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futures in Urban Ed

University professor
William G. Tierney
on challenges and
opportunities in
higher education

6



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Rossier — Rhymes with Career

Dear Friends of Rossier,

ANTICIPATING THE FIRST DAY OF A NEW SEMESTER, I'm imagining a campus crowded with fresh eager young faces. I'll be dodging skateboards and bicycles, and moving aside for small bands of students scurrying across McCarthy Quad engrossed in conversation. With the exception of fashion – and of course the ubiquitous cellphones – the picture is not much different from 25 or even 50 years ago.

And yet it is entirely different.

Jeffrey J. Selingo's important and thoughtful book, *College (Un)Bound*, argues that American higher education has lost its way, is in fact "broken." Student debt is at an all-time high. For-profit universities are growing their share of students, who drop out in astonishingly high numbers or emerge with subpar degrees, buried in loans, and not often employable in their chosen fields.

the new era FOR HIGHER EDUCATION

Many schools are moving their instruction into the online space, some with great results like Rossier's Masters degrees in teaching. Others, like San Jose State, have abandoned their efforts in less than a year. MOOCs are reaching hundreds of thousands of students at a time, but prompting debate about what is actually gained for the less than 5% of completers.

This issue of *Futures* captures much of this disruption, exploring costs, governance, changing student populations, and the role that technology now plays in how college students learn – or don't.

I am exceedingly proud of the people at USC Rossier who have devoted their careers to the study of higher education, and are leading groundbreaking research and having meaningful impact during this era of change. You will recognize many of them in these pages. Our faculty, students and alumni are leading efforts to increase college access and success for all students. They are advancing diversity, equity, and innovation in these institutions with the work they do every day. They are shaping the future of this field, which was recognized in our #7 ranking by the 2014 *U.S. News & World Report* for the higher education administration specialty.

At the end of the day, a great college experience – whether you're biking across McCarthy Quad or flipping open your laptop – is about great instructors. At Rossier, we have the finest. Thank you to our esteemed faculty who have contributed their time and research to these pages, and who elevate the higher education experience for our students each and every day.

In closing, I draw your attention to the inside back cover of *Futures*, where we honor our generous benefactor, Dr. Barbara J. Rossier, who passed away in August. Thankfully, Barbara's legacy lives on in the commitment to educational excellence embraced by every member of the USC Rossier family.

Fight On!

KAREN SYMMS GALLAGHER, PHD
EMERY STOOPS AND JOYCE KING STOOPS DEAN
USC ROSSIER SCHOOL OF EDUCATION





Student speaker
Jonathan Owen MAT '13
spoke of continuing a
family legacy of teaching



Amir Whitaker ME '08, EdD '11
delivered a rousing keynote on
his challenging personal journey
to educational success



Amber Montero MFT '13 was
the master's flag bearer

congratulations

USC ROSSIER CLASS OF 2013

Nearly 500 master's and 140 doctoral graduates filled McCarthy Quad on May 16 and 17 to receive their diplomas during the 2013 USC Rossier Commencement Ceremonies.



fight on!





Katherine Bihr EDD '05 spoke on the Leadership Principles panel ▲



Oliver Sicat '01 delivered the keynote ◀



David Verdugo EDD '05 shared insights into K-12 leadership ◀



L to R: Members of the EDD '11 cohort Monica Pan, Maryse Mijalski, Saemina Park, Esther Cho ▲



Kaneesha Tarrant EDD '06 and Katrina Randolph '07, ME '13 ▲

Edd student Jeremy Wingerter and USC Trustee Carol Fox MS '62 ▼



Upcoming Events

2013 USC Rossier Homecoming Tailgate

USC Trojans vs. Stanford Cardinals

November 16, 2013 | Kickoff: TBA

Annual USC Center for Enrollment Research, Policy, and Practice (CERPP) Conference

“Defining Merit: The Nexus of Mission, Excellence, and Diversity”

January 15-17, 2014

Details: <http://www.usc.edu/programs/cerpp/DefiningMeritOverview.html>

education leaders connect at **2013** USC ROSSIER CONFERENCE

A record number of alumni and students came out for the 2013 Leadership Conference, hosted by USC Rossier and the Dean's Superintendents Advisory Group (DSAG) on July 25, to network and learn about principles, career pathways, and current issues in education leadership.

This year's leadership conference featured five panels addressing key aspects of K-12 and higher education leadership. Two dozen Rossier alumni, all highly placed school or organizational leaders, led the discussions.

Greg Franklin '83, EdD '97, superintendent of Tustin Unified School District and DSAG chair, welcomed approximately 250 attendees and urged them to take advantage of the robust Trojan Network. He noted his own career path, which included a number of positions in districts led by Rossier alumni, and mentorships that helped grow his career.

Education needs strong leaders today more than ever, Franklin said, and quoted Heifetz and Linsky, who have written that, "To lead is to live dangerously because when leadership counts, when you lead people through difficult change, you challenge what people hold dear...with nothing more to offer perhaps than a possibility."

Oliver Sicat '01, principal of USC Hybrid High School and CEO of Emagine Charter Management Organization, shared his own struggle to access high-quality public education in Santa Ana, and his journey as a first-generation college student at USC.

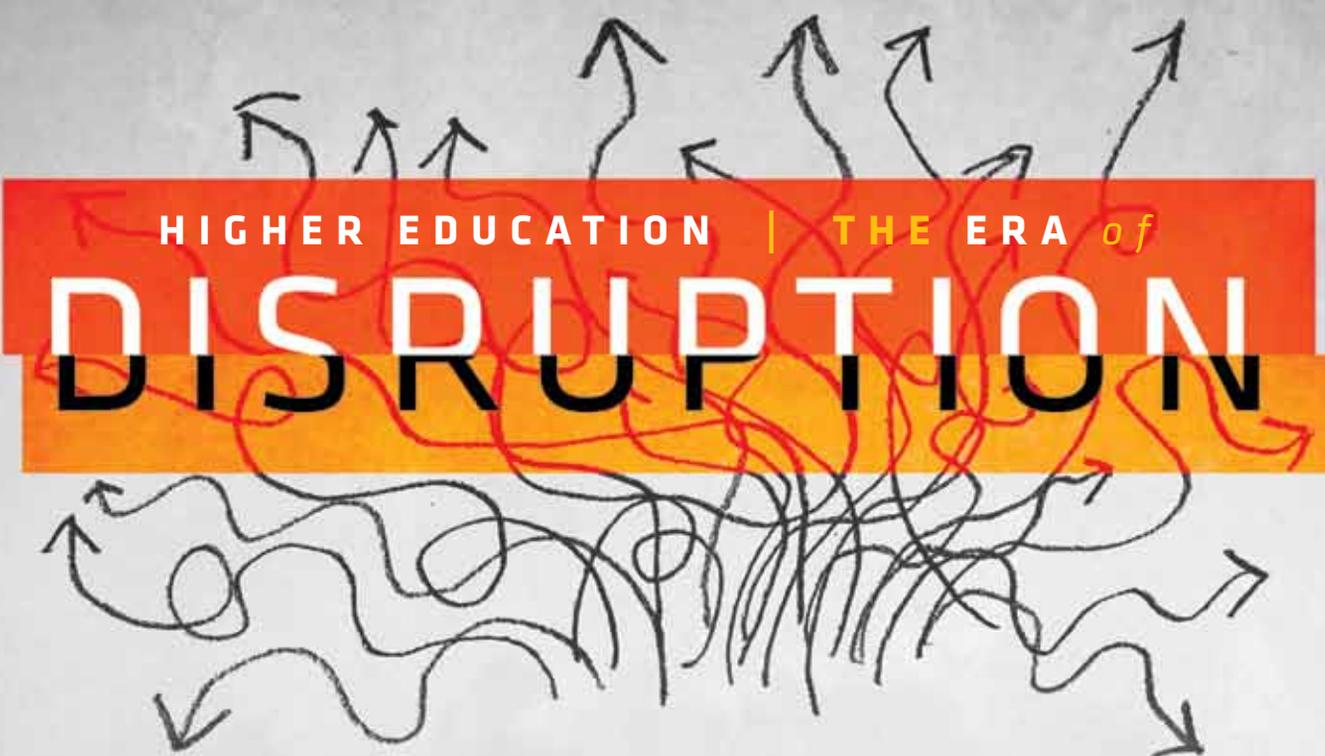
Participants then engaged in breakout sessions, where panelists discussed issues in leadership, answered questions and offered advice to the many emerging education leaders in attendance.

Panel subjects included leadership in community colleges, CMOs, individual schools and districts, and universities.

Panel participants were **Patrick Auerbach** EdD '08, senior vice president for alumni relations at USC; **Bill Bonaudi** EdD '93, president emeritus of Big Bend Community College; **Chris**

McDonald EdD '12, dean of science, math and engineering at Saddleback College; **Mark Rocha** PhD '88, superintendent/president of Pasadena City College; **Kaneesha Tarrant** EdD '06, dean of counseling and student support services for Long Beach City College; **Pedro Garcia** EdD '83, professor of clinical education at USC Rossier; **Katherine Bihr** EdD '05, vice president and executive director of Tiger Woods Learning Center; **Danny Kim** EdD '11, principal of Corona High School; **Brandon Martin** '96, ME '02, EdD '05, athletic director for Cal State Northridge; **David Verdugo** EdD '05, superintendent of Paramount Unified School District; **Celia Ayala** PhD '93, CEO of LA Universal Preschool (LAUP); **Derrick Chau** PhD '02, instructional director for the Intensive Support and Innovation Center at LAUSD; **Mike Escalante** EdD '02, executive in residence at USC Rossier; **Rudy Castruita** EdD '81, Irving R. & Virginia Archer Melbo Chair in Education Administration at USC Rossier; **James Elsasser** EdD '11, superintendent of Claremont Unified School District; **Gabriela Mafi** MS '00, EdD '02, superintendent of Garden Grove Unified School District; **Myrna Morales** EdD '05, assistant superintendent of Paramount Unified School District; **Nisha Bhakta Dugal** EdD '11, principal of Muir Middle School; **Hazel Giusto** EdD '11, assistant principal of Gertz-Ressler High School; **Randy Gray** EdD '05, director of educational services K-12 curriculum, instruction and projects in Paramount Unified School District; and **David Haglund** EdD '09, assistant superintendent of instructional support for Riverside Unified School District.

"We are successful educators when we learn from one another," said Giusto. "Events like this allow a forum for deep conversations about how to keep challenging ourselves to be, do, and expect better from our education system."



HIGHER EDUCATION | THE ERA of DISRUPTION

Disruptive change always has the potential to create fear or resistance amongst those involved in the changes. But for those of us in academe – many of whom are highlighted in the following articles – I encourage us to meet these challenges with a sense of renewed optimism. We have the potential to bring about fundamental change that will make our institutions and therefore our citizenry stronger.

Here are some of the primary areas of change, and the challenges we face:

The importance of college and career readiness is increasing: Getting into and out of college in as efficient a manner as possible will increase the demand for students who are college ready. States, schools, and universities need to figure out what they must do to improve college readiness and lessen the need for remediation. We have too many students who arrive at the doorsteps of college not ready for academic work; we have even more who get into college but never get out. And an even greater number graduate from high school or college but are not career ready.

College participation rates are increasing, but not enough: If the country is going to demonstrate significant growth, then for-profits must be involved, and public institutions must demonstrate a dedication to significant curricular change. The former aren't. The latter won't. An improving economy, however, will enable modest growth. A booming economy needs a better educated workforce.

Privatization is both stalling and taking on new transformations: Congress has again focused its ire on for-profit higher education. Until for-profits can prove their worth, federal and state monies are likely to be withheld or at least not increased. At the same time we are seeing a rise in alternative providers. "Postsecondary institutions," whether non-profit or for-profit, are no longer the only game in town. These new providers will increase.

by *william g. TIERNEY*
UNIVERSITY PROFESSOR
WILBUR-KIEFFER PROFESSOR
OF HIGHER EDUCATION

CO-DIRECTOR OF THE USC PULLIAS
CENTER FOR HIGHER EDUCATION



The euphoria over MOOCs (and technology) is being tempered: After the initial exuberance that MOOCs will solve all of academe's problems, the focus has turned to their quality. It's fine and good that a gizmo can serve 30,000 students but is it any good? Only three percent of college presidents believe MOOCs will improve learning. (*Read Dean Gallagher's opinion on page 14.*) About 15 states and a handful of private institutions have signed agreements with outfits like Coursera but several institutions also have balked at signing such agreements because they are without any knowledge on how to gauge their effectiveness.

Too many of our students remain at risk: The tortured path toward immigration reform has meant that undocumented students have years ahead of them before the country will be able to tap their skills. Only three out of 100 foster care youth who enter ninth grade eventually get a four-year degree. The numbers are similar for those who are homeless. In a country as rich as ours, how comfortable should we be with such numbers? Gandhi once said, "A nation's greatness is measured by how it treats its weakest members."

These challenges may appear daunting, but with resolve each one presents us with opportunities that might enable the country to be economically stronger and have a more engaged citizenry in the democratic public sphere for the future. ■

2013 AERA

Professor Tierney concluded his year-long tenure as the first USC scholar, and first higher education researcher, to serve as president of the American Educational Research Association (AERA) during the 2013 annual meeting in San Francisco in May. He delivered his presidential address on the role of education researchers in eliminating poverty by increasing college-going rates for first-generation college students.

Nearly 100 USC Rossier faculty and students participated at the conference. In addition to Tierney, several faculty members led distinguished presidential sessions during the meeting, including **Dean Karen Symms Gallagher, Estela Mara Bensimon, Zoe Corwin, Mary Helen Immordino-Yang, Julie Marsh, and Katharine Strunk.**

Rossier co-sponsored an awards luncheon and special reception honoring Tierney's presidency of the oldest and largest education research organization in the world. Also cited were a number of AERA awards and elected positions earned by USC Rossier students and alumni. **Kris DePedro** PhD '12 was Dissertation Award Winner for Division E (Counseling), and **Dara Zeehandelaar** PhD '12 was Dissertation Award Winner for Districts in Research and Reform SIG. PhD candidate **Diane Nevarez** received the Carlos J. Vallejo Research Fellowship for Latino/as in Education. PhD candidate **Kathryn Struthers** was named Division K Junior Representative, PhD candidate **Ben Heddy** was named Division C Junior Representative, and PhD candidate **Vanessa Monterosa** was named Web Secretary for the AERA Graduate Student Council.

Additionally, faculty member **Harry O'Neil** was appointed editor of the Teaching, Learning, and Human Development section of the *American Educational Research Journal*. Faculty **Robert Rueda** and **Brendesha Tynes** were selected to be two of the journal's six associate editors.

USC also hosted an event for education scholars, Silicon Valley game designers, entrepreneurs, and venture capitalists during the AERA meeting. The event, titled "Players and Professors," was held at the San Francisco Exploratorium and featured interactive game demonstrations and dialogue about learning with technology.

balancing

EDUCATIONAL OUTCOMES

THE USC ROSSIER CENTER FOR URBAN EDUCATION (CUE)

is a leading research center, one of Rossier's oldest and busiest, and is dedicated to developing tools that colleges and universities can use to achieve equitable and successful outcomes for students from racial and ethnic groups that are underrepresented in higher education. Its unique success and effectiveness comes from the fact that it both conducts research and puts that research into practice. CUE has now formed nearly 100 partnerships with state higher education systems and institutions in 10 states. These college and university partners vary from private, selective four-year universities to open access two-year colleges. CUE is under the direction of Professor **Estela Mara Bensimon**, who founded the center in 1999, and Associate Professor **Alicia C. Dowd**.

The challenges facing higher education are well known and well documented on these pages – from uncertain funding, reduced staffing in student services, evolving workforce demands, to a student population that is very different than a decade ago. In the past 30 years, education has been at the forefront of social change and social justice, but while celebrating diversity is laudable, it is not the same thing as achieving equity. Understanding and identifying the need for equity is only the first step, and for many institutions the second step – *creating* equity – seems like an impossible task.

"Historically in the U. S., African Americans, Latinos, Native Americans, and Asian groups experienced legalized discrimination," said Dowd. "CUE is unique in assisting colleges and universities to address the legacies of racism that persist in our educational system."

CUE's Equity Scorecard™ is built around the concept not that a student must overcome inadequacies, but that the institution itself can be responsible for changing the student's outcome. CUE has found that in order to bring about change, individuals must see inequities for themselves by examining institutional data, then investigate the inequities and develop recommendations and action plans. The Scorecard has generated a national reputation for the Center, and earned the philanthropic support of multiple foundations.

THE RIGHT TOOL FOR THE JOB

Due to reduced funding and shrinking resources, many colleges and universities are unable to collect and evaluate even basic data about their students, let alone data broken down by race and ethnicity. According to CUE, it is not uncommon to find institutions that don't gather or analyze information on which students or even how many students are actually moving from freshman year to sophomore year. Commonly reported data, such as student demographics and graduation rates, are only tiny pieces of a large puzzle. It can be overwhelming for institutions to look at and understand the picture that data create. The Equity Scorecard specializes in making sense of raw numbers and presenting them in a way that turns them into resources for improving student outcomes.

To facilitate the self-reflective process that is at the foundation of continued change, CUE uses a variety of tools, from data analysis programs to qualitative observation activities. CUE asks institutions to look at data broken down by race and ethnicity, which is housed in two data tools, the

estela mara **BENSIMON**
PROFESSOR





Professors Bensimon and Dowd are just a joy to work with as colleagues and as thoughtful researchers, nationally and internationally known for their work. Most important is their commitment to advancing high quality post-secondary opportunities for the most underserved students.”

— Douglas Wood, Ford Foundation Program Officer

Vital Signs and the Benchmarking and Equity Student Success Tool™ (BESST™). These tools make institutional data accessible and useful. The BESST program takes flat, static numbers and allows practitioners to manipulate them. They can identify kinks in the pipeline to graduation, and more importantly, they can ask “What if?” If the data revealed a steep decline in retention between freshman and sophomore year for African American students, the school could ask “What if we intervened here and increased retention for African American students?” The BESST would instantly show them what effect that increase would have on the graduation rate of African American students as well as the overall graduation rate.

EMPOWERING PRACTITIONERS

The Equity Scorecard’s vehicle for change is the Evidence Team that is built from the institution’s own staff. Made up of eight to ten people, from academic deans and faculty to student support staff and program managers, the internal evidence team works with the CUE project specialist to examine institutional data, use the BESST to ask “what if” questions, conduct inquiry – such as examining course syllabi or observing key student support services – and make recommendations to campus leadership. It is this team of campus insiders who takes the Equity Scorecard tools and processes and uses them to create meaningful change.

According to Bensimon, “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.”

Through that process, CUE’s Equity Scorecard embeds a long-term system of inquiry. James Gray, chair of mathematics at one of CUE’s current partners, the Community College of Aurora in Colorado, identified the potential of the Equity Scorecard to act as a bridge between campus initiatives, current issues and national education goals. “The work with CUE fits right in with the redesign of developmental math, which is very much in line with the national trends. I honestly don’t think I would have thought of equity issues had it not been for our involvement with CUE.”

CUE and the Equity Scorecard empower practitioners to become experts on their own campus with their own data, and therefore make informed decisions and recommendations. The data analysis, investigative activities and support from institutional leadership – all of which are the building blocks of CUE’s Equity Scorecard process – acknowledge the uniqueness of each institution.

CUE partners with institutions through foundation-based funding and also direct consulting, working with both individual campuses and entire higher education systems, such as the Pennsylvania State System of Higher Education (*page 10*). No matter how CUE is brought on as a partner, the needs and goals of the individual institution are incorporated into the Equity Scorecard.

The work of CUE is a daily reflection of Rossier’s mission to improve learning in urban education locally, nationally and globally. The Center has built the tools needed for our nation’s colleges and universities to look within, creating their own unique systems that can assure and sustain equity for each student. ■ — Emily Ogle



USC Rossier
School of Education
Center for Urban Education

alicia c. DOWD
ASSOCIATE PROFESSOR



a partner's perspective

IN FALL 2011, the Pennsylvania State System of Higher Education (PASSHE), encompassing 14 universities across the state, partnered with CUE to implement a two-year Equity Scorecard™ project aimed at expanding access and improving completion outcomes for its students, particularly those from historically underrepresented groups.

As part of the performance funding initiative implemented by the PASSHE Office of the Chancellor and Board of Governors, the Systems' universities are collectively asked to cut in half the completion gaps that separate African American, Latino, and American Indians from their white and Asian American peers. Through these efforts, PASSHE aims to significantly improve equity in higher education access and completion by 2015. The project involves 140 team members from the 14 universities.

Futures spoke to **Dr. James D. Moran III**, Vice Chancellor for Academic and Student Affairs, about PASSHE's work with the Center for Urban Education.

Futures: What did you see in the Center for Urban Education's work in equity that convinced you that the Pennsylvania system could benefit from this partnership?

Dr. Moran: CUE's focus on equity, focus on indicators (gaps in equity), focus on data, focus on inquiry, and focus on results – all were consistent with our efforts. But we lacked a strategy to get from “here to there” and CUE provided that for us.

Futures: What kinds of issues was PASSHE facing having to do with equity and student success?

Dr. Moran: We have committed to the Complete College America agenda to advance the social and economic vitality of the Commonwealth. We recognized that with the changing demographics and declining high school population we need to attend to the success of all students. Increasing completions and closing the gap for underrepresented minorities and lower-income students are part of our revised performance funding model. In addition, universities were becoming more sensitive to accreditation standards focused on diversity. After being exposed to the CUE Equity Scorecard, our universities believed that CUE would help spur positive results across the System by engaging faculty in the process.

Futures: How have you built your evidence teams on your Pennsylvania campuses? And how have faculty and administration responded to this effort?

Dr. Moran: Evidence teams were developed by the individual universities. We worked with the Chief Academic Officers (CAO), engaging and leading them to identify potential evidence team members, and then invited and oriented them to establish effective teams. We guided them over several months as they formed their teams and worked with them on how to revise teams in response to particular issues that arose or to add members to achieve a better balance of campus representation and teamwork styles. We believe the role of the CAOs in evidence team formation and ongoing support is critical to success. Throughout the process the PASSHE Office of the Chancellor has provided support and guidance to the university teams. In addition, teams have been able to share practices that seem to be working with each other. Initially we found many universities were slow to warm up to the process, but once the “light went on” there was clear support for the efforts and recognition about how these activities would help move universities towards their targets.

Futures: Can you describe what impact you are beginning to see?

Dr. Moran: We are beginning to see a culture change at many universities with discussions about how to use the CUE Equity Scorecard process to address several issues. Two recent examples included a collaborative effort on improving the instruction in introductory mathematics courses as a gateway to STEM fields during which faculty identified the Scorecard as a tool to provide the necessary benchmark data and then to monitor progress of innovative instructional methods. Additionally, in a discussion of improving the success of students in teacher preparation programs, the Scorecard was mentioned as a tool for inquiry into the success of underrepresented students. In a presidential evaluation at one of our universities the use of the Scorecard and inquiry process was mentioned by several groups as a key strategy to “move the needle.”

The culture change is not, as yet, pervasive, but it seems to be recognized as a critical process at several universities. Support from CUE has been valuable in that culture change. We are still waiting to see the data that demonstrates we have, in fact, made a difference, but I am now confident that we will. ■ — *Barbara Goen*



James D. Moran III



a funder's perspective

FOR MORE THAN FIVE YEARS, the Ford Foundation has supported Rossier's Center for Urban Education (CUE) in a variety of projects focused on increasing educational equity. In addition to the Equity Scorecard™, the Foundation has supported CUE's Association for the Study of Higher Education (ASHE) Institutes, familiarizing young scholars and policy analysts with the principles and applications of policy research, and the Wisconsin Transfer Equity Study, which resulted in changes to transfer policy between two- and four-year institutions in Wisconsin.

CUE's expertise is in helping colleges and universities think about identifying system equity priorities and goals, set measurable short and midterm objectives to close equality gaps, and incorporate them into system accountability measures.

CUE was a highly respected grantee when **Dr. Douglas Wood** began his work as Program Officer at the Foundation in April 2011. He focuses on higher education issues with an emphasis on the needs of students from poor and marginalized American communities. The first thing he did as a new Program Officer was to rethink Ford's entire U.S. higher education strategy around social justice and equity. "I really wanted to make sure that I had a thoughtful sense of what our investments were when I arrived. I interviewed 326 people, including all of our current grantees at the time, members of higher education boards and commissions, other researchers, college and university presidents, legislators, current and former governors, and members of regional higher education accrediting agencies, among others," says Wood. As several common themes and priorities emerged, the work of CUE was cast in the spotlight.

Across the board, Wood's interviewees talked about equity and how addressing the equality gap must be a priority in higher education at the system and institutional level. They emphasized particular populations and underserved students with respect to equity gaps; issues of affordability around student loans and debt; issues of accountability and thoughtfully linking outcomes to funding, particularly with the performance of underserved students. "People also kept coming back to the importance of community colleges," says Wood. "There is such a large percentage of first-generation low-income students in community colleges."

"When we used these themes to focus our strategy on first-generation low-income college students and went back to Ford's emphasis on community colleges, we wanted to make sure we worked with organizations that had these as the prime mission of their work. So I kept coming back to CUE and the Equity Scorecard."

Wood, whose background is as a researcher, but who refers to himself as "a practitioner and a recovering policy maker" sees CUE's research as fundamental. "It's important to the Foundation to identify systems barriers and remove those barriers for underserved students. CUE is part of that work, particularly in their research and the tools they develop for colleges and universities."

"I'm trying to push the envelope a little bit, trying to get people to think about the population that we're not paying as much attention to. How do we formulate a serious change by utilizing a collective impact strategy at the institutional level? Also, how do we begin to support not only clear thoughtful pathways for reducing equality gaps, but how do you link that back to where students are very much engaged in their community? At the local level and at the policy level, we really need to think about how we support first-generation low-income college students. In thinking of that, you can see where CUE fits into our larger higher education strategy."

"One of the themes we heard about was accountability," Wood recalls. "It's important, when you think about accountability, that you also have equity priorities as part of it. So that is where CUE fits in quite nicely when it comes to issues of access and success."

Wood is effusive when it comes to the relationship between Ford and CUE directors Bensimon and Dowd. "They are just a joy to work with as colleagues and as thoughtful researchers, nationally and internationally known for their work. Most important is their commitment to advancing high-quality post-secondary opportunities for the most underserved students." ■

— Barbara Goen



Douglas Wood

new directions

FOR DIVERSITY *at* USC ROSSIER

The term **diversity** evokes different things for different people: strength and opportunity, a hot button to be avoided, indifference or consternation, to name a few. Wherever one stands on the spectrum, an increasingly interconnected global landscape compels educators to develop broader and more nuanced understandings of this topic. Institutions of higher education are central in this effort, and schools of education have a unique opportunity to exert leadership given their mandate to serve all learners and prepare professionals who have a global reach. Recent activities within USC Rossier illustrate how the call for an expansion of the concept of diversity is being realized, and could be emulated.

The Rossier mission is to improve urban education not only locally and nationally, but globally. Our student make-up increasingly reflects this international facet. In 2013, our on-campus degree programs alone enrolled 128 international students from 21 countries. Moreover, students residing outside the U.S. while completing our online programs were spread over 38 countries. Together, 42 different countries were represented among students enrolled in Rossier's degree programs. Diversity of peoples, languages, and experiences is a growing reality of the transcultural educational field in which we work. In a recent survey, our EdD and MAT students told us that they want discussions of diversity in more courses and want them to extend beyond traditional topics of race, gender and ethnicity and into other areas like class, ability and sexual identity.

Inviting deeper dialogue around diversity means openly discussing concepts of fairness, opportunity, merit and power. This is especially true as our student body reflects a global face. Achieving a more robust definition of diversity cannot occur without surfacing tensions, acknowledging them and working through them collectively. Dealing with these topics at

deeper levels, in an atmosphere of trust and collaboration, can cultivate curiosity, creativity, growth and innovation. Facilitating productive conversations like this, however, is not easy. Recently, a group of our Global Executive EdD students took on this task. We developed a framework of common educator mindsets and consequences to help the students compare explanations for variations in educational outcomes in a variety of settings. The framework was used to surface and talk about tensions between, for example, an “equality” vs. “equity” mindset, a “deficit” vs. “asset” view and a “categorical” vs. “intersectional” conception of groups and cultures (Milner, 2010; Hancock, 2011).

Rossier faculty member **Julie Slayton** has provided a process map for navigating tension-filled moments, when they do arise. The process begins by recognizing a triggering event and deciding whether it is a personal trigger to ignore or a teachable moment to explore. Exploration could mean taking

rob FILBACK
ASSOCIATE PROFESSOR



by **rob FILBACK** and **alan GREEN**

Filback and Green are members of the USC Rossier Faculty Diversity Committee, which is charged with supporting dialogue about issues of diversity and equity, and working to recruit, retain and mentor diverse faculty, staff and students.

the discussion in a new direction, asking students to pause and reflect, or responding to someone directly. The process supports building a culture of evidence, in which assertions are adequately supported with research. Facilitators then must help bring difficult conversations to a close, helping participants reflect on what just took place and following up with individuals when needed.

The growth of technology is also expanding the concept of diversity, transforming communication and travel throughout the world and enabling vastly different constituents to interact in closer proximity and in unprecedented ways. One result is greater visibility of the **“push and pull factors”** – the pursuit of opportunity by some and the search for stability by others. Prilleltensky recommends focusing on the impacts of diversity in terms of well-being and justice and to explore the ways that power, prestige and possibility are allocated in different contexts around the world. Coursework within our Rossier counseling programs has embraced this perspective.

This has helped students analyze people and problems in context and perceive when societal changes create new forms of advantage for some and barriers for others, thereby prolonging inequity.

A core objective in strengthening our concept of diversity is equipping people to challenge assumptions about who can or cannot succeed in school. Moving from shallow to deeper analyses of student achievement urges a shift from static views about the academic performance of groups or cultures toward more careful analyses of students **“in context,” “in appropriate detail”** and with attention to often overlooked interpersonal dynamics (Pollock 2008, p. 369). We need deeper inquiry into how students in different contexts experience school, and less reliance on predictions about school success or failure based on membership in a group. Rather than accepting general explanations, such as **“they care about education more”** or **“they motivate their children,”** we can pursue evidence about school-related practices such as specific ways of talking about school or particular ways of motivating learners. We can also examine how a student’s success in school is determined through myriad interactions over time with adults, teachers, and others in and out of school.

Rossier’s mission compels us to review, grapple with and expand our ideas and practices around diversity. We have an opportunity to create learning environments that serve all students who differ in race, culture, socio-economic status, sexual orientation, age, physical or intellectual abilities, religious views and political beliefs. We know that expanding our approach requires frank conversations about power and opportunity. It will necessitate time to gather and evaluate evidence, and go deeper in our analysis of the school experience. This takes commitment, courage and willingness to learn from one another, regardless of status. Given Rossier’s rich history of adaptation and growth, we know that our efforts and successes can serve as examples for higher education around the world. ■

For resources and references, visit:

www.uscrossier.org/news/references-for-filback-and-green/

alan GREEN
ASSOCIATE PROFESSOR



Dean Karen Symms Gallagher, like many of today's educators, has strong feelings about the seemingly ubiquitous MOOCs. What exactly are Massive Open Online Courses, and what value will students get from them? To find out, the Dean became a student herself.

Published in Inside Higher Ed, June 11, 2013

where's the *real* learning?

by dean karen symms **GALLAGHER**

ADMIT IT – FROM KINDERGARTEN ON, I WAS TEACHER'S PET. I got an assignment. I labored over it, made it perfect, turned it in early, got the A.

Until now. Let me confess: I am a MOOC noncompleter. I had heard the hype that Massive Open Online Courses (MOOCs) are transforming higher education, and I wanted to see for myself.

I enrolled in the University of Edinburgh's MOOC on E-learning and Digital Cultures, offered through Coursera. With enthusiasm I joined my 260,000 fellow students, whom I assumed shared my interest in a rigorous and rich college experience online.

On day one, I got a form email welcoming me. I was to watch a few videos each week, do a few readings, and do my homework – maybe: "There are no weekly assignments, although we do recommend trying at least two of the suggested activities. These are not assessed, but will help you to prepare for the final assignment."

I started out eagerly, watching the videos, skimming the readings, and participating in the online discussion forum. I could do this late at night at home or while traveling for my day job. But after two sessions, my interest waned. Maybe it was the lack of real-time interaction with classmates or professors. Maybe it was the lack of accountability. I soon wasn't watching all the videos, and I certainly wasn't doing the practice homework that no one would ever grade. Honestly, I felt more like an audience member than a student.

The final assignment would determine if I passed or failed, but I didn't feel connected enough to the class to complete the project. And what would have been my reward? A noncredit statement of completion of truly questionable value.

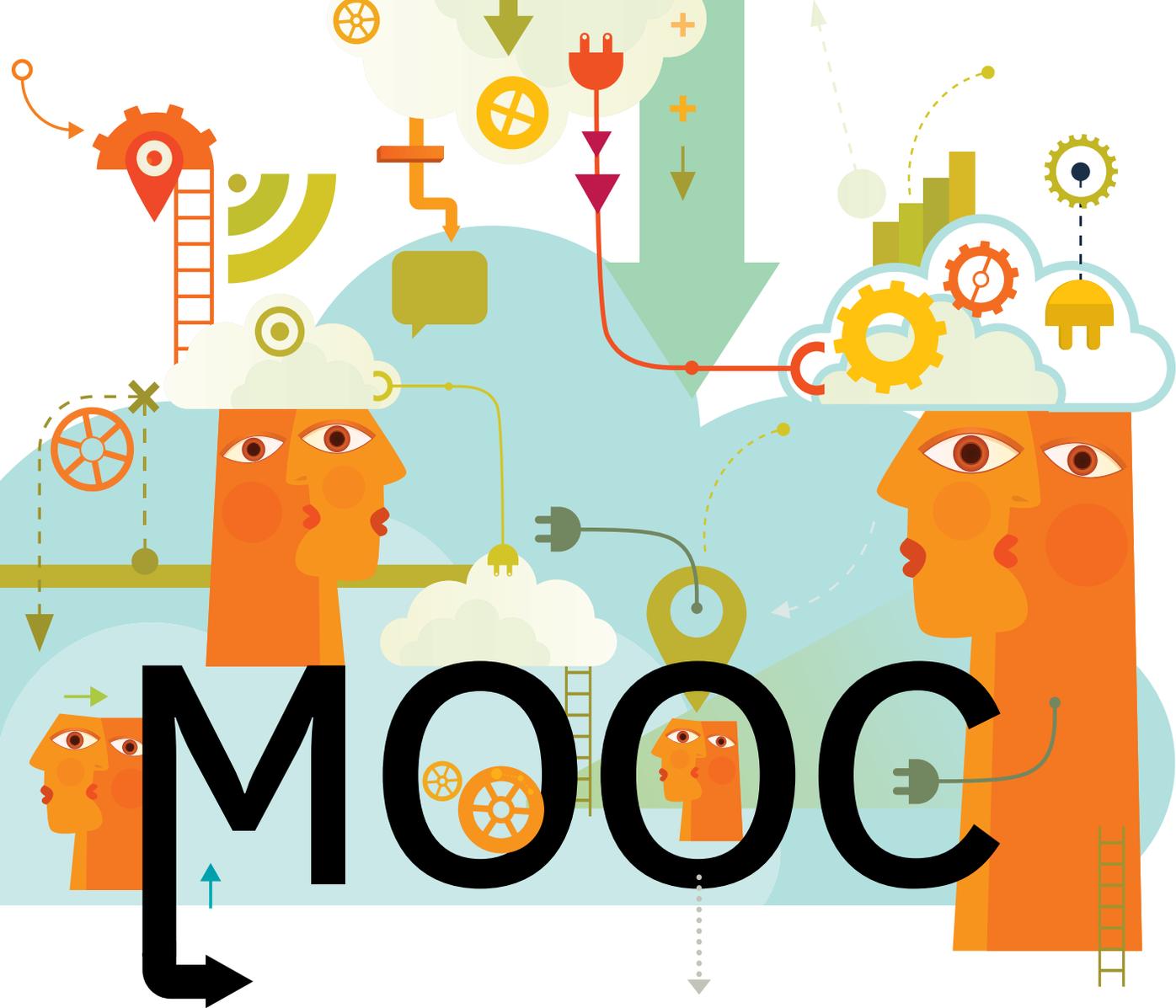
My MOOC experience is pretty typical. Passing is about showing up, not doing the kind of quality work that meets any standards of academic rigor. Even with bare minimum standards for passing, classes have huge rates of attrition.

At the USC Rossier School of Education, we pride ourselves on delivering high-quality master's-level programs online, adding critical in-school practicum in a fully blended program. I don't think the problem is with online learning. Rather, we should see MOOCs for what they are so far: an easy way to dabble in a subject, maybe learn new material, maybe not, and sometimes with highly respected faculty. In my MOOC, I never saw my professor live online.

We must do more than put a camera in a lecture hall and put professors in a loosely moderated discussion forum. We must offer real-time interaction between professors and students, and between classmates. There must be learning objectives, not just topics to be covered, so students know where they're headed academically. We must require students to be accountable and expect them to show a mastery of a subject beyond a "showing up" standard.

Those of us who deliver a real college experience online for credit are happy to share the many lessons we've learned. Because nobody wants to be a noncompleter. ■





ROSSIER'S MAT ONLINE DEGREE

ADMISSION CRITERIA ▶	Highly selective
LENGTH/CREDITS ▶	14 months / 32 credits
ASSIGNMENT ASSESSMENT ▶	By faculty
LIVE WEEKLY CLASSES ▶	Yes – in sections no bigger than 15
ASYNCHRONOUS MATERIAL ▶	Videos, readings, webinars, recorded lectures
USE OF SOCIAL MEDIA ▶	Facebook, iPad apps, affinity groups monitored by faculty
FACE-TO-FACE ▶	Assigned to local school for all courses & student teaching
FACULTY INTERACTION ▶	Live in every class
COMPLETION RATE ▶	80% – in 14 months
COST ▶	\$1,536 per credit

UNIVERSITY OF EDINBURGH'S MOOC ON E-LEARNING AND DIGITAL CULTURES

Open enrollment
5 weeks / No credits
By peers
No – 260,000 students
Videos, readings, webinars
Facebook, Twitter, YouTube
None
None
Estimated at 5%
Free to user

Given the many changes that have happened in higher education funding over the last five years, my students often ask if higher education is a public or private good?

This question is something that I've considered with hundreds of Rossier students over the last seven years because, frankly, the way you spend your money shows what your priorities are.

HOW DOES STUDENT AID WORK AND WHY DOES COLLEGE COST SO MUCH? Various forms of this question have influenced my teaching and research over the last 10 years. As a teacher, I've realized that our students also really wanted to know if student aid works and how college tuition is set. While all of these students have completed undergraduate degrees and many of them benefited from student aid, very few actually know how the aid system works.

In 2008, the question was driven more by intellectual curiosity. Now it's more of a "we have the right to know."

At that time, concerns about student loans and the cost of tuition were growing, but there was still a strong belief that going to college was a good idea with a strong return on investment. When my PhD and Master's level students considered the question of whether higher education is a public or private good, many of them relied on the notion that there were strong non-financial reasons for attending college. These perceptions fall in line with UCLA's large survey of college students, who at the time chose reasons like "to learn about things that I am interested in" as a top reason for attending college.

Flash forward with five years of state and federal budget cuts, changes in student aid policy, a shift in unemployment in this country, and a public turn against the value of a college degree – and you can only imagine how class conversations are different. I almost find myself on the defensive about the costs of higher education, and I acknowledge that students definitely want answers as to how this all happened.

According to the Institute for College Access & Success, the average undergraduate student completes college with \$27,000 in debt. As that student filters into a graduate program, she or he might expect to take on up to an additional \$100,000 in student loan debt for costs of living and tuition, if there is no subsidy through savings, work, scholarships or other financial support. You can understand how these students, concerned about their own self-interest, want to know why college costs so much and how they might be able to make, or should have made, decisions that would reduce their own indebtedness.

There are multiple tensions in higher education that influence tuition rates. Federal and state budgets have been cut; there has been an increase in administrative and student services driving tuition costs, and the development of additional non-academic enterprises, such as new residence halls with hotel-like amenities, impact tuition rates. At the same time, schools that relied on income from endowments have suffered because of changes in the financial market – it is a common practice to fund student scholarships from endowment income, and when those returns are lower, there is less money to pass on to students to help lessen the out-of-pocket costs of college.

The development of a technology-based infrastructure has also impacted the costs of college. Free Wi-Fi is not actually free as a utility expense and the actual costs of developing technology-enhanced learning either through hybrid or online courses remain unclear.

While I can offer these influences from an objective standpoint, I am very concerned about how the amount of student loan indebtedness affects students' lives. The Consumer Finance Protection Bureau recently announced that federal outstanding student loan debt has now surpassed \$1 trillion.



Kristan Venegas

ALUM SPREADS

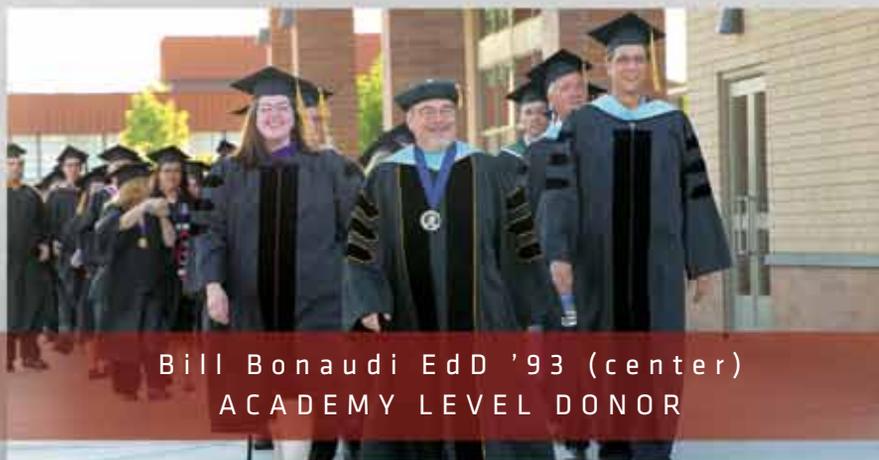
– the Trojan Spirit through the –
rural northwest

AS A BIOLOGY GRADUATE STUDENT at Michigan’s Wayne State University, Bill Bonaudi EdD ’93 took a teaching job at a local community college to make additional income. “That’s when I discovered that I really, really loved to teach, and community college gave me the opportunity to not only teach but also plan what I was going to teach,” he recalled. “The emphasis of community college is teaching – not research plus teaching – so there was continual engagement with students and feedback on your effectiveness or lack thereof.”

The recently retired Bonaudi said that while he loved being president of Big Bend Community College in Washington State for 17 years, the best job he ever had was as a teacher in a community college classroom. “The dynamics and interchange in a classroom where a youngster who is 16 is sitting next to a 40 year old with two jobs and a retired 65 year old is really fascinating, and any time you see that light go on, it’s the greatest reward.”

Bonaudi recently joined The Academy, USC Rossier’s leadership giving society, because he supports the school’s focus on preparing great teachers and education leaders who are impacting students around the country. “As more graduates become superintendents and college presidents around the nation, Rossier will continue to spread its positive influence a very wide distance.” He said he also appreciates Rossier’s increasing focus on preparing community college administrators and instructors to educate diverse populations with differing challenges.

After his first community college position in Michigan, Bonaudi said he and his family wanted to return to the west. He took a post in Reno, Nevada, where discrepancies in access to higher education revealed themselves immediately. “I saw a contrast there between higher education opportunities compared to Michigan, where there had easily been nine different doctoral granting institutions within driving distance from me.”



Bill Bonaudi EdD ’93 (center)
ACADEMY LEVEL DONOR



As more graduates become superintendents and college presidents around the nation, Rossier will continue to spread its positive influence a very wide distance.”

— Bill Bonaudi

While he was successful in the classroom, Bonaudi saw ways that the administration could better support the work he and other teachers were doing, so he began to take on administrative roles in addition to teaching. At Truckee Meadows Community College, he moved from science department chair in 1973 to dean of instruction in 1990.

Bonaudi learned of the EdD program at USC, which had a cohort in Sacramento, and began to attend classes on the weekends while spending the summers on the Los Angeles campus. He was particularly impressed with one professor, the late Patrick O. Rooney EdD '59. “He was brilliant in understanding the administrative challenges of community colleges, and he had great insights.”

He credits his preparation in the doctoral program with helping him to solve critical problems of practice as a community college leader. “It gave me a channel for inquiry, and I was able to implement technology as a way of reaching out to students at a great distance from the college in both Nevada and later, Big Bend.”

Bonaudi took on the unique challenges of educating large, rural communities at his next two posts – as vice president for academic affairs at Northern Nevada Community College in Elko, Nevada, and as president of Big Bend Community College in Moses Lake, Washington.

“Elko was really isolated, and the community college district was 48,000 square miles, which is bigger than many states,” he said. “We developed video conferencing outreach to teach classes live so students could engage with instructors... and later I brought that to Big Bend, with streaming video to tie together outreach centers.”

He also learned how to leverage limited resources and personnel. “In urban areas, you’re much more specialized in your teaching and administrative responsibilities, but I learned so much more about community colleges in the two rural schools,” he said. “You can’t afford specialists in every area, so you have to find the right people who can effectively multitask. Technology is fun, but we are still a people-intensive process.”

Bonaudi instilled a culture at Big Bend of monitoring

grant opportunities and applying for every appropriate grant. He created a department to measure the progress of the school’s funding efforts with exhaustive data collection and use, to ensure accountability to his students and funders. He also led the school’s largest fundraising effort to establish the \$15 million Grant County Advanced Technologies Education Center – a technologically enhanced library and conference center that became a boon for the regional economy.

Most importantly, according to his colleagues and staff, Bonaudi created a sense of community that felt like family, mentored countless education leaders in the region, and greeted every new visitor with a big smile. And he was never shy about showing his Trojan Pride – he had the presidential office painted cardinal and gold and his phone’s ring tone was always the USC Fight Song. Sharon Fairchild, Washington State Board of Community and Technical Colleges chairwoman, even noted that his retirement would give him more time for his two greatest passions – his grandkids and USC.

As president emeritus of Big Bend, Bonaudi has remained active and engaged since his 2012 retirement. The father of three and grandfather of nine now serves as a director on four boards – PEMCO Insurance Company, School Employees Credit Union of WA, Central Washington University Alumni Association, and North Central Educational Service District (NCESD) Educational Foundation.

When asked about the future of the field, Bonaudi said that the success of community colleges and their students relies on better collaboration between K-12 and two-year college administrators – something he hopes to see more of in the future. And he feels strongly that the institutions he has served for nearly 40 years have only increased in importance to society and the workforce.

“I have said before that community colleges are for some a first choice, for others a second chance, and for everyone an opportunity for lifelong learning.” ■

— Andrea Bennett

DOUBLE ALUMNUS EMBRACES

many

IDENTITIES

VINCENT VIGIL ME '04, EdD '05 says that his path as a leader in student affairs was shaped by six visible and invisible identities.

"Being a gay Latino male, raised in a single-parent household of low socioeconomic status, and being a first-generation college student have all shaped who I am today, and I am proud of all of them," says Vincent Vigil, while at his desk in the USC LGBT Resource Center. "And many of our students come with pride about the different identities that they have."

As an only child growing up in Pico Rivera, Vigil was left to care for himself for days at a time in his mother's absence. Instead of leading him astray, this early independence allowed him to devote himself to work and school in an effort to harness education as "the way out of difficult circumstances." By junior high, he had developed a dogged focus on getting into college and was filling up his resume with extracurricular activities and student leadership roles. When he became the first in his family to attend college, Vigil asked himself, "Why not go all the way?" He subsequently earned his master's degree and immediately followed with his doctorate.

Vigil's work ethic is impossible to dispute. But his success has also been driven by his desire to empower LGBT students and enlighten their peers about the rainbow of diversity on college campuses. That mission took form in 1999, while he was an undergraduate at Whittier College and found few outlets for LGBT students like him. In response, Vigil founded the college's BGLAD (Bisexual, Gay, Lesbian, and Allies for Diversity) student organization, which is still flourishing today.

Vigil said he had planned to pursue business, but became disillusioned after interning at a marketing company. "I realized that business is very cutthroat, and business does not care about your diverse identities, and does not want to have dialogue and discussion about that, so I knew it wasn't really the place for me," Vigil remembered. "I knew that I wanted to make a difference in someone's life, make an impact."

Vigil called upon his mentor, **Tracy Poon Tambascia**, a current professor at USC Rossier who directed the cultural center at Whittier College at the time. She immediately recommended the Postsecondary Administration and Student Affairs (PASA) program at USC.

"Well before I was a faculty member at USC, I was always impressed by the PASA graduates I met," said Tambascia, who is now coordinator for the PASA program at Rossier. "I knew that the program's engaged faculty, commitment to urban issues and diversity, and opportunity for great mentorship would help Vincent be successful."

With financial support from the Lionel De Silva Scholarship, Vigil enrolled at USC Rossier, and jumped right into student activities. However, he once again discovered a lack of cohesion among the LGBT student community. "The students didn't feel supported or safe, there was a lack of mentorship of LGBT student leaders, and student organizations were dying from one year to the next," he recalled. "At the time, the students here were trying to do everything themselves, providing support in confidential settings, putting on events, political advocacy, and I saw our center being a home for all of these."

Vigil didn't hesitate to take action. He used the research conducted in the PASA program at USC Rossier to convince the



The master's program gave me the foundation in terms of creating a campus climate that's inclusive for all students...

The EdD program helped me to think about assessment of programs and services in order to be accountable to the university and the students."

— Vincent Vigil

university to establish an LGBT resource center in 2005, and he was named its first full-time director, a position he still holds. Today, he uses the assessment tools that he learned in his graduate programs to initiate and improve programs through the center. For example, one year his research revealed a lack of education about LGBT issues in the Greek community, so he created Greek Chat, a confidential discussion forum for fraternity and sorority members.

"The master's program gave me the foundation in terms of creating a campus climate that's inclusive for all students, and thinking about how we utilize student development theory in our work in student affairs," he said. "The EdD program helped me to think about assessment of programs and services in order to be accountable to my stakeholders, the university and the students." He added, chuckling, "Now, I am kind of an assessment nerd."

His work to continuously improve resources for LGBT students has not gone unnoticed. In 2013, USC was listed among the "Top 25 LGBT-Friendly Colleges & Universities" by Campus Pride and *The Huffington Post*.

Today, Vigil also serves as an adjunct faculty member for the USC Rossier master's and EdD programs, and mentors future student affairs professionals as they imagine developing their own programs. His dissertation on the experiences of gay African American males on college campuses illuminated the complex nature of intersecting identities, as he found that his subjects experienced discrimination from the African American community in terms of homophobia and from the LGBT community in terms of racism. "It opened my eyes to the importance of intersectionality education. All of us come with these different visible and invisible identities. We have to educate our students about these issues."

He said he sees diversity changing the face of higher education in a number of promising ways. "I think our society as a whole is moving rapidly in terms of inclusion of gay and lesbian issues, which I am very happy about. That was the primary focus of the center in 2005," he said. "I see that the next phase moving forward is going to be educating about transgender and gender identity and expression, for our campus and nationally. I also see there's going to be more consciousness and awareness on campus about intersectionality of identities, as we have a number of these students now."

In May, Vigil was named number seven by Honor 41, an organization that lists the top 41 role models within the LGBT Latino community. The organization's name reclaims the number 41, which in Spanish, has historically been used as a derogatory term for homosexuals. Vigil is modest about the honor, laughing that his colleagues have taken to calling him "number seven" now. But he also knows the importance of such recognition for future generations.

"I didn't see role models who were both Latino and gay, and we want our youth to go forward with whatever dreams they have, knowing someone like them has done that, too," he mused. "I hope my story can have some impact on another gay Latino kid's life that doesn't see anyone like him in his neighborhood." ■ — Andrea Bennett

a bridge to college

AS HIGHLY SKILLED, COLLEGE-EDUCATED WORKERS become the lifeblood of the economy, a college degree is increasingly essential to realizing the American Dream. U.S. Secretary of Education Arne Duncan has stated, "A postsecondary education is the ticket to economic success in America."

many low-income students simply don't know how to make college happen for themselves. They rarely have family members who have paved the way to college before them, and too often they attend urban schools that are profoundly under-resourced, and fail to provide the most basic college guidance.

The recommended high school counselor-to-student ratio is 1:250, but in California schools, the average college counselor has a caseload of up to 800 students. As a result, nearly 60 percent of low-income students who qualify academically for highly selective colleges and universities will not go. They either enroll in a less selective school or forgo college altogether.

"There are people in high school today who could go to college but don't know how to do it," said University Professor **William G. Tierney**, who co-directs the USC Pullias Center

for Higher Education with Professor Adrianna Kezar. Pullias runs two outreach programs designed to help first-generation college students access and succeed in higher education.

GETTING IN – THE I AM PROGRAM

After observing the astounding need for college guidance, Tierney formed the Increasing Access via Mentoring (I AM) program. I AM pairs low-income, first-generation college-bound students from local L.A. high schools with volunteer mentors who help them write personal statements, fill out college applications, and apply for financial aid and scholarships. Eight years and 1,000 graduates later, I AM boasts a remarkable track record, with over 90 percent of its participants getting into a four-year college or university.

Marco Perez, 18, was one of the 160 students mentored through the program this past year. As an undocumented immigrant whose parents earned just \$25,000 a year, Perez had been convinced that he couldn't afford to go to college. Then, in Roosevelt High School's Dreamers Club, which advocates for undocumented students like him, he heard about the free one-on-one help he could get in I AM.

He was paired with USC Rossier PhD student **Brian Rodriguez**, whose own story mirrors that of Perez. His family also emigrated from Jalisco, Mexico, and Rodriguez grew up in a low-income community where going to college was



I AM

rarely discussed. He managed to get into college, but was forced to navigate the uncertain path alone. “Just getting into college for a first-generation, low-income student is a form of activism,” said Rodriguez, who is also a researcher for the Pullias Center.

Rodriguez and Perez worked through many drafts of Perez’s personal statement, applied for a Cal Grant through the Dream Act, and practiced the interview techniques that helped Perez land a Glazer Family Foundation scholarship. The result was acceptance letters from five four-year institutions. Perez starts at Cal State Los Angeles in the fall, where he plans to pursue a degree in electrical engineering.

Many of the volunteer mentors and their mentees establish longtime friendships and build support systems that extend into their college careers and beyond. Rodriguez plans to continue to offer guidance and meet with Perez on a regular basis. “Just as important as mentorship is in the application process, it is also critical in the first year of college,” Rodriguez said. “Having the right people around during the first year of college is pivotal.”

The I AM program has proven to be just as rewarding for the mentors, who spend their weekends and evenings in libraries and coffee shops with their students. “It is tremendously fulfilling to help someone on the path to pursue a college education, and really see a direct impact,” Rodriguez said. “It’s

a perfect way to give back to the community, particularly for individuals in education.”

GETTING READY – THE SUMMERTIME PROGRAM

The chasm from high school to a four-year university can be wide for even the most ambitious students. Low-income students, like Perez, who manage to get accepted into four-year schools with the funding support they need, still come from K-12 systems that have underprepared them for the academic rigor of college. Many end up in remedial classes once they arrive. In fact, a quarter of the entering freshmen at the University of California are not ready for college-level math or writing, according to a state report. In the California State University system, 60 percent are not prepared to take college-level work.

To increase the success rates of these incoming college students, Tierney gave them a bridge of sorts with SummerTIME (Tools, Information, Motivation, Education), which prepares first-generation high school graduates who are off to college in the fall for what lies ahead. “These students work hard, get good grades and may even end up in the top 10 percent of their high school class,” Tierney said. “But they’ve never been told that they are not working at college-level writing or math.”

continued on page 24 »

“We need more people to become college educated, and yet there are people in high school today who could go to college but don’t know how to do it.”

— William G. Tierney

Marco Perez (left) with
I AM mentor Brian Rodriguez

« continued from page 23

a bridge to college

*Eliana Hernandez
2010 SummerTIME
graduate*

SummerTIME was founded on the principle that access to college is not enough. Students need the tools and skills to stay and achieve success in college. And Tierney's research identified that the first seven weeks of college were the most challenging for first-generation college students. Many of the participants are former I AM mentees, and they spend the summer before college in intensive writing, study skills and college knowledge workshops on the USC campus to improve their chances of success in college come fall.

Eliana Hernandez, 21, said that when she graduated from the program in 2010, she was ready for the critical thinking and long essays expected of her at Cal State Long Beach. "In high school, I would start writing my paper the night before it was due and always get an 'A,'" said Hernandez, an undocumented Mexican immigrant who is the first in her family to go to college. "In SummerTIME, I had to put more thought and effort in and actually analyze what I was writing, so I was definitely more prepared for college when I went."

Ghana immigrant **Laura Addison**, 17, said her counselor at Fremont High School encouraged her to sign up for both programs, and she knows preparing for her first year at UC Santa Barbara in the SummerTIME program will pay off. "It is helping me with time management and discipline, and my mentality is changing," Addison said. "It's helped me put things into perspective, and I think it is going to make the transition from high school to college easier for me."

This puts Addison, and many others, that much closer to the American Dream.

The two Pullias Center for Higher Education programs are possible with funding support from the Ahmanson, Weingart, Sterling, Angell and Riordan Foundations, and the California Community Foundation. Additionally, the College Access Foundation of California awards college scholarships to students who go through both programs. ■

— *Andrea Bennett*

LEARN MORE

For more information about these programs or how to become an I AM mentor, contact Diane Yoon at 213.740.2996 or dymoon@usc.edu.

For information about how to support the I AM and SummerTIME programs, contact Lisa Shapiro at 213.740.5080 or lisashap@usc.edu.

Read more about both programs in the USC Pullias Center for Higher Education at <http://pullias.usc.edu/>



by mark ROCHA PhD '88

O

ur speaker at Pasadena City College's 2012 Commencement was none other than Dean Karen Symms Gallagher herself. In addressing our nearly 2,000 community college graduates, Dean Gallagher stood as both a role model and as a symbol of an energetic and expanding public-private partnership that is paving a new path to the American Dream for the 21st century.

PCC-USC Partnership Reinvents the American Dream for the 21st Century

Over the past decade, Pasadena City College (PCC) has transferred over 1,000 students to USC. This represents a significant shift in the transfer patterns of our students. PCC is in the top 10 community colleges in California and in the top 100 in the United States for degrees awarded and transfers. Traditionally, most of our students have transferred to the California State University and the University of California. Today, a growing number of our students are transferring to the top private universities, with USC their number one destination.

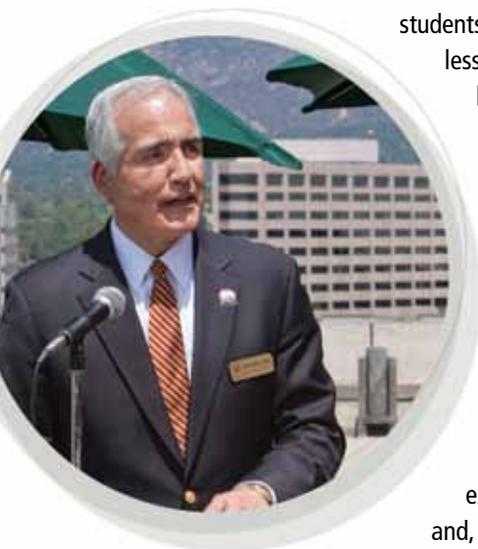
It may at first seem incongruent that a large public community college of 37,000 students like PCC teams up with USC, one of the elite global private research universities in the world. Admission to USC is extremely competitive and the empowerment that comes with a USC education and degree is a privilege granted to a relative few. For its part, PCC, founded 90 years ago, was an early innovator of a uniquely American idea: the public open-admissions community college where every person regardless of means has the opportunity for a quality higher education. So what's the connection between these colleges?

It is our fervent commitment to working together to reimagine the American Dream for any and all students, regardless of their personal circumstance. The 21st-century version of the American Dream is less about achieving a material success won by a self-made person than it is the fulfilling of one's human potential for making a meaningful contribution to a global society. USC and PCC are working together closely toward this common goal – to create universal access to the very best college education in the world.

Mark Rocha PhD '88 | Superintendent-President, Pasadena City College; Member, Board of Councilors, USC Rossier School of Education

For Jackie Robinson, PCC Class of 1938, community college was the start on the journey to changing the very course of American history. Today, a high school graduate from John Muir High School in Northwest Pasadena, as Robinson was, can realize the dream of going through PCC and on to graduate from USC. The USC-PCC partnership extends well beyond student transfers. Many PCC administrators and faculty are USC alums and, more recently, Rossier graduates have had internships and taken positions with the college. The boundaries that once existed between public and private, community college and research university, have been replaced by a truly global understanding of the importance of institutional synergy.

A number of professional media opinionators have questioned whether the American Dream is still possible for most Americans. It is true that the Great Recession has prompted reasonable doubts in some quarters about the equity of opportunity. But one need only look to the partnership model of the University of Southern California and Pasadena City College, two urban and global institutions of higher education, to understand that the American Dream is alive and well and rooted in the vision statement of the Rossier School of Education: *Envision a world where all students, regardless of personal circumstance, can learn and succeed.* ■



Faculty News

Dean Karen Symms Gallagher was awarded the first Provost's Prize for Innovation in Educational Practice at USC during the 32nd annual Academic Honors Convocation in April. Gallagher was honored for contributing to the university's reputation as a pioneer in online learning with USC Rossier's online degree programs. USC President C. L. Max Nikias, in the award letter to Gallagher, stated: "Your entrepreneurial innovation and service as a catalyst of change have built USC's global online graduate education enterprise." She shares the award with Dean Marilyn Flynn of the USC School of Social Work.



USC Provost and Senior Vice President for Academic Affairs Elizabeth Garrett and Dean Gallagher

Adrianna Kezar, co-director of the Pullias Center and recognized authority on higher education and the professoriate, co-authored an op-ed published in *Inside Higher Ed* about the careers of non-tenure track faculty in higher education. The piece argued that the current faculty model was derived haphazardly and does not prioritize student learning or enlightened employment practices. Kezar, who directs the Delphi Project on the Changing Faculty and Student Success, and her co-authors, urged leaders to challenge the status quo and advance a new employment model for higher education.



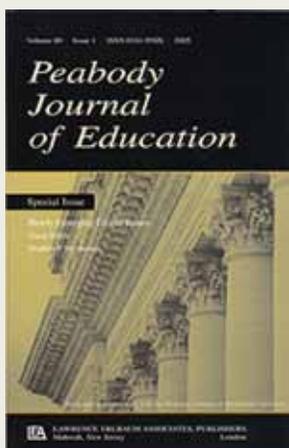
Adrianna Kezar

The *Peabody Journal of Education* announced that two USC Rossier faculty members – **Patricia Burch** and **Lawrence Picus** – authored articles that are among the journal's 10 most widely downloaded articles from the years 2011 and 2012.

Burch's article, "The Changing Nature of Private Engagement in Public Education: For-Profit and Nonprofit Organizations and Educational Reform," co-authored with Katrina Bulkley, examines the roles of private not-for-profit and for-profit agencies in K-12 public education. Picus' article,

"Reinventing School Finance: Falling Forward," co-authored with Allan

Odden, offers a number of suggestions for ways schools and school districts can reduce spending while maintaining a strong emphasis on improved student performance.



Richard Clark received the 2013 USC Faculty Lifetime Achievement Award for his distinguished career spanning 33 years of teaching and research at USC. Clark is an internationally renowned expert in the design and application of research on complex learning, performance motivation and the use of technology in instruction. Recently retired, he was co-director of the Center for Cognitive Technology.

Gale Sinatra, along with colleagues Abby Beck and Douglas Lombardi, received the International Award for Excellence from the *International Journal of Climate Change: Impacts and Responses*. They earned the award for their paper, "Leveraging Higher-Education Instructors in the Climate Literacy Effort: Factors Related to University Faculty's Propensity to Teach Climate Change," which was selected from the highest-ranked papers in the 2012 journal volume's peer review process.



Gale Sinatra

Kimberly Ferrario, Corinne Hyde, Brandon Martinez and **Melora Sundt** co-authored "An Honest Account of the Humbling Experience of Learning to Teach Online," an article in *LEARNING Landscapes* on transitioning from traditional to blended synchronous and asynchronous online teaching. In the article, they draw from the experience of more than 120 instructors who made the transition, to offer details on five ways that teaching in an online environment was different than expected.

Five Rossier researchers are developing an engaging, free curriculum that uses Mattel Hot Wheels toys to teach science, technology, engineering, and mathematics (STEM), with support from the Mattel Children's Foundation. The groundbreaking new partnership will be led by faculty members with expertise in STEM curriculum and learning, including **Frederick Freking, Angela "Laila" Hasan, Julie Marsh, Morgan Polikoff** and **Gale Sinatra**.



New Faculty

Rossier welcomed two new assistant professors of clinical education in July:

Artineh Samkian has served as an adjunct assistant professor for USC Rossier since 2010, and has also taught education graduate students at Claremont Graduate University and Cal State Los Angeles. Samkian has worked as an educational research analyst for the Los Angeles Unified School District and for First 5 LA, and her expertise is in qualitative methods, evaluation, and Armenian immigrant acculturation in the U.S.



Artineh Samkian

Claudia G. Pineda comes from the University of California, Irvine, where she was a researcher and taught adolescent and social development. Her research interests are in the influence of context and culture on the psychosocial and educational development of disadvantaged and immigrant youth. She has taught at Northeastern University and Harvard University, and was a Visiting Scholar at the Cornell University Latin American Studies Program.



Claudia G. Pineda

USC Rossier Recognizes

leaders in

GIVING

On Saturday, June 15, the USC Rossier School of Education celebrated the generosity of its leadership donors with a presentation and reception for nearly 40 members of the school's leadership giving society, *The Academy*.

Dean Gallagher and Academy Chairperson **Brent Noyes '75, MS '79** greeted the audience, who were also inspired by comments from alumnus **Oliver Sicat '01** and scholarship recipient **Henan Joof ME '11**. Both Sicat, the newly named principal of USC Hybrid High School and CEO of Emagine Charter Management Organization, and Joof, a doctoral candidate, spoke eloquently about the inestimable value of their scholarships during their Rossier years, and the pivotal role that donors play in the success of Rossier students. Joof is the recipient of the Dr. Verna B. and Peter W. Dauterive Endowed Scholarship.

Honored at the event were members of the newly formed Dean's Laureate Circle, who each made a five-year commitment to support Rossier with gifts of \$25,000 or more: **Verna B. Dauterive ME '49, EdD '66**, **Carol C. Fox MS '62**, **Karen** and **Pat Gallagher**, **Thomas C. EdD '80** and **Barbara Halverson '70, MS '71**, **Ira Krinsky** and **Roberta Weintraub, Milton '70, MBA '71** and **Anna Karen Meler**, and **Brent** and **Virginia Noyes**.

In addition to Joof, MAT student **Bianca Centeno**, recipient of the Leo F. Buscaglia Inner-City Teaching Fellowship, and MAT student **Harley Shine**, recipient of The James Patterson Teacher Education Scholarship, were also in attendance, sharing their personal stories with guests at the reception which followed.

The event was held at Emery Stoops and Joyce King Stoops Hall, named after longtime supporters of the school. King Stoops' daughter and Rossier alumna **Amy Dundon-Berchtold '72** also attended the event.

For more information about making a gift and membership in The Academy, please contact Diana Hernandez, director of annual giving at USC Rossier, at 213.740.3499 or deheman@usc.edu.





Edd student Henan Joof ME '11, recipient of the Dr. Verna B. and Peter W. Dauterive Endowed Scholarship, with Verna B. Dauterive ME '49, Edd '66

John Roach Edd '88, Rudy Castruita Edd '81, and Pedro Garcia Edd '83



Carol Fox MS '62 and Sharon De Briere '55

Dean's Laureate Circle members, L to R: Milton Meler '70, MBA '71, Anna Karen Meler, Verna B. Dauterive ME '49, Edd '66, Dean Gallagher, Carol Fox MS '62, Pat Gallagher, Brent Noyes '75, MS '79, and Virginia Noyes. (Not pictured: Ira Krinsky and Roberta Weintraub, Thomas C. Halverson Edd '80 and Barbara Halverson '70, MS '71)

Jim Berchtold, Amy Dundon-Berchtold '72, and Dean Gallagher



The Academy **HONOR ROLL**

The Academy recognizes our most generous and loyal supporters who make an annual gift of \$500 or more to the USC Rossier School of Education.

Thank you to every one of our donors who supported USC Rossier during fiscal year 2013, which is between July 1, 2012, and June 30, 2013. Your annual leadership gifts play an essential role in sustaining our School's excellence in education research, policy and practice.

Please note that The Academy Honor Roll is updated annually after June 30. We have made every effort to ensure the completeness and accuracy of this honor roll. If you discover an error or omission, please contact Diana Hernandez, director of annual giving, at 213.740.3499 or dehernan@usc.edu

thank you!

Leaders: \$50,000+

Anonymous

Investors: \$25,000+

Diane T. Easton '72*

The Patterson Family Foundation*

Masters: \$10,000+

Douglas P. Fields*

Ira Krinsky and Roberta Weintraub†

John Leonis and Edith Leonis '59

Richard J. Riordan *

Roger W. Rossier MS '62, EdD '72 and

Barbara J. Rossier MS '62, MEd '70, EdD '71

Fellows: \$5,000+

Gerald C. Chertavian and Kate Chertavian*

Margaret A. Chidester EdD '95

Verna B. Dauterive MS '49, EdD '66†

Carol C. Fox MS '62†

Raymond J. Gallagher and Karen Symms Gallagher †

Gregory M. Gunn and Lisette Nieves*

Thomas C. Halvorsen EdD '80 and

Barbara Halvorsen '70, MS '71†

Donald E. Leisey EdD '73 and Patricia M. Leisey

Milton Meler '70, MBA '71 and Anna Karen Meler †

Brent A. Noyes '75, MS '79 and Virginia Noyes †

Chris B. Sherman '90 and Karen S. Sherman '90

Scholars: \$2,500+

William C. Allen '79 and Marie C. Allen '78

Jim Berk

William C. Bonaudi EdD '93*

John Katzman and Alicia Ernst

Charleen B. Moore '66

Sandra Trull MS '77

Gwen Uman PhD '85

Mentors: \$1,000+

Marcelle A. Ansolabehere '56

Joelle L. Benioff '62

Estela M. Bensimon*

Mary S. Bickett '87*

Katherine E. Bihl EdD '05*

Debra Bradley EdD '87*

Dennis Byas EdD '07*

James M. Elsasser EdD '11*

Gregory Franklin '83, EdD '97 and Debbie Franklin

Donna M. Gollnick EdD '86*

David Groce and Barbara O. Groce MS '60

Janice H. Hironaka MS '67

Nancy M. Kelsey '44

Cheryl T. Kyle '62*

Richard Lin and Cindy S. Lin '94

Marcia Lisle '64

Steven A. Lowder EdD '92 and Connie C. Lowder

Luther Luedtke and Carol Luedtke
 Bahram N. Maleki EdD '96
 Jenelle A. Marsh '91 and Scott Mullet '91*
 Kathleen L. McCarthy '57*
 Frank R. Newell JD '75 and Marjory A. Newell MS '74
 Terry L. Nichols EdD '09 and
 Catherine Nichols MS '97, EdD '02*
 Christine M. Ofiesh '82
 Thomas H. Ott and Maria G. Ott PhD '94
 Gary L. Parks MS '70 and
 Susan C. Parks '68, MS '76, EdD '90*
 Lawrence Picus and Susan Pasternak*
 Dudley G. Poon and Patricia Poon '65
 Susan Rainey EdD '85*
 John Roach EdD '88 and Johanna Roach '75
 Frank Robles and Darline Robles PhD '93*
 Robert M. Slaby '72 and Barbara D. Slaby
 Susan Tancredi*
 Megan T. Tancredi-Gildred MS '06*
 Peter M. Weil and Judy Weil

Educators: \$500+

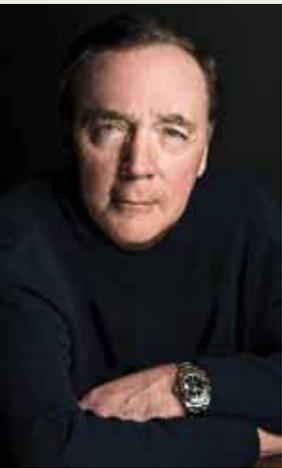
Eugene Andreasen
 Lester Baer MS '71*
 Barry W. Berkett and Martha O. Berkett '75
 LaGayle Black EdD '93*
 John R. Bogie EdD '86 and Judy Bogie*
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 Roy Chinn DDS '79 and Jo Ann O. Chinn*
 Duffy R. Clark '99*
 George Coleman and Melba F. Coleman PhD '80
 Ellen C. Curtin EdD '92*
 Jack Davis MS '68 and Marsha Davis MS '69*
 Lucille Anne Derrig
 Wendy L. Doty EdD '92*
 John A. Duke
 Janet Eddy '53, MS '78, PhD '91 and James Eddy '79*
 Michael Escalante EdD '02
 Janet Esposito '72, MS '74*

Lynda S. Fairly '66*
 Steven L. Fish EdD '97 and Susan M. Fish*
 John F. Fitzpatrick MS '74, EdD '82
 Martin Phillip Galindo '79*
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 Priscilla P. De Garcia '63, MS '67, EdD '73
 Kristen M. Gates EdD '05*
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 Charles Randolph
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 Gerald M. Whitehead '81 and Melody Whitehead
 Anne E. Wicks MBA '05
 Sonja L. Yates EdD '90
 Gloria J. Zappaterreno EdD '06*

bestselling author funds scholarships for USC Rossier Students

James Patterson, bestselling mystery and children's book author, has established The James Patterson Teacher Education Scholarship Fund to support eight scholarships for USC Rossier students in the 2013-2014 academic year.

The scholarships are awarded to Master of Arts in Teaching (MAT) candidates who aim to teach English language arts and are passionate about promoting literacy and a love for reading in their students.



Patterson, who is well known for his *Alex Cross* and *Women's Murder Club* series among many others, holds *The New York Times* record for the most bestselling hardcover fiction titles by a single author. He wanted to support the USC Rossier program after learning about the highly lauded innovation and rigor of the MAT.

"The quality of the Master of Arts in Teaching program at Rossier was very evident to me, so I thought this would be a great opportunity for me to get involved," Patterson said. "These students have a commitment to literacy, and they will help children to develop a lifelong passion for reading."

Eight USC Rossier MAT students were awarded \$6,000 each in support of their studies for the upcoming academic year.

The James Patterson Teacher Education Scholarship recipients: **Lauren Galapate, Dana Ginger, Hannah Hudson, Jason Huynh, Samantha Niman, Harley Shine, Jeanny Tang, and Constance Wong.**

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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In Memoriam

Barbara J. Rossier

1934 – 2013

The entire USC Rossier family mourns the passing of Barbara J. Rossier MS '62, MEd '70, EdD '71, who, along with her husband Roger, made the extraordinary commitment that named the USC Rossier School of Education in 1998. At the time, their \$20 million gift was the largest to any education school in the United States.

Dr. Rossier passed away on August 11 at age 78.

A dedicated educator and prominent entrepreneur, she was president of the Orange County-based Rossier Educational & Mental Health Enterprises Inc., which provides mental health services to public and private schools. As a licensed clinical and educational psychologist, she was also a highly respected consultant regarding children and adults with learning and mental health issues.

She and her husband met at Westminster High School, where they served as school counselors, and their careers were punctuated by their dedicated volunteerism to the University of Southern California. In addition to serving as a USC trustee since 1999, she chaired the USC Rossier Board of Councilors from 1990 to 2010.

Their landmark gift was made at a time when several private selective institutions had downgraded or eliminated their education programs.

“Not only did the Rossier naming gift lay the groundwork for a significant upgrade of USC’s education programs, it also sent a message to the higher education world of unqualified institutional support for the field of education, encouraging a number of other peer universities to upgrade their own education programs,” said Guilbert Hentschke, who was dean of the school at the time. “Barbara was not only a generous and loyal educator; she was a courageous risk-taker and friend.”

The donation was a catalyst for a series of initiatives at Rossier that have propelled the school to its current stature. It is now viewed as a premier institution for graduate study in urban education, and has risen to the top 20 graduate schools of education by *U.S. News & World Report*.

“Barbara Rossier’s impact on USC Rossier is very significant, and I am so grateful for her generous commitment to the school, our students and our graduates,” said Dean Karen Symms Gallagher. “She will be missed.”

USC President C. L. Max Nikias stated, “With her extraordinary energy, unshakable integrity and abiding commitment to providing excellent educational opportunities for everyone, she was an inspiration to us all.”

Her husband and two sons, Dan and Steve, survive her, along with grandchildren Jennifer, Seth and Sophia, and daughters-in-law Linda and Anne.



Barbara and Roger Rossier (center) are joined by USC President Steven B. Sample (left) and California Governor Pete Wilson at the announcement ceremony for the Rossier School in 1998.



Barbara Rossier delivered the Commencement Address at the USC Rossier Master's Ceremony in 2010.



Roger and Barbara Rossier are joined by Dean Gallagher at an event.

1 out of 5 Rossier students was referred by a Trojan



Laura Hinman, ME PASA '14
ME in Postsecondary Administration and
Student Affairs (PASA) program

Referred By

Roger Thompson, EdD '98,
University of Oregon Vice President for
Enrollment Management



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