

USC Rossier

AT 100

USC ROSSIER SCHOOL OF EDUCATION : FALL / WINTER 2018



Bringing the Future
Into Focus

Dear Friends of Rossier,

This fall, USC Rossier is celebrating our centennial. While we formally became a school of education exactly 100 years ago, we have been preparing teachers as far back as the 1890s from a small department of pedagogy in USC's College of Liberal Arts.

In 1911, we took a major step forward by adding credential programs for high school teachers, programs that the *Los Angeles Times* called "an educational blessing to all Southern California." By 1918, this program was in such great demand that university officials moved to establish a formal school of education.

The vision and determination we have demonstrated from the beginning have served us well over the years—from the redesign of our EdD program and the establishment of our online Master of Arts in Teaching, to the creation of innovative research centers and the founding of USC Hybrid High and four other high schools to serve first-generation students who will carry on the spirit of positive multigenerational change.

We embark on our second century as a leading school of education knowing full well that leadership requires listening, that innovation demands collaboration and that the future of education is not ours to shape alone.

So we decided to offer something different in this issue of our magazine. We have invited thought leaders from within and beyond USC Rossier to share their perspectives about the future of education—covering topics as varied as the interconnectedness of access and equity, justice and progress; the convergent roles of psychology and technology in new paradigms of teaching and learning; and the urgent need for clearer communication and better organization to improve outcomes for our students.

We see the obstacles. We seek the solutions. And together we *Fight On!*

Sincerely,



KAREN SYMMS GALLAGHER, PHD
Emery Stoops and Joyce King Stoops Dean
USC Rossier School of Education



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TABLE OF CONTENTS

USC Rossier MAGAZINE

DEAN

Karen Symms Gallagher, PhD

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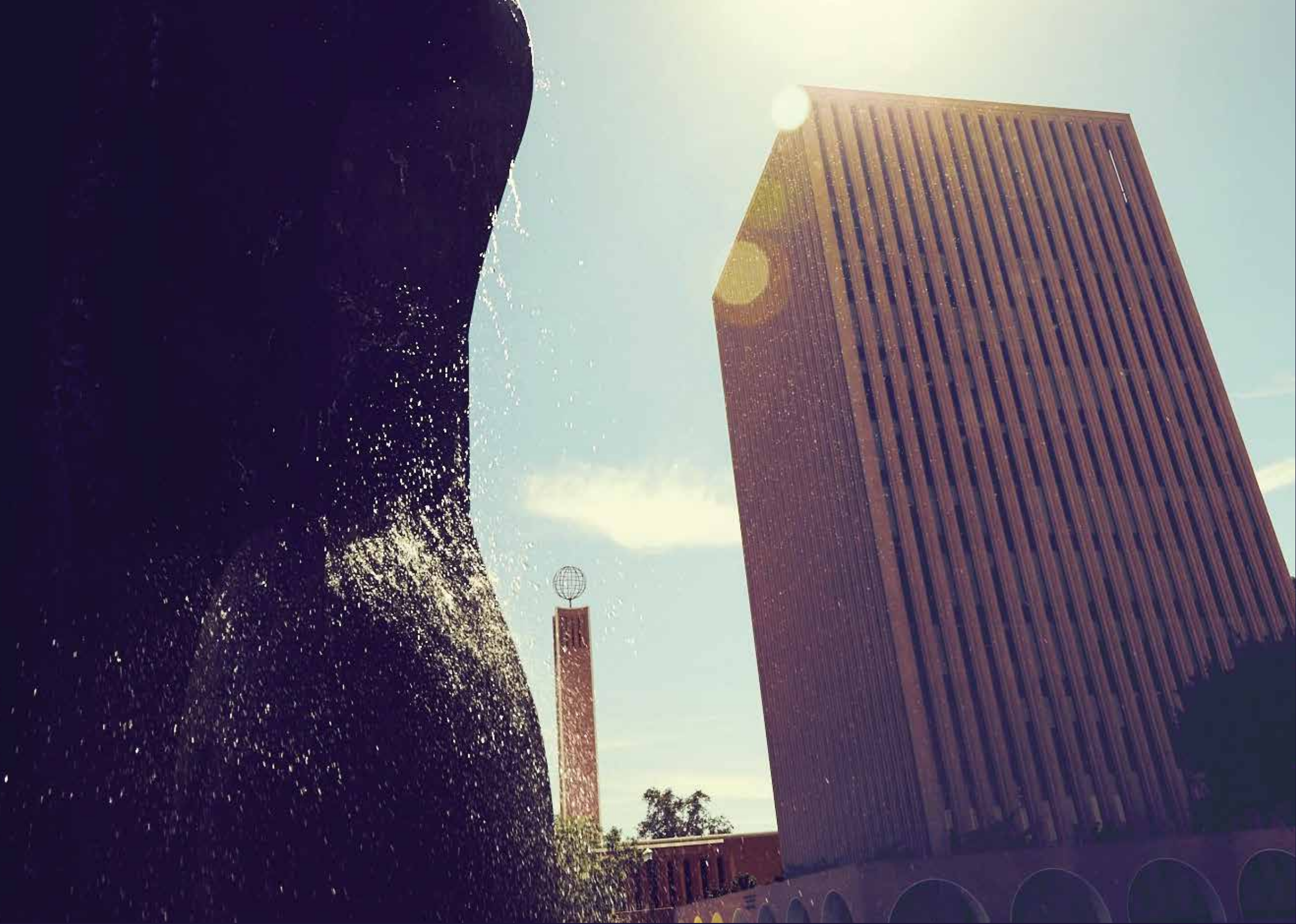
DEPARTMENTS

Timeline 04
Rossier News 38
Honor Roll 40
Rossier Supporters 42



FEATURES

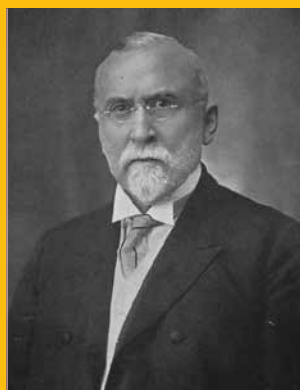
- 6 USC Rossier at 100**
The school marks its centennial with an eye toward the future. *By Elaine Woo*
- 14 Equity & Access**
Maintaining Our Competitive Edge Requires Equity. *By John Brooks Slaughter*
Marching Toward Justice. *By John B. King Jr. & Ryan J. Smith*
Reclaiming Equity in Word and Deed. *By Estela Mara Bensimon*
From Vision to Reality. *By Shaun R. Harper*
A Time to Listen. *By Sy Stokes*
- 22 Teaching & Learning**
Relationships Matter. *By Mary Helen Immordino-Yang*
On Message. *By Benjamin Riley*
Use Your Words. *By Margo Pensavalle, Angela Hasan and Shilby Sims*
Beyond the Three "Rs." *By Craig Kielburger*
Let's Work Toward Being Boring. *By Stephen J. Aguilar*
Making It Personal. *By Alan Arkatov*
What Graduate Education Can Learn from Blockbuster and Netflix. *By Christopher "Chip" Paucek*
Getting Smarter. *By Anthony B. Maddox*
- 32 Organization & Action**
The Rise (and Fall?) of Academic Freedom. *By William G. Tierney*
Inconvenient Truths and the Promise of Higher Education. *By Marta Tienda*
Closing the Priority Gaps. *By Wesley Smith*
Support Beyond the Paycheck. *By Morgan Polikoff*
We're All in This Together. *By Adrianna Kezar*



Bringing the Future Into Focus

Insight flows from many sources — from momentous personal and familial histories, from deep commitments to communities and ideals, from decades of professional research and service. At our best, we draw these sources together into a collective vision for the future of education. —**R**

Centennial Timeline



1909

Thomas Blanchard Stowell joins the faculty and organizes the Department of Education.

1880
USC founded

1923-24
School of Education establishes a bachelor's degree and PhD program.

1924
Alumni Impact
After an outbreak of the plague, alumna Nora Sterry instituted reduced price lunch, hygiene, health screening and daycare programs that have since become standards in public schools.



1930
Alumni Impact
Ethel Percy Andrus receives a PhD; she would later found the National Retired Teachers Association, which quickly evolved into AARP.

1931
School of Education awards its first EdD degrees to George H. Bell and Verne R. Ross.

1939
School of Education establishes a master's degree in education.

1948
School of Education is organized into 10 departments.

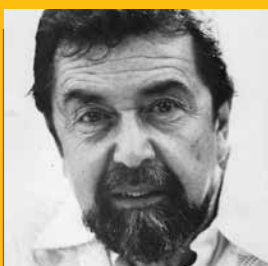


1954
School of Education combines resources with the John Tracy Clinic to train teachers of hearing-impaired children.

1963
USC education professors teach U.S. military personnel and their dependents at bases in Europe, Asia and Africa, eventually awarding 800 master's degrees in 10 years.



1963
Alumni Impact
Afton Nance and other pro-integration educators create California's first program for teaching English as a second language.



1969
Professor Leo Buscaglia creates 'Love 1A,' the first college course on love.



1974
The Irving R. and Virginia A. Melbo chair is established as the School of Education's first endowed chair. Since then the school has endowed chairs in school behavior health, technology and innovation, urban and women's leadership, evaluation and measurement, higher education and curriculum theory.

1983
The Center for Multilingual, Multicultural Research is established. Since then, the School has created 10 innovative centers focused on issues of educational equity and psychology, higher education, and K-12 education policy.



1995
Alumni Impact
Emery Stoops and Joyce King Stoops endow the Dean's Chair in Education. Karen Symms Gallagher becomes the first chair holder in 2000.



2012
USC Hybrid High School opens, the first of five high schools run by Ednovate, Inc., the charter management organization founded by USC.



2016
Alumni Impact
Michelle King, who earned her doctorate at USC Rossier, becomes the eleventh alumnus to serve as Superintendent of LAUSD.

2017
USC Rossier announces its new mission statement, which is to "prepare leaders to achieve educational equity through practice, research and policy."

PROGRESSIVE ERA

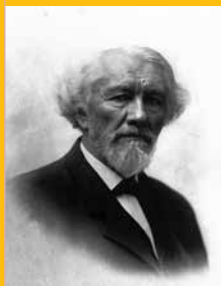
DEPRESSION & WORLD WAR II

POST-WAR

CIVIL RIGHTS ERA

AGE OF INNOVATION

1895
James Harmon Hoose teaches USC's first courses in pedagogy.



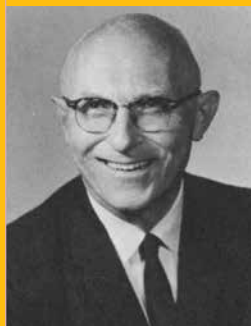
1911
The California State Department of Education grants USC the right to confer high school teaching certificates, making it the first accredited institution in Southern California.

1918

USC authorizes the establishment of a separate School of Education with Stowell as dean.



1927
David Welty Lefever, graduate student in education, earns USC's first PhD.



1940
USC contracts with Los Angeles school district to provide student teachers and helps pay for supervising teachers.

1941-45
Faculty speed up the training of teachers to replace those serving in World War II, and train recruits to serve as instructors in the Army and Navy.



