops for Champagne.

And on Nov. 2, Rossier kicked off the USC v. Colorado game with a special intimate event at the Hotel Monaco in Denver.



Denver Attendees
(above) Jacky Boudreaux (MAT '11,
also USC Parent!), Dave Boudreaux,
Dean Gallagher

(left) Rossier Prof. Pat Gallagher, Kristin Nowak
(BS '95, Current MAT@USC student)

(below) David Noone and Jo Smith (Ph.D. '04)



chicago
denver

Upcoming Events

Trojan League of O.C. Fundraiser

Wednesday, March 28, 2012

The Trojan League of Orange County designated the Rossier School to be the recipient of proceeds from its annual spring fundraiser, themed "OC Educators: Top of the Class." The event will feature both a live and silent auction, and all money raised will go to support scholarships for Rossier Master of Arts in Teaching (MAT) students. For an invitation, please go to www.tloc-usc.org.

USC Alumni Awards Dinner

Saturday, April 28, 2012

For more information please visit: <http://alumni.usc.edu/awards>

Our own Rossier alumna, Thelma Melendez de Santa Ana (PhD '95), will be honored with the Alumni Merit award.

(See page 31)

Rossier School of Education Doctoral Commencement Ceremony

Thursday, May 10, 2012 3:00 p.m.

Founders Park

Rossier School of Education Master's Commencement Ceremony

Friday, May 11, 2012 3:00 p.m.

Howard Jones Field

Tribute to Teaching

Stay tuned for more information

Stay In Touch

Make sure you *Fight On!Line* and stay in touch with the USC Rossier family.

Find fellow Trojans, update your personal profile and much more.

Visit: <http://alumni.usc.edu/benefits/online.html>

USC Rossier School of Education BOARD of COUNCILORS

We are very honored to have a group of board members who support, advise, and advocate for the USC Rossier School of Education in the fulfillment of our mission.

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Former Superintendent and educational entrepreneur,

President of Leisey and Associates, Co-Director of the International Academy for Educational Entrepreneurship

Cindy Shueh Lin (BS '94)

Senior Director of New Business, PepsiCo Foods China

Luther S. Luedtke

President and CEO

Education Development Center, Inc.

Cindy Hensley McCain (BS '76, MS '78)

Chair, Hensley & CO

Brent Noyes (BS '75, MS '79)

Retired Principal, Arroyo Vista Elementary School

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Steve Poizner

Entrepreneur and Former State Insurance

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Blair Taylor

President and CEO, Los Angeles Urban League

Kristan Venegas (BA '94, MS '00, Ph.D. '04)

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**Global Executive
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ANNOUNCING AN INNOVATIVE PROFESSIONAL DOCTORAL PROGRAM,
TO BE OFFERED IN HONG KONG AND LOS ANGELES.

The curriculum will focus on four key areas:

- Understanding complexity: Globalization and trans-cultural capacity
- Fostering creativity and innovation in decision-making
- Problem solving
- Policy making, analysis and implementation

The program format will allow participants to remain fully employed while pursuing their doctorate in the company of peers from around the world. Classes will meet during a series of 1-2 week residential sessions in Los Angeles and Hong Kong over a two-year (24 month) period, with extensive interaction between sessions accomplished through robust online communications.

Students will be selected on the basis of academic strength, demonstrated leadership experience, and the potential for continued growth as an educational leader. Qualified candidates will have at least 10 or more years of senior leadership experience. An earned Master's degree is required for admission. All classes will be taught in English.