1943
Alumni Impact
Verna Dauterive begins her six-decade career with the Los Angeles Unified School District as its youngest teacher and one of only four African American educators.

1955
International teacher program begins, bringing educators to USC for graduate study in secondary education.



1960-61
Dean Irving Melbo establishes EDUCARE, which becomes one of the most active and influential support groups of the university.



1962
The Department of Instructional Technology is established.

1968

Named in honor of the Oklahoma rancher and philanthropist, Waite Phillips Hall opens as the School of Education's new home.



1968
Thousands of high school students join the East L.A. "blowouts" to protest educational inequities for Latinx youth. The School of Education adapts its programs, becoming a leader in urban education.



1978
Civil rights activist Rev. Jesse Jackson is named a distinguished lecturer.

1979
Norman Topping delivers the first Earl V. Pullias Lecture in Higher and Postsecondary Education.



1998

Alumni Impact
The School of Education is named in honor of Barbara J. and Roger W. Rossier, both of whom earned doctoral degrees at the school. Their \$20 million gift is then the largest gift to any school of education in the country.



2009
The first online Master of Arts in Teaching from an elite research university, MAT@USC, is launched. Today the program has more than 3,200 graduates.



2018

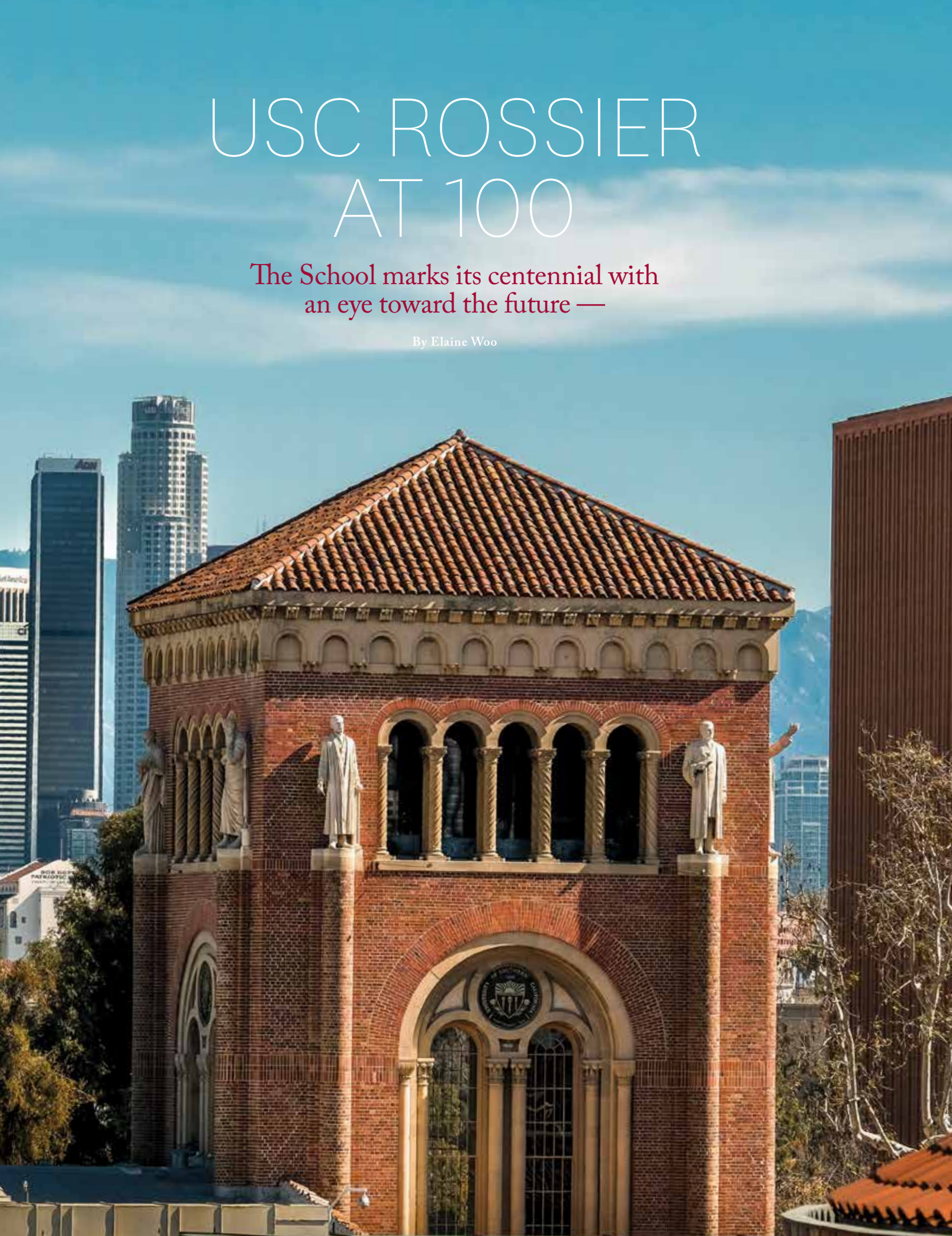
USC Rossier celebrates its centennial ranked **#10** by *US News and World Report*, its highest ranking ever.

To read more alumni stories or add your own, please visit rossier100.usc.edu/stories/

USC ROSSIER AT 100

The School marks its centennial with
an eye toward the future —

By Elaine Woo



HEADLINED “USC GETS AN AUTHORITY,” the June 16, 1909, article in the *Los Angeles Times* reported the hiring of a new professor: Thomas Blanchard Stowell, the longtime principal of a teacher training institute in Potsdam, NY, would head the education department at the University of Southern California.

The distinguished Stowell arrived at an opportune time. Los Angeles was booming and so was the demand for public education.

Over the next few years, he expanded the department’s offerings and waged a successful campaign to enroll aspiring high school teachers. Before long, education students were overwhelming the cramped facilities of USC’s College of Liberal Arts, leading university trustees to the step Stowell had been driving toward since his arrival.

In 1918, the university separated the department from the college and created the School of Education, with Stowell as its first dean.

Stowell would only serve a year because of health problems, but the school he launched celebrates its centennial this year. Known as the USC Rossier School of Education since 1998, it has left its mark on Southern California, supplying districts with thousands of teachers and administrators of every rank. In 2018 *U.S. News & World Report* named it one of the top 10 education schools in the country.



ABOVE: Old College at the University of Southern California
RIGHT: Thomas Blanchard Stowell, first Dean of the USC School of Education (1918-19)



The School of Education quickly developed a larger enrollment than any of the university’s other professional schools, including those for medicine, dentistry and law.

Over its long history, the oldest graduate school of education in Southern California has experienced triumphs as well as trials; great expansion as well as contraction; and spurts of bold innovation as well as struggles to adapt amid dramatic social and cultural changes in the communities beyond the university’s gates. Along the way it built a reputation as the state’s premier training ground for future education leaders.

More than 200 USC graduates have run California school districts, including more than 70 current superintendents. Trojans occupied the Los Angeles superintendent of schools office almost continuously for 50 years, from 1929, when Frank A. Bouelle BA ’12 stepped into the job, until 1987, when Harry Handler MS ’63, PhD ’67 retired. The 11th and most recent USC-trained educator to hold the job was Michelle King EdD ’17, who served from 2016 to 2018.

The school also has produced leaders at the county and state level, such as Max Rafferty EdD ’56, the state superintendent of public instruction in the 1960s who was known for his conservative, back-to-basics approach.

“We were preparing leaders who knew good organizational theory and good business practices,” said Karen Symms Gallagher, Emery Stoops and Joyce King Stoops Dean of USC Rossier. “So almost immediately, while we were preparing teachers we also were preparing principals and superintendents.”

EMERGENCE OF A CITY AND A NEW
SCHOOL OF EDUCATION

The story of USC Rossier can be traced back to 1880, when USC opened with no endowment, three full-time professors and a classics-oriented curriculum that included a single course in pedagogy. Los Angeles was then a dusty frontier town of 11,000 without paved roads, electric lights or telephones—“Queen of the Cow Counties,” its snooty neighbors to the north called it. USC’s three businessmen founders recognized Los Angeles’s potential and created the university to provide the doctors, lawyers, dentists and other professionals that the emerging city needed to thrive.

As the population expanded—it would reach 50,000 by 1890 and more than 500,000 by 1920—Los Angeles would also need teachers.

The Los Angeles State Normal School, which had opened in 1881, was the only local option for aspiring grammar school teachers. By 1912 it had 900 students, the largest enrollment of any normal school in the country, according to a 2015 history by Keith Anderson. Seven years later, the state would turn it into the Southern Branch of the University of California—UCLA.

For USC, which in its early decades was constantly on the brink of financial collapse, a teacher training program would fill a community need and bring the university the crucial tuition dollars that helped keep the doors open. The School of Education quickly developed a larger enrollment than any of the univer-

sity’s other professional schools, including those for medicine, dentistry and law.

Although the university had established a pedagogy department in 1896 under James Harmon Hoose, no one appeared to be teaching the subject when Stowell arrived; according to the 1909 USC El Rodeo yearbook, the versatile Hoose was teaching philosophy and history, with no mention of pedagogy. Stowell not only revived the flagging department but led an effort that, just two years later, brought USC a key distinction: the authority to recommend graduates for the high school teaching credential.

“That was a huge achievement, not only for the education department but for the university,” Gallagher said. “USC became the first institution in Southern California and the third in the state certified to offer the credential. In this respect, it put USC on an equal footing with Stanford and the University of California, and it raised the university’s status at a time when its future was still far from assured.”

FORGING PARTNERSHIPS WITH
LOS ANGELES SCHOOLS

The school’s close partnership with Los Angeles city schools was evident in the years leading up to World War I, when a surge of immigration from Europe and Mexico began to fill classrooms with non-English-speaking students. Under Stowell and his long-serving successor, Lester Burton Rogers, many of the school’s faculty and graduates helped shape and implement methods for “Americanizing” the newcomers.

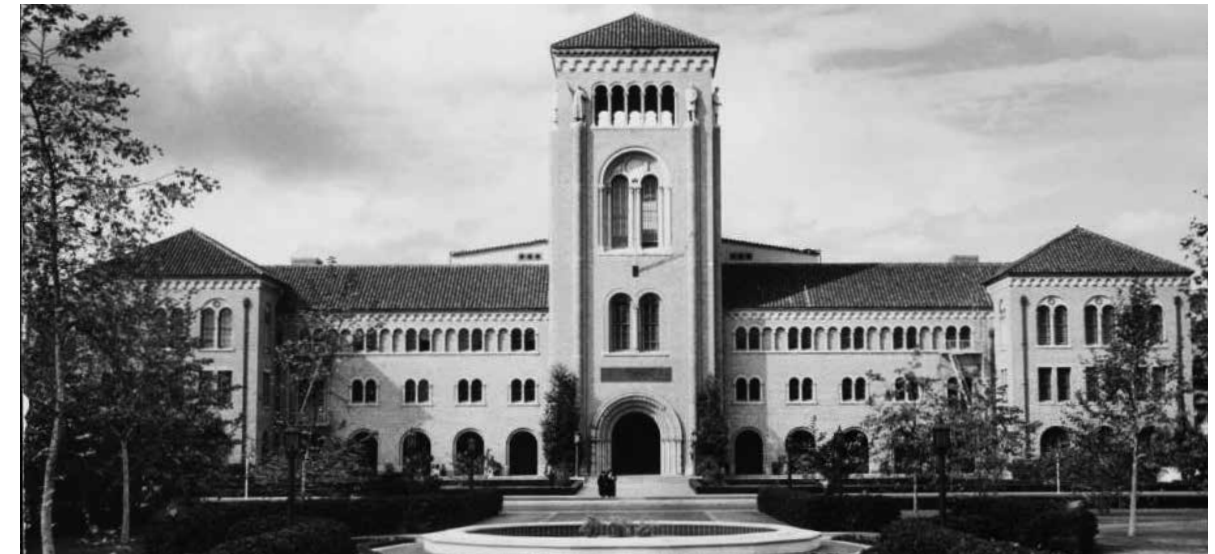
Critics of the Americanization movement would later blame it for the rise of segregation and ability grouping, which relegated Mexican children in particular to a less academic curriculum than was taught to Whites. At the time, however, the efforts of USC graduates like Albion Street School Principal Grace Turner MA ’23 and Macy Street School Principal Nora Sterry BA ’20, MA ’24 were widely praised as effective and progressive in the mode of John Dewey and Jane Addams.

Sterry, in fact, was lauded as a hero by the Mexican immigrant community around Macy Street during the plague of 1924, when she defied a quarantine order to take care of sick families. Her school, located in present-day Chinatown, was considered a model of reform for pioneering low-cost school lunches, health screenings and other now-standard features of public schools.

“The cadre of Progressive-era teachers and reformers who came out of USC, many of them women, played important leadership roles in the education of some of the city’s poorest and most vulnerable



ABOVE: Dr. Verna B. Dauterive (EdD ’66, MEd ’49) at work in LAUSD
RIGHT: Bovard Administration Building, ca. 1930



citizens,” said USC Prof. William F. Deverell, who directs the Huntington-USC Institute on California and the West. “We might fault them for some of their views on race and Americanization, but, at their best, they worked on the front lines of humanitarian and educational reform.”

USC’s education school, like the rest of the university, had little racial and ethnic diversity until much later in its history. Among those who helped break the color barrier were Hazel Gottschalk Whitaker and Verna B. Dauterive.

In 1931, Whitaker earned a master’s degree in education from USC with a study of gifted black

children in the L.A. school system, which found that Black and White children from the same social class and geographic area had similar IQs. In 1936 she became one of the first three African Americans to teach at the secondary level in Los Angeles. She taught the district’s first class in “Negro history” at Jefferson High School, according to historian Judith Rosenberg Raferty.

In 1943, Dauterive became, at 21, the youngest teacher in the Los Angeles school district and one of only four African Americans then assigned to classrooms. Studying nights and weekends at USC, she earned a master’s degree in 1949 and an EdD in



Along the way USC built a reputation as the state's premier training ground for future education leaders.

1966 with a widely cited dissertation on the history of integration efforts in L.A. public schools.

Later she and her husband, financier Peter Dauterive, funded USC Rossier's first scholarship for doctoral students of color. After his death, she donated \$30 million to USC to build the Verna and Peter Dauterive Hall, an interdisciplinary research and teaching center that opened in 2014.

As school boards became more professional, they increasingly relied on university-trained experts to help solve problems. One of USC's most sought-after education experts in the 1930s and 1940s was Osman R. Hull, who conducted an influential study of the Los Angeles school district's central administration at a time when its top management was dogged by allegations of corruption.

"Organizationally, the system was, in a word, a shambles," future USC education professor Leon Levitt wrote in his 1970 doctoral dissertation on the early history of the School of Education.

The Los Angeles school district was a case study in dysfunction. In the early 1930s it had four administrative heads instead of one, with the superintendent, business manager, auditor and secretary of the board all reporting directly to an overwhelmed Board of Education. To free the board to focus on policy instead of minutiae like teacher assignments and the price of chalk, Hull and USC colleague Willard S. Ford proposed empowering the superintendent to oversee day-to-day operations and the other administrators in the central office.

They also urged the board to create the jobs of deputy superintendent and six assistant superintendents who each would oversee a region of the 360,000-pupil district.

The board began putting the key changes into effect in 1934, creating the management structure that has been in place ever since.

"That's what the flow chart looks like right up to today, with the superintendent handling all the administration," said former Los Angeles Unified School District Supt. Sid Thompson, who headed the district in the 1990s. "I'm really surprised that it started that far back. Before this happened, the board must have found itself in a real mess."

Hull went on to become the fourth dean of the



School of Education, serving from 1946 to 1953. His co-author, Ford, left USC to work for the Los Angeles school district as an assistant superintendent in charge of the reorganization.

A RISE TO NATIONAL PROMINENCE IN THE MELBO YEARS

Ford's departure created a faculty opening for Irving R. Melbo, who became one of the most influential deans in the school's history.

An expert in educational administration, Melbo was hired in 1939 and rose to dean in 1953. He created EDUCARE, an influential professional support group that raised tens of thousands of dollars for the school, and oversaw the building of Waite Phillips Hall of Education, named after the Oklahoma oilman whose bequest funded the construction.

He also sent USC education professors to teach U.S. military personnel and their dependents at U.S. bases in Europe, Asia and Africa, a lucrative effort that resulted in the awarding of 800 master's degrees overseas before the programs were phased out in the 1990s.

"The sun never set on USC—we were all over the place," recalled Myron Dembo, a professor of educational psychology who joined the faculty in 1968.

USC ROSSIER SCHOOL OF EDUCATION DEANS



1918–1919

Thomas Blanchard Stowell



1919–1945

Lester Burton Rogers



1946–1953

Osman Ransom Hull



1953–1973

Irving R. Melbo



1974–1981

Stephen J. Knezevich



1981–1988

John B. Orr



1988–2000

Guilbert C. Hentschke



2000–present

Karen Symms Gallagher

Melbo's greatest impact was in vetting graduates for top school district jobs throughout California.

"When I received my degree, USC was the only game in town if you wanted to be a superintendent," said Clinical Professor Emeritus Stuart Gothold EdD '74, who in 1979 became the third consecutive Trojan to serve as superintendent of the Los Angeles County Office of Education.

As a graduate student, Gothold helped Melbo keep track of job openings on a map in a basement office. "I ran it for a short while, against my will," he recalled. "Melbo was a strong individual who surrounded himself with strong people in the field. Like an old boys club, if you will."

"It was really under Melbo that the school attained national prominence," John Orr, a religion professor who served as dean through most of the 1980s, said in a 1998 interview.

But the Melbo years also stoked concerns that the school wasn't paying enough attention to its primary purpose—improving public education in California, particularly in tough urban environments like Los Angeles.

His tenure coincided with the 1965 Watts riots and the 1968 East Los Angeles "blow-outs," in which 20,000 students abandoned their classrooms over unequal opportunities for Latinx students. "There was little focus by the school on the riots, discrimination, inequity," said Dembo, who retired in 2009 after 41 years on the faculty. "We were ... doing some good things, but that didn't permeate the school of education in terms of its most important mission."

RENEWING THE COMMITMENT TO PUBLIC EDUCATION

The school began to change direction under Guilbert C. Hentschke, who was dean from 1988 to 2000. He hired Reynaldo Baca from Cal State L.A., where Baca ran a program to help bilingual classroom aides earn teaching credentials. According to Baca, who went on to direct the USC Latino and Language Minority Teacher Project for two decades with Associate Prof. Michael Genzuk, 1,300 aides received bilingual credentials and about 36 later became principals or earned doctoral degrees.

Hentschke also hired William G. Tierney, who co-directs USC Rossier's Pullias Center for Higher Education—the only endowed

center of its kind in the country—and Estela Mara Bensimon, Dean's Professor in Educational Equity, who in 1999 founded USC Rossier's Center for Urban Education. Both are specialists in college access for underrepresented groups, particularly Latinx, African American and low-income students.

To the dismay of many alumni in the field, the school under Hentschke also began to prioritize scholarship over practice, a tension in most university education schools at one time or another. In addition to Bensimon and Tierney, whose research has landed them on *Education Week's* prestigious annual rankings of the nation's most influential education scholars, Hentschke hired nationally known experts in school finance and governance who were strongly focused on the challenges facing large urban districts.

MISSION DRIVEN

The Hentschke era drew to an end with two major events—one a cause for celebration and the other for dejection. Each would shape the school's future.

The first was the announcement in 1998 of a \$20 million pledge from Barbara and Roger Rossier, who earned doctorates in education at USC and founded a successful string of schools for the learning disabled.

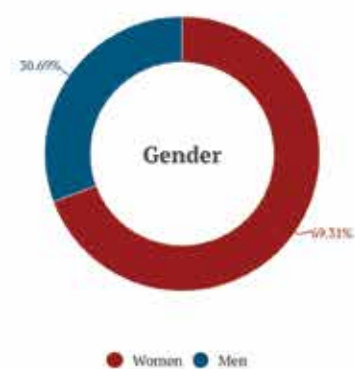
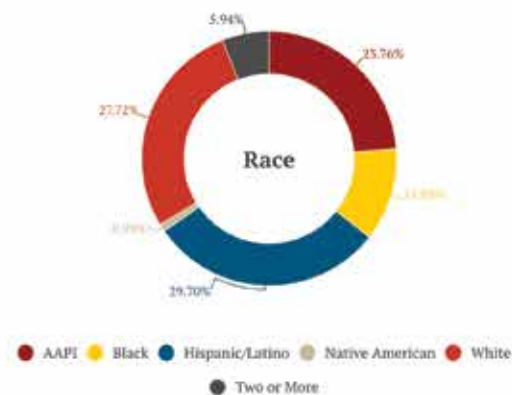
Their gift—the largest ever pledged to an education school in the U.S. at a time when few had such generous benefactors—couldn't have come at a better time.

"It helped in some ways to save the school," Hentschke said recently. "Now, named [education] schools are a dime a dozen, but they weren't back then."

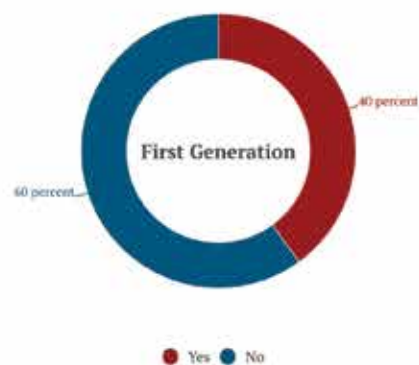
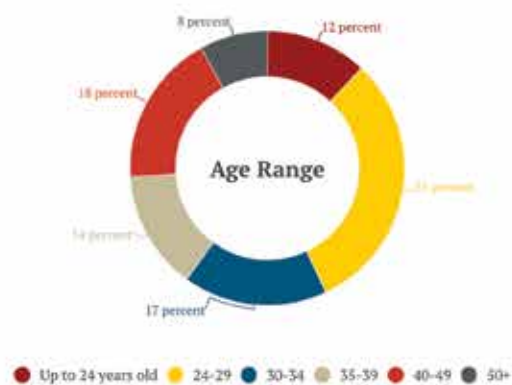
In the 1990s, the university under President Steven Sample was laboring to join the ranks of the nation's top research institutions. Some of USC's schools were feeling the heat. "There was some talk of 'Do we need a school of education?'" Dembo recalled. "You were going to be left behind if you didn't shape up and go with the mission of the university."

So, in 2000, when the school received a scathing evaluation by an academic review panel that included experts from other universities, it didn't bode well. Among the shortcomings cited in the final report were too many mediocre students, a dispirited faculty with few nationally recognized

USC Rossier Student Body 2018-19



(USC Admissions only offers a binary option for gender.)



research leaders, the lack of a coherent vision for the school, and an EdD program that was outdated and indistinct from the PhD program.

Gallagher was still education dean at the University of Kansas when she received a copy of the report. “The president and the provost both indicated one of the options after the review was to close the school,” she recalled. “I said, ‘Of course, but I’m not the person to do it.’ I thought there were enough good things to turn around.”

Soon after she joined USC Rossier, she mobilized faculty, staff and students to collaborate on a new mission statement focused on improving learning in urban settings. The PhD program was geared to research and academic careers, while the EdD was revamped as a three-year program for working professionals using research to address practical problems in urban education. The Carnegie Foundation for the Advancement of Teaching praised USC Rossier’s approach to the EdD as a model for the nation.



UPPER LEFT: USC Rossier doctoral commencement ceremony

LOWER LEFT: Then U.S. Secretary of Education, John B. King Jr. joins Dean Karen Symms Gallagher for an online USC Rossier class in 2016

ABOVE: A look inside a USC Hybrid High School classroom

After meeting those challenges, Gallagher led the school into new territory. In 2009 it launched the first fully online master of arts in teaching program in a major research university. In 2012 it opened USC Hybrid High School, a charter school in downtown Los Angeles with a predominantly low-income Latinx and Black enrollment that is now part of an expanding network run by Ednovate Inc., the charter management organization started by USC.

Hybrid High has attained a 100 percent graduation and college acceptance rate for its first three graduating classes, an impressive achievement and much welcomed by Gallagher and other USC leaders after a five-year partnership with LAUSD’s Crenshaw High School collapsed in 2012.

“It’s a big risk for a reputable school of education to take on such a challenge in the face of a school partnership that didn’t fully meet the dreams of all the project’s partners,” said Darnell Cole, who along with Shafiqah Ahmadi, directs USC Rossier’s Center for Education,

Identity and Social Justice, and is tracking the progress of Hybrid High’s graduates. “The real challenge is having the commitment to stay connected.”

As USC Rossier marks its milestone birthday, Gallagher contemplates the challenges ahead, especially how to attract the best students when more affordable options abound. The success of its charter school experiment may help.

“There is a lot of data showing that what we are doing at Hybrid High is making a difference,” Gallagher said. “I think we have managed to prove that, through our research and our practice, a school of education can be relevant.”

In 1969 historian and USC law school graduate Carey McWilliams wondered if the university would “adjust to the new realities that swirl about it in a community that has become synonymous with rapid change.” Nearly half a century later, USC Rossier faculty still grapple with that question as they look toward the future. —R

EQUITY & ACCESS

Education has the potential to be a great social equalizer, but that potential is too seldom realized. What would true educational equity look like? Where are our efforts needed the most? And what strategies will have the greatest impact?

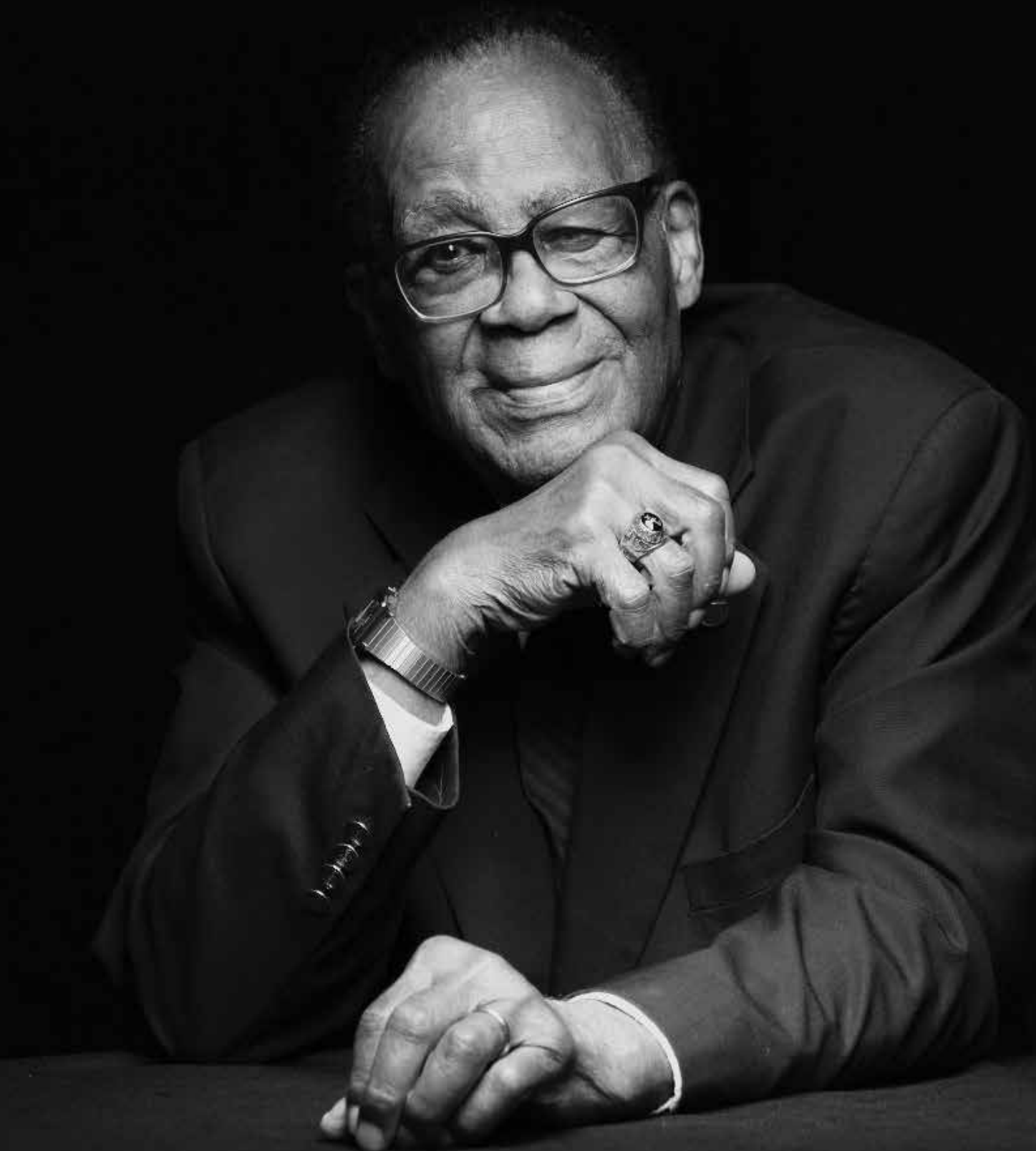


PHOTO BY CODY PICKENS

“For many years, I have felt that the United States will be unable to maintain its competitive edge in the STEM disciplines, let alone its leadership position, so long as women and underrepresented minorities face barriers to their equitable representation and participation in those fields.”

Maintaining Our Competitive Edge Requires Equity

Reflections on underrepresentation in STEM —

By John Brooks Slaughter

THE DAWN OF THE 21ST CENTURY marked the beginning of a technological era that is permanently reshaping our global society. The internet and the advent and growth of social media are changing the way we communicate, work and play; in other words, how we live. The digital divide, while still extant, is inexorably closing as broadband service and mobile devices are becoming necessities

rather than luxury items reserved for only those who can afford them. And this is only the beginning of the technological disruption that we are experiencing. Genetics, nanotechnology and robotics (GNR) offer promises and perils that we have yet to see on a grand scale, and we must prepare for their eventuality. Climate change, alternative energy resources, improved healthcare and cyberterrorism are only a few of the “Grand Challenges” facing society, and we have made too little progress in science, technology, engineering and mathematics—the STEM disciplines—to envision successful solutions for any of them in the near future.

For many years, I have felt that the United States would be unable to maintain its competitive edge in the STEM disciplines, let alone its leadership position, so long as women and underrepresented minorities face barriers to their equitable representation and participation in those fields. The shortfall of STEM college graduates, relative to that of other countries, is another

indication of the penalty the U.S. is paying for its inequitable practices and policies.

I am particularly concerned about the fact that minority STEM students who attend predominantly white institutions (PWI) are still too often confronted by individual, institutional and structural acts of racism. These students experience a sense of only-ness in classrooms, exclusion as they attempt to join study groups and micro-aggressions of various and sundry types. My primary concern is that these students almost never see a person who looks like them or shares their background as the professor in their class or laboratory. The paucity of minority faculty in PWIs, especially in engineering, is higher education’s shame. As of 2013, only 2.5 percent of engineering faculty nationwide were African Americans, 3.7 percent were Latinos/as and approximately 0.2 percent were American Indians/Alaska Natives. When you consider that these three groups constitute, 13, 17 and 0.7 percent, respectively, of the nation’s population, it is clear that the underrepresentation is an indication that systemic discrimination continues to be present in academe.

It is my belief that our nation’s educational systems—elementary, secondary and postsecondary—are failing large numbers of students, especially underrepresented minority students. Educational institutions must become more learner-centered and take more responsibility for the failure of students to achieve academic success. Rather than having a deficit-mindset when it comes to the education of first-generation, economically disadvantaged or minority students, academic institutions must become equity-minded and undertake an honest assessment of their policies and practices with respect to the support and affirmation they provide for the students who come to them for education.

I believe this to be the challenge for education going forward, and it especially applies to STEM educators in our colleges and universities. Our nation cannot and will not achieve and maintain a competitive position in the STEM disciplines until we provide a full opportunity for all persons to participate and contribute to our national capability in science and technology. —R

John Brooks Slaughter is Professor of Education and Engineering at USC Rossier and USC Viterbi, and Co-Director of the Center for Engineering in Education. To learn more about his distinguished career, which includes leading two universities and heading the NSF as its first African American director, watch his video at rossier.usc.edu/m/jslaughter



Marching Toward Justice

Students deserve bold leadership in our fight for educational equity —



By John B. King Jr. and Ryan J. Smith

IN A TIME OF INCREASINGLY DIVISIVE POLITICAL RHETORIC and troubling actions from those in positions of power, and perhaps now more than ever since the passage of the 1965 Elementary and Secondary Education Act, we need committed leaders to tackle challenges holding America back from living up to its self-concept as a land of opportunity for all.

Each of us deeply believes that educational equity is not only a key lever in this work, but that it also represents justice—particularly for students of color and low-income students.

We know, for instance, that educational opportunity in our country is not evenly distributed, and that these disparities translate into inequities in our society and lost potential for our youth.

For example, far too many schools that serve a majority of Black and Latino students do not offer a full spectrum of rigorous courses in core academic subjects, such as calculus or physics, which often are prerequisites for higher education. We also know that students of color who enroll in college are disproportionately affected by student debt, which in turn is the culmination of a history of choices by leaders and policymakers who maintained unjust policies on the basis of race and class—at times explicitly and at times through inaction.

And yet both of us are hopeful because of the very young people in classrooms and on campuses across America today. In fact, in many ways throughout our nation's history,

youth have been at the forefront of our march toward equity and justice, pushing adults to fight with urgency.

During the Civil Rights movement of the 1960s in Greensboro, N.C., college students launched lunch counter sit-ins that helped to spark the creation of the Student Nonviolent Coordinating Committee (SNCC). In 1968, students marched out of East L.A. high schools—just a few miles from USC's campus—demanding that California's education system provide the same opportunities to Latino students as it did to White students. And today, students are at the forefront of a national conversation to ensure that public

“In many ways throughout our nation's history, youth have been at the forefront of our march toward equity and justice, pushing adults to fight with urgency.”

schools are safe places to learn and that colleges are accessible halls of opportunity.

Nearly three years ago at The Education Trust-West's Black Minds Matter rally, 1,000 high school and community college students marched from the California Department of Education to the steps of the state capitol building, calling for a renewed sense of equity and accountability for public schools and colleges.

This spring, Latino student leaders from the Puente program, featured in Education Trust-West's *The Majority Report*, joined fellow advocates, community leaders and elected officials in Sacramento, making a call to action for improving Latino student opportunities and achievement in California.

As this young generation implores adults to do the right thing, we owe it to them to hold ourselves accountable. Our students deserve leadership that challenges any sense



John King will deliver USC Rossier's Centennial Lecture on November 14 at noon in Bovard Auditorium. To RSVP go to rossier100.usc.edu/johnking

of complacency when it comes to eliminating educational inequities.

This year, California will elect a new cohort of state leaders, including the next governor, lieutenant governor and state superintendent of public instruction. Across the country, voters in 35 other states will go to the polls and hold elections for governor. More than 900 school board seats are up for election nationally.

The next movement in educational equity will require bold leadership from those we elect to lead our schools, our communities and our states. It will require conversations that are not always comfortable, but crucial. It will require us to be unabashed in our optimism, and unwavering in our commitment to justice, because our young people—who in so many ways are leaders themselves—deserve no less than our best efforts to help them thrive. —R

John B. King Jr. is President and CEO of The Education Trust. A former teacher, he served as U.S. Secretary of Education in the Obama Administration and New York State Education Commissioner.

Ryan J. Smith served as Executive Director of The Education Trust-West and Vice President of Strategic Advocacy for The Education Trust. He is currently Chief External Officer for the Partnership for Los Angeles Schools.

“To meaningfully and intelligently talk about equity and equity-mindedness, we must be clear about these words and our intentions.”

education—I see the word used everywhere now.

Once viewed suspiciously and associated with the activism of social justice movements that academic purists disdain as “advocacy” work, equity is now being embraced.

After pushing so long for recognition of the concept, and as someone credited for inventing the term “equity-minded,” you would think I'd be thrilled by the degree to which the term has become ubiquitous.

But I find my excitement quelled. This embrace of equity is happening without a genuine understanding by many of what the concept is. While people such as myself and USC Rossier's Shaun Harper could be considered “equity leaders,” there are very few of us, and I believe this has helped lead to the proliferation of this term representing an appropriation and dilution of equity.

Many are familiar with CUE's mission to support institutional efforts to attain equity in educational outcomes for racially minoritized students. But many do not know that equity has a very distinct meaning, rooted in achieving racial proportionality in all educational outcomes. At its core, it is about acknowledging and addressing racism in our educational systems.

For equity to fulfill its promise in the future, I want to reclaim the racial justice focus that is the rightful meaning and intent of equity while helping to expand the number of leaders committed to making racial equity a priority.



Reclaiming Equity in Word and Deed

Keeping the focus on racial justice now and in the future —

By Estela Mara Bensimon. This essay is adapted from “Reclaiming Racial Justice in Equity,” which originally appeared in *Change: The Magazine of Higher Learning*.

AS WE CELEBRATE the 100th anniversary of our School of Education, I feel very honored to be a part of its illustrious history. Twenty years ago, I founded the Center for Urban Education (CUE) as an organization meant to attack the deeply entrenched problem of racial inequity. Though I had the full support of USC, the equity message was not very widely accepted at the time in education. Here in 2018, thankfully, equity has finally entered the dominant discourse of higher edu-

I used the word “reclaim,” borrowing it from the phrase “reclaiming my time” that U.S. Representative Maxine Waters invoked last year to resist being silenced by U.S. Treasury Secretary Steven Mnuchin’s diversionary tactics to run out the clock and not have to answer her questions on President Trump’s financial ties to Russia. Representative Waters resisted silencing by a powerful white man, and her phrase “reclaiming my time” went viral. In the same spirit, I would like to confront the whitewashing of equity and reclaim the use of the word with fidelity to its anti-racist roots.

I feel it necessary to do this so that the word and the concept remain meaningful now and in the future. Equity is much more than a word to be sprinkled into educational discourse like one might sprinkle salt to give seasoning to a bland meal. To meaningfully and intelligently talk about equity and equity-mindedness, we must be clear about these words and our intentions.

Experience has taught me that equity-mindedness does not come naturally or easily. It requires a knowledge base. It takes a lot of practice. It needs leaders. And it must work from a consistent and clear definition.

So let me be clear: Equity and equity-mindedness accept that it is whiteness—not the achievement gap—that produces and sustains racial inequality in higher education. The total omission of race and whiteness in national higher education reforms is a direct threat to equity, eroding its racial justice agenda.

Beyond a renewed understanding of the word, we need leaders who know that racial equity is an indicator of knowledge, an indicator of quality, an indicator of advancement. We need leaders who can envision new, equity-minded approaches to solving problems and improving the lives of their faculty and students.

This means speaking out against the government’s assault on immigrants, reassessing long-standing hiring practices from an equity perspective and correcting biases that have kept the playing field uneven for so long.

As I consider the future of education—as we must all do regularly, not just on significant anniversaries—I can only envision one where equity retains its core meaning and is a necessary element of higher education, as essential as enrollment, endowments and rankings. —R

Estela Mara Bensimon is USC Rossier Dean’s Professor in Educational Equity and the Founder and Director of the Center for Urban Education, which created the Equity Scorecard—a process for using inquiry to drive changes in institutional practice and culture.

From Vision to Reality

What racially just educational institutions and systems could look like —

By Shaun R. Harper



RACIAL DISPARITIES ON MEASURABLE INDICATORS of student achievement in K-12 schools are tiny, practically nonexistent. Schools no longer serve as pipelines to prisons, as there is no racial disproportionality in suspensions and expulsions, metal detectors that foster cultures of imprisonment have been removed, and uniformed officers and other school personnel have discontinued profiling students because of their race.

Compared to prior decades, the racial composition of the teacher workforce more closely matches demographics of students in their classrooms. Although White professionals still comprise the majority, they teach in ways that meaningfully honor a wide array of cultural histories. They sustain classrooms in which students of color are affirmed, valued, extraordinarily engaged and academically high performing.

White educators also interact and partner with families of color in respectful, supportive ways. Teacher education programs effectively prepare them and educators of color for this. Similarly, credential, certification and EdD

programs prepare principals, superintendents and other administrators to lead equitable and inclusive schools and districts. There are very few racial problems in schools. But when they arise, educators talk honestly about them, instead of talking around them. They engage racial issues without becoming defensive, minimizing their realness and severity, or expecting their colleagues of color to solve them.

In higher education, racial inequities in access, persistence, academic performance, graduation rates and other metrics of student success require so little attention because they are so insignificant and uncommon. Students, employees and visitors consistently experience campuses as inclusive; hardly anyone ever deems campus environments racist. Students of color and their White classmates deeply engage a wide range of racial viewpoints in the curriculum, not just Eurocentric content. They benefit educationally from the wide array of cultural perspectives each of them brings to college; they learn how to talk to each other,

despite and because of their racial differences; and they are fully prepared for citizenship in a racially diverse democracy after college.

Students learn how to analyze, talk about and strategically disrupt racial inequities that await them in their post-college careers. No student has just one Latinx, Pacific Islander, Black, Native American, multiracial or Asian American professor. In fact,

most have so many that they easily lose count. Racial stratification is no longer an indefensible, ordinary feature of the postsecondary workplace. Large numbers of people of color work not only in food service, landscaping, custodial and secretarial roles; they also comprise significant shares of employees in positions located at the power epicenter: presidents, provosts and other vice presidents, deans, department chairs, and tenured faculty members. Any postsecondary institution that looks, functions and behaves differently than this is an outlier that is ridiculed by the rest of higher education.

This vision of K-12 schools and districts, colleges and universities inspires USC Race and Equity Center colleagues and me. It motivates our work. We know that a more racially just future is realizable for educational institutions and systems. But we also know that our nation will never achieve racial equity without changing what and how educators, leaders and

policymakers are taught. Improving their racial literacy, undoing ways they have been socialized to avoid difficult conversations about race and teaching them how to manufacture racial equity through personal acts, policies and practices are absolute musts. Helping them first recognize and then discard deficit, criminalized, hopeless and racist frames concerning students of color and their families also are required. They need corrective strategies and tools. Additionally, accountability, disaggregated data and rigorous racialized assessments, and serious professional consequences are definite musts. At the USC Race and Equity Center, we aim to help our country actualize this vision of educational equity. —R

Shaun R. Harper is the Clifford and Betty Allen Chair in Urban Leadership and USC Provost Professor at the Rossier School of Education and Marshall School of Business. He is Founder and Executive Director of the USC Race and Equity Center.

“We know that a more racially just future is realizable for educational institutions and systems.”

A Time to Listen

The path to an inclusive and equitable future —

By Sy Stokes

RACISM IS MUCH LIKE A WOUND across your back. It can remain dormant and unnoticeable, covered and indistinguishable, becoming almost completely forgotten until awakened again like a deep cut underneath a sweltering hot shower. Suddenly we are reminded of its existence, the pain conjuring vivid memories of when the injury occurred in our past, and all we can do is concede to our foolishness for believing it had ever healed. We were convinced, for the better half of the new millennium, that racism was receding into the dark depths of American history—just as my father was convinced after the Civil Rights Act was passed in 1964—only for us both to come to the disheartening revelation that progress is still nowhere near where it needs to be. With the arrival of this new presidential administration, the wound is now reopened and exposed, vulnerable to the terminal infection of white supremacy. However, this is no time to wallow in discouragement. It is simply time to listen.

People of color, and Black people specifi-

“By engaging with communities of color, both formally and informally, scholars can collaboratively pursue more holistic strategies that are aimed to advance a new, ‘radical’ vision for our education system.”



cally, have been the vanguard of social justice throughout American history, both inside and outside of the field of academia. Through grassroots organizing, social and political activism, and community empowerment initiatives, people of color have demonstrated their resiliency decade after decade, both contributing to and healing this country in the process. So why are people of color still being ignored, when we have proven to have the answers throughout every pivotal era in history?

The current state of our nation is a reflection of the deficiencies in our education system; racism is deeply embedded in both. People of color are still drastically underrepresented in colleges and universities across the country, and even more so in positions of political leadership. This is no accident. Our institutions have conditioned many of us to believe that knowledge only belongs to those in power. This elitist view privileges those who have access to these spaces, which often only requires being White in America. Thus, if all you do as a scholar is present at conferences (that are not even open to the public) and write articles for academic

journals (that require an expensive subscription to read), then you are further perpetuating the idea that knowledge should only exist in predominantly White spaces. However, by engaging with communities of color, both formally and informally, scholars can collaboratively pursue more holistic strategies that are aimed to advance a new, “radical” vision for our education system that is inclusive and equitable to all.

As we observe the political pendulum swing sporadically in one direction with a wrecking ball of xenophobia and racist bigotry, we must remember that the gravity of reason will cause the pendulum to swing just as intensely the opposite way. And when it does, we need not look further than to our own communities of color for solutions. There are champions of change who have the needle and thread to sew our wound shut, and powerful voices waiting to be amplified. We just have to listen. —R

Sy Stokes is a PhD student at USC Rossier and Research Associate for the USC Race and Equity Center. He earned his undergraduate degree from UCLA and a master's in education from the University of Pennsylvania.

Next Century Thinking

To read the full articles and see more essays go online to rossier100.usc.edu/vision

“Universities need to be intentional in enacting social justice policies.”

— Shafiqah Ahmadi, Professor of Clinical Education, USC Rossier

“Preparing our K-12 professionals on issues of equity and opportunity is more important now than ever.”

— Christopher A. Koch, President of the Council for the Accreditation of Educator Preparation (CAEP)

“What is clear is that the current system has served to exclude millions of low-income and minoritized students from true educational opportunities. That needs to change.”

— Tatiana Melguizo, Associate Professor, USC Rossier

“So, what do we have to lose by starting over, abolishing what we have, and creating a new school system built on love, joy, healing and intersectional social justice?”

— Bettina L. Love, Associate Professor, University of Georgia, Department of Educational Theory and Practice

“Ensuring free and high quality digital equity is key in ensuring a more level playing field in the college access space.”

— Zoë Corwin, Associate Research Professor, USC Rossier

“Many Asian subgroups, including those who do not fare as well educationally or economically, remain invisible.”

— Tracy Poon Tambascia, Professor of Clinical Education, USC Rossier

“Any commitment to desegregating our schools and addressing the harm of racial isolation seems to have all but vanished from our public conversations about education.”

— Mark Slavkin, Director of Education, Wallis Annenberg Center for the Performing Arts

TEACHING & LEARNING

Pedagogical practice must adapt to how our students are changing. Does the answer lie in intensive personalization and integration of technology, recognizing social-emotional realities, realignment of teacher preparation programs — or all of the above?



Relationships Matter

Using brain science to inform educational innovation —

By Mary Helen Immordino-Yang. This essay is adapted from *The Brain Basis for Integrated Social, Emotional and Academic Development (SEAD): How Emotions and Social Relationships Drive Learning*. By Mary Helen Immordino-Yang, Linda Darling-Hammond and Christina Krone. Published by the Aspen Institute National Commission on Social, Emotional and Academic Development.

THROUGHOUT LIFE, and to an extraordinary degree in young people, the brain develops differently based on opportunities to engage actively and safely with rich and meaningful environments, social relationships and ideas. The brain's plasticity, the very adaptability that allows us to adjust to the demands of different contexts and experiences, therefore presents a critical opportunity and responsibility for education.

Over about the past 15 years, huge strides have been made in the science behind how the brain develops, how that development relates to thinking and the settings and contexts that are conducive to brain development and therefore to learning. Perhaps the most striking, fundamental insights that have emerged from my lab and from the broader field of developmental neuroscience over this time are these: Human brain development requires social relationships, emotional experiences and cognitive opportunities—and the quality of these relationships, experiences and opportunities influences how the brain develops, and hence how a person thinks and feels. Though healthy human environments can vary greatly on their specific characteristics and cultural features, when a person's world is seriously impoverished on any of these dimensions, brain development and the learning that depends on it are compromised. When a person's world is enriched on these dimensions, brain development is facilitated and learning is enabled. While environments affect brain development across the lifespan, the most vulnerable periods are those in which the brain is most actively changing: prenatal development through childhood, adolescence, the transition to parenthood and old age.

Brain science usually does not translate directly into educational policy or practice. But educational policies and practices that are consistent with how the brain develops are more likely to promote academic learning and

personal development than those that undermine or are inconsistent with brain science. And the brain science is unequivocal: in addition to nutrition, sleep and low exposure to toxins, children's social-emotional experiences of family, school and community are paramount—directly and indirectly impacting the brain networks that undergird cognition and intelligence. Social-emotional experiences teach the brain what to attend to, and ready the person for academic learning.

What are the insights for education? To provide purposeful learning opportunities for young people—and strategic opportunities for brain development—requires educators to

“Social-emotional experiences teach the brain what to attend to, and ready the person for academic learning.”

attend to the development of the whole child in context, and to the need for aligned partnerships throughout the community that can support children's and their families' health and wellbeing. Educating the whole child, and engaging families and communities in this process, is not just a luxury for those with the opportunity and the means, or a remediation strategy for the underprivileged or underperforming. It is a necessity for all children.

Genuinely pursuing an integrated, whole-child approach to education will require substantial innovation in policies and practices, but children's brain development, and the learning that depends on it, are at stake. Here at USC Rossier, we have a century-long legacy of working on behalf of schools, teachers, families and children. Now we have new tools and insights, including those from neuroscience. —R

Mary Helen Immordino-Yang is Professor of Education, Psychology and Neuroscience at USC Rossier and the Brain and Creativity Institute at the USC Dornsife College of Letters, Arts and Sciences. She is President of the International Mind, Brain and Education Society, and serves on the Aspen Institute's National Commission on Social, Emotional and Academic Development.



On Message

Why teacher preparation programs must embrace a shared goal —

By Benjamin Riley

BY DESIGN, HIGHER EDUCATION IS ICONOCLASTIC. It attracts the wonderers, the skeptics and the dissidents, and bestows upon them a wide degree of freedom so that they may advance our collective knowledge through individual pursuits.

This independence is worth preserving. Indeed, our institutions of higher education—and the academic freedom they preserve—serve as major bulwarks against the further erosion of American democracy. We need this now more than ever.

But this independence carries a substantial cost. Institutions of higher education must serve the dual mission of advancing knowledge and preparing the next generation of students for the future. In the context of professional education, such as the preparation of future school teachers, it's not clear that higher education is prioritizing both.

I have seen this firsthand at teacher-preparation programs throughout the country. Over and over, I have seen faculty set conflicting expectations and impose contrasting visions in their instruction of novice teacher-candidates.

How do these teacher-candidates know what good teaching is—what it looks like, what it sounds like—if they are receiving different messages?

Novices do not think the same way as experts—and teacher-candidates are the most novice of novice teachers. They can't yet see the same patterns, don't yet have the same mental models. They need help making sense of what they're learning—but the iconoclastic nature of higher education is not well-designed to meet this need.

There is a solution. Leaders at all levels of teacher preparation—deans, directors of teacher education, tenured faculty, clinical faculty—must align the experiences of the teacher-candidates they prepare. This means all teacher-educators—including both school

of education professors and K–12 mentor teachers—have a shared understanding of the development trajectory for novice teachers, and their specific roles within that process. It means thoughtfully structuring the coursework and practical experiences of novice teachers so that skills are sequentially developed over time. It means gathering evidence on how graduates perform once they are in classrooms of their own, and then using that evidence to continually revise and improve programs.

This type of approach does not come naturally to institutions of higher education—but we know it can be done. This country's system of medical education underwent a dramatic transformation in the late 19th and early 20th centuries that was driven by a collective vision across the field about what new doctors needed to know and be able to do—and agreement about the approach needed to achieve that vision.

Nearly 200,000 new teachers graduate each year from preparation programs in the United States, and far too many of them report feeling unprepared to teach in classrooms of their own. This must change. And it will require faculty leaders to forego some individual autonomy in support of a collective vision. —R

Benjamin Riley is Founder and Executive Director of Deans for Impact, which is committed to transforming the field of education and elevating the teaching profession.

Use Your Words

Developing our students' voices begins with the curriculum —

By Margo Pensavalle, Angela Laila Hasan and Shilby Sims

WORDS CAN BE POWERFUL. They mediate problem solving and inquiry, express frustration and joy, and narrate psychosocial and cognitive growth. We often hear teachers gratuitously say, “use your words” to children grappling with frustration or a new idea.

However, the premium in many classrooms is not on words and the skills that grow from developing them. Many teaching paradigms focus on control at the expense of fostering collaboration or creativity. Even in the lower grades, classroom assignments and homework are the determining factors for measuring stu-



dents' achievement to a far greater degree than the quality of their questions or any demonstrated ability to self-advocate.

Studies on language acquisition show that affluent children are exposed to millions fewer words than children from a lower socioeconomic status during their school years. This discrepancy has a direct correlation to the students' abilities to participate in learning and social activities.

If we really want students to use their words, how are we helping them? How are schools implementing and promoting curricula that truly value asking the “why” and “how” questions? And how are teachers carving out time to answer these questions as teachable moments?

The ramifications go well beyond the classroom walls. Words are important for citizenship in a democratic society. Words are power.



“Words are important for citizenship in a democratic society. Words are power.”

Communication in a wide range of written and verbal formats is at the foundation of learning, but as a pedagogical strategy it is a small and mostly unintentional part of the K–12 curriculum.

We need to adopt a problem-based curriculum, where students work together on social

issues as they simultaneously learn subject matter content. This kind of pedagogy would integrate the “intangibles” of culturally relevant teaching by building empowerment, communication skills and resilience. It would give students permission to explore solutions inquisitively while also building the esteem needed to become powerful learners and citizens.

Right now these ideas are often part of lofty dialogues in teacher education classes. By transforming them into action in instruction we will be emboldening our students' voices and ensuring brighter futures in and outside of the classroom. —R

Margo Pensavalle is Professor of Clinical Education at USC Rossier. Previously, she taught elementary and special education for 16 years in hard-to-staff schools in Boston and Los Angeles.

Angela Laila Hasan is Associate Professor of Clinical Education at USC Rossier. She has directed the Mathematics Educator Leadership Institute and is a pioneer in effective research-based parent involvement programs.

Shilby Sims (EdD '08) is Principal at Western Avenue Elementary School in the Los Angeles Unified School District and an adjunct faculty member at USC Rossier.

Beyond the Three “Rs”

Service learning takes education to a new letter —

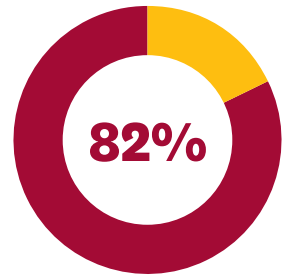
By Craig Kielburger

TRADITIONAL EDUCATION IS ALL ABOUT THE THREE “Rs”—reading, writing and arithmetic. More recently, schools have moved to focus on “S” for STEM—science, technology, engineering and math—as the skills needed for a 21st-century economy.

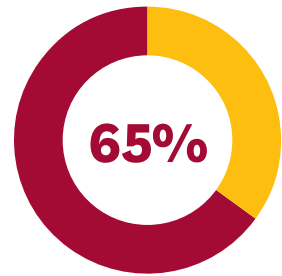
But is the education system preparing youth to face the challenges that lie ahead for them and for the world?

Tech giants like Microsoft and Google have discovered that, alongside coding and debugging abilities, their top employees also need to master soft skills such as problem solving, critical thinking and emotional intelligence, which are much harder to learn. Youth need those same assets to tackle the almost overwhelming array of global challenges they are inheriting, everything from climate change to economic inequality.

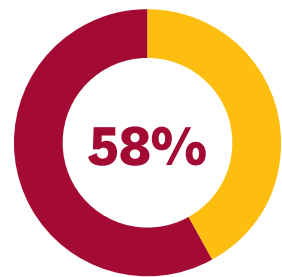
IMPACT OF SERVICE LEARNING



said service learning made them value their education more



reported increased motivation to go to school



reported greater success in their academics



Service learning students are 1.3x more likely than their peers to feel prepared for college



Service learning students are twice as likely to be seen as leaders by their teachers and peers

Imparting those skills requires a different “S”: service learning.

Service learning brings global issues, social justice and volunteer activities into the classroom. Indeed, our schools have long incorporated these elements—but at a distance. Volunteering is an extra-curricular activity. Global issues are considered in the abstract, disconnected from the day-to-day lives of the students. Service learning weaves them seamlessly into the core curriculum.

So, for example, science students study pollution in the context of the Flint, Mich., water crisis while learning how to test their local water supply. A geography class covers population and food supply while taking action on food insecurity in their own community.

For more than a decade, WE Charity has developed service learning resources in partnership with educators and organizations like the College Board’s Advanced Placement program.

The results have been profound.

In 2015, well-known organizational evaluator Mission Measurement conducted an independent survey of educators and student alumni of WE service learning programs. Compared to their peers who had not engaged in service learning, these youth were: 7.7 times more likely to start a campaign to solve a social problem, 2.7 times more likely to start their own social enterprise or nonprofit organization and twice as likely to volunteer at least once a week. When they come of age, service learning students become engaged citizens, 1.3 times more likely to vote consistently.

There has even been positive feedback from educators working in Los Angeles youth prisons. They’ve said that introducing service learning units made young inmates, including hardened gang members, “excited about learning, in ways we’ve never seen before.”

For example, learning about child soldiers in Sierra Leone opened their eyes to global issues in a way that resonated especially with gang members, who could relate the soldiers’ experiences to the violence in their own lives. The young inmates engaged in a service project, creating books and videos about their own lives, aimed at youth in inner city schools, urging them to stay away from gang life.

Integrating service learning in every classroom from kindergarten to grade 12 is a realistically achievable goal over the next decade.

Thousands of educators across North America and the United Kingdom are already actively engaged. Why? Because they know their ABCs.

After “R” and “S” comes “T”, which stands for Transformative change—for students, their communities and the world. —R

Craig Kielburger is Co-Founder of WE Charity, which provides a holistic development model called WE Villages, helping to lift more than 1 million people out of poverty in Africa, Asia and Latin America.

Let’s Work Toward Being Boring

What commonplace technologies teach us about the next steps in personalized learning —

By Stephen J. Aguilar

THE TRUE GOAL OF ANY TECHNOLOGY is to become so innovative that it quickly becomes boring and commonplace—so much so that it recedes into the background, unnoticeable in the milieu of a given environment.

If you were to take some time to think about it, you could easily come up with examples of such technologies. The car you drive, the shoes on your feet, the phone in your pocket. I do not marvel at my Honda Civic when I drive it each morning. Instead, it becomes an unnoticeable extension of myself and serves to support my journey from point A to point B. Ditto for my shoes. Even my smart phone has lost much of its luster, despite being more powerful than the desktop computer I had growing up. Each of the aforementioned technologies were innovative at some point in time. Yet, each of them is



“To innovate is to work toward the boring—to build technologies that are so transformative that they are quickly adopted and embedded into practice.”

quite ordinary now, despite being useful.

What makes a technology feel new versus commonplace? We can understand this distinction by invoking some Heideggerian philosophy: effective technologies transition to being “ready-to-hand” after a period of being “present-at-hand.” The former are the shoes on your feet—effortlessly useful, while the latter are conspicuous and thus not easily embeddable into your everyday practice (the very

first iPhone, for example).

Learning technologies are no different. Chalkboards, desks, and any number of writing instruments are all examples of learning technologies, albeit ones that are no longer at the cutting edge.

Despite being boring, they are each examples of transformative technology. Chalkboards enabled mass communication in small spaces that persisted long after being written. Desks provided means for students to have a stable, personal writing surface that enabled ongoing engagement with both lectures and chalkboards. Personal writing instruments led to personal expression and engagement while also extending our memories. As with common household items, the contemporary use of each of these learning technologies is uneventful. They are ready-to-hand unless they “fail,” as would be the case with a dried-out marker or broken pencil.

At its core, the notion of personalized learning reflects a very human tendency: the desire to acknowledge and celebrate all students as unique. Learning analytics—or the capability to use new data sources to produce, analyze and create actionable intelligence for individual students at scale—provides a pathway to accomplish this. Learning analytics represents a new constellation of technologies and approaches that have yet to find stable footing in common pedagogical practice. Learning analytics, then, is currently “present-at-hand.”

To innovate is to work toward the boring—to build technologies that are so transformative that they are quickly adopted and embedded into practice. The task for the current generation of cutting-edge, learning analytics researchers (myself included) is to design, develop, test, implement and scale new technologies that are destined to be-

come commonplace. This is no easy task, yet it is one that I am excited to pursue. —R

Stephen J. Aguilar is Assistant Professor of Education at USC Rossier. His research focuses on learning analytics and gameful approaches to teaching and learning in ways that promote social justice.

Making It Personal

The future of education is in the hands and minds of students —

By Alan Arkatov



PERSONALIZED LEARNING. Seldom have two words in education literature meant so much to the future of teaching, learning and life outcomes. Educators

use a bewildering array of terms to describe it, and an ever-growing number of choices and opportunities continue to accumulate under that umbrella.

The American education ecosystem is largely a relic from the past, unable to respond effectively to the seismic shifts occurring locally, nationally and globally. Nowhere is this more apparent than in the fact that PK-12 schools still run on an outdated agrarian calendar.

Institutions of higher education have moved faster to personalize elements of their curricula, in part because they are not as thoroughly controlled by school districts and other bureaucratic monopolies that can slow down and complicate the adoption of innovations. Whether it is through competency-based outcomes, flexible start times or “flipped classrooms,” higher education has slowly-but-surely been incorporating elements and practices of personalized learning.

The belabored adoption of new and innovative learning techniques in PK-12 settings is due, in part, to shifts in who bears responsibility for educating students. For most of human history, education was primarily the responsibility of the individuals who were being educated. To learn meant not only to identify what you needed to know, but also to understand how to

learn it. Since the 19th century, though, the state has wrested responsibility for education away from the learners themselves, placing it in the hands of officials and administrators motivated more by the need to homogenize and evaluate instruction than by a desire to engage the interests of individual learners.

Inexorably, the pendulum is swinging back in terms of responsibility. Personalized learning is driving the momentum, and it's incumbent on USC Rossier and our peers to ensure that the exciting, transformative promise of personalized learning is fully realized.

Children actually are quite good at teaching us how they want to learn. They come into the world biologically and neurologically equipped to educate themselves. They use their observations and creativity as building blocks. Then they enter the education system, and we often fail to match their powers of observation or their creativity. We sometimes map narrow paths for them and for ourselves—paths that

“At its core, personalized learning is about engaging students.”

do not account for the various socio-emotional, physiological, cognitive and individual-historical factors that influence the ways they learn.

At its core, personalized learning is about engaging students of all types and ages in ways that unlock, supplement, reinforce and enhance their abilities and interests. Great schools of education are uniquely equipped to leverage research on auditory, visual or kinesthetic learning styles as they relate to educational outcomes. We can harness the power of Peer Learning via communications that allow the message (content) and the messenger (students) to work in concert. And whether it's via project-based learning or the gamification of boring content, we can help rethink priorities for teachers, administrators and parents...while always putting students first. —R

Alan Arkatov is the Katzman/Ernst Chair in Educational Entrepreneurship, Technology and Innovation at USC Rossier and Director of the Center for Engagement-Driven Global Education (Center EDGE).

What Graduate Education Can Learn From Blockbuster and Netflix

Technological disruption is a given, but success can be elusive —

By Christopher “Chip” Paucek

IT'S HARD TO IMAGINE TODAY, but, back in 2004, Blockbuster had over 9,000 stores globally, while Netflix was still a small DVD-by-mail business with 2.5 million subscribers. Fast forward to 2018. Blockbuster—and the DVD-by-mail business—are basically defunct, and Netflix no longer relies heavily on DVDs as part of its business model. Instead, Netflix has 125 million streaming subscribers worldwide and is transforming how films and television are produced in Hollywood. Instead of fearing evolution, Netflix embraced the future and its resulting story is one that paves the way for success for other industries—including graduate education.

Two critical things acted as catalysts for this innovation. First, as Reed Hastings, founder and CEO of Netflix, noted in a 2004 *New York Times* article—“More Companies Say, ‘The DVD Is in the Mail’”—his mail-order business simply represented “a dramatically better value for consumers” than Blockbuster DVD rentals (no astronomical late fees or empty shelves for new releases!). Second, and more importantly, advances in technology and mobile broadband enabled Netflix to create an even more compelling product for consumers: video streaming.

So what's the lesson for graduate education? It's not, as some might think, a cautionary tale of David coming to slay the university Goliath the way Netflix put Blockbuster out of business. To the contrary, the ed-tech graveyard is filled with upstart companies “destined” to disrupt universities and higher education. But rather than becoming disruptive blockbusters, they ended up shuttering like Blockbuster. The key insight in the Netflix story is actually a more subtle one: that innovation, fueled by technology and the internet, can deliver a better consumer experience and value proposition, while also enhancing quality and expanding access.

As the co-founder and CEO of 2U Inc.



I know firsthand what it's like to partner with great schools, including USC Rossier, to power the world's best digital education. So I'm often asked for my opinions on the future of online education. Although I have many opinions on the subject, I'll focus here on just one: like movie watching, all graduate education will—in some form—move online over the coming decades.

One inescapable constant we all face today is technological disruption; see the Blockbuster/Netflix example above. It affects every industry, institution and company as well as the way we live and work. To keep pace, lifelong learning has become a necessity, not a luxury. And, for many college graduates, that means returning to school, particularly in fields where additional education is a prerequisite for career advancement. For these working professionals, an online degree is a compelling and convenient option.

After all, why quit your job or rush across town after work to attend school when you can simply open your laptop, wherever you may be, to join an intimate, weekly live class or to watch a downloaded lecture taught by a great professor? Add in the fact that you don't have to pay room and board, and you begin to see

why the consumer experience and value proposition are so profound.

The benefits aren't just for students. Universities and faculty also see positive impacts in the form of pedagogical innovation, a greater reach

“Like movie watching, all graduate education will—in some form—move online over the coming decades.”

for mission and scholarship, as well as access to a more diverse and global student body. We see it every day in 2U-powered programs where the quality of teaching, retention rates and student outcomes are equal to—and, in some cases, better than—campus-based programs.

Let me close with this thought. USC was founded in 1880, four decades before the Walt Disney Company. Like Netflix, USC and

Rossier have stood as unquestioned trailblazers in embracing digital innovation. Compare that to Disney, which just decided earlier this year to bet its future on building a streaming business to out-compete Netflix. So much for universities being the slow ones to transform and embrace change. —R

Christopher “Chip” Paucek is co-founder and CEO of 2U Inc., an education technology company that partners with colleges and universities to deliver online degree programs.



Getting Smarter

What machines and humans can learn from one another —

By Anthony B. Maddox

TEACHING CHILDREN AND YOUTH in our public education systems is a mighty task. Imagine walking into a classroom, in whatever subject matter you are qualified to teach, and greeting two to three dozen learners that you probably do not know. Ready? Set. Go!

And after about 180 instructional days, let’s assess to what degree learners have met required content standards and determine if their academic performance meets expectations. If their performance has not met expectations, some will place responsibility on the teacher’s students, the teacher (i.e., you), the teacher’s teacher education program and the teacher’s teacher educators for failing the students, our society and the nation.

Teaching is one of those complex professional tasks that is appreciably difficult to accomplish well. Historically, we have tended to adopt technologies to ameliorate these difficulties, from filmstrip and overhead projectors, document viewers and interactive whiteboards to information and communication technologies, including computer hardware, software and networks.

Now imagine a teacher walking into a classroom and placing a tablet or smartphone on a desk, wireless Bluetooth earphones in her ears and proceeding to engage students in learning while the device listens and offers her insight. Will teachers (or students) really

want some form of virtual assistant listening to the dialogue? Will students in South Africa welcome electromagnetism explained in Zulu, or will students in the Philippines appreciate organic chemistry expressed in Tagalog? Will learning be any better, however defined, and would any resulting data analytics offer teachers and learners opportunities to better know what they know and don’t know?

Technologies are reshaping what it means to be educated, and by whom, or by what. We’ve all come to recognize that families need 24/7 virtual agents analyzing and comparing data on health, housing, employment and safety, as well as education. Likewise, our classrooms will undergo transformations that may blur the distinctions between formal, informal and non-formal learning. Whereas some might believe that a laptop for every student is a reasonable end goal, my sense is the future in learning may actually require a wearable or implanted learning device with the power of a

“Technologies are reshaping what it means to be educated, and by whom, or by what.”

supercomputer that interprets real-time text, image, video, audio and animation data.

Scary? Maybe. In a society where we have yet to sufficiently address issues of inclusion, diversity, equity and access among people, we may soon be faced with similar issues between people and machines. I expect the learning sciences and autonomous technologies to help promote learning and create educational opportunities for marginalized people in previously unthinkable ways. And I hope that we discover ways to build our learning machines to recognize and address their own biases and prejudices to better facilitate the learning of people, and themselves. —R

Anthony Maddox is Professor of Clinical Education and Engineering at USC Rossier and USC Viterbi. He is Co-Director of the Center for Engineering in Education, as well as a licensed professional engineer.

Next Century Thinking

To read the full articles and see more essays go online to rossier100.usc.edu/vision

“Teaching children about health and wellness through the extraordinary process of growing their own food...will serve them throughout their lives.”

— Kelly Meyer, Co-Founder, American Heart Association Teaching Gardens

“How do we create citizens who are A+ human beings in addition to being A+ students?”

— Ron Avi Astor, Lenore Stein-Wood and William S. Wood Professor of School Behavioral Health, USC Rossier and USC Dworak-Peck School of Social Work
Rami Benbenishty, Professor, Bar Ilan University, Israel

“Academic language proficiency in two languages is key for U.S. children to thrive socially, cognitively, academically, and professionally in the 21st century.”

— Jenifer Crawford, Associate Professor of Clinical Education, USC Rossier
Robert Filback, Chair, Master of Arts in Teaching English to Speakers of Other Languages, USC Rossier

“We have to think of ways to better support our student learning with attention to the costs of our tuition.”

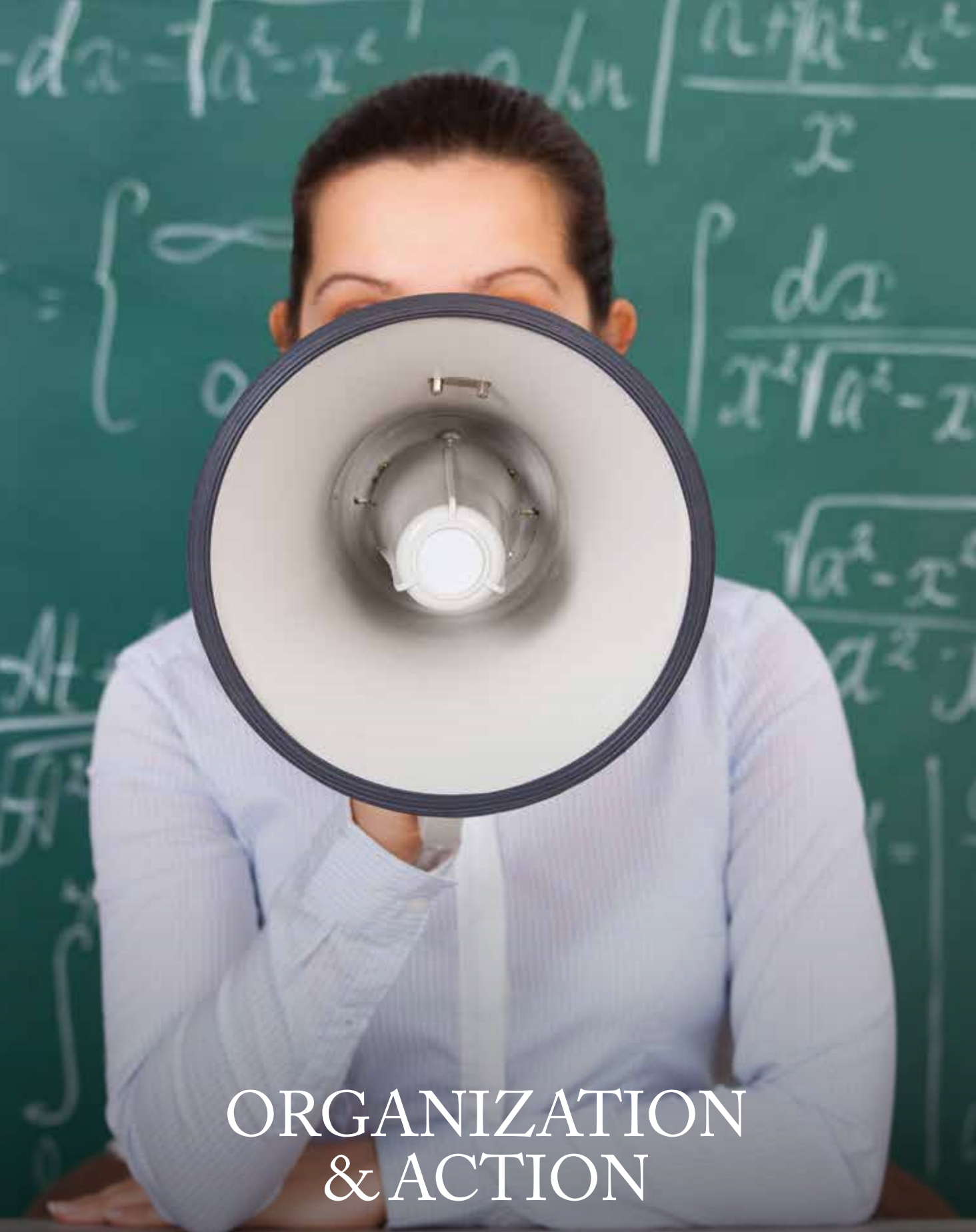
— Kristan Venegas, Assistant Dean for Strategic Initiatives and Evaluation, Professor of Clinical Education, USC Rossier

“States that continue to reduce tax rates when the economy is strong place greater risks on the funding system when it falters.”

— Lawrence Picus, Richard T. Cooper and Mary Catherine Cooper Chair in Public School Administration, Associate Dean of Research and Faculty Affairs, USC Rossier

“If we are to succeed in the coming years, we need significant investments in building capacity—that is, the skills, knowledge and relationships of individuals and the supportive conditions in their organizations.”

— Julie A. Marsh, Associate Professor of Education Policy, USC Rossier



ORGANIZATION & ACTION

Our educational institutions and systems face a critical dilemma: How can we preserve the core values and traditions that made American education thrive in the past, while adapting to social and economic forces that necessitate change in the present?



The Rise (and Fall?) of Academic Freedom

To maintain academic freedom in higher education, we need to preserve our core value —

By William G. Tierney

IF GLOBAL RANKINGS FOR COLLEGES AND UNIVERSITIES EXISTED at the time of USC's founding in 1880, only one or two American postsecondary institutions would have even made it on the list. By 1918, when USC started a school of education, a handful might have cracked the top 20. But today, a century later, the situation is dramatically different. American institutions dominate the rankings. Six of the top 10 institutions, 15 of the top 20, and well over half of the top 100 globally ranked institutions are located in the United States.

Countries and institutions now frequently look to the United States to figure out our special sauce. What enabled American higher education to become the envy of the world?

While one could make a strong case for privatization as the critical ingredient (think of all of those superb private colleges and universities), I do not think it was mere coincidence that American higher education's core value—academic freedom—also emerged during this time. For example, virtually every major college or university that came to prominence over the past century—Stanford, Chicago, Swarthmore,

to name a few—has enshrined academic freedom in its faculty handbook. And this came about after faculty were fired because of speaking out at some of these same institutions in the early 20th century.

To protect academic freedom, universities invented a structure—tenure—to ensure that, in their search for truth, America's faculty would not face the threat of job termination or expulsion. For a century, most of our institutions, and repeatedly the courts, have stated that academic freedom is essential not simply for the well-being of the institution, but also for the health of our country.

But the success of this model doesn't rest solely on the shoulders of a protected class of academic citizens. Their freedom is a function of a shared governance model that also requires the buy-in of a board of trustees and administration. In many respects, trustees are ambassadors to the larger community—legislators, government agencies, foundations and the citizenry. The administration, led by the institution's president, carries out the strategic plans of the college or university. When working effectively, these three bodies should mirror the checks and balances of our three branches of government.

And, also like our government, much is at stake when the checks and balances begin to erode.

Just as democracy itself is messy, a tripartite model of decision-making can be cumbersome. As a result, many today deride the shared governance model, with faculty often getting blamed for keeping institutions from acting nimbly. A popular quip states: It is easier to move a graveyard than to change the curriculum. Combine that sentiment with the massive rise in non-tenure-track faculty and many fewer tenured professors—and we see the idea of shared governance eroding at many institutions.

American higher education is at a crossroads. For our colleges and universities to maintain their preeminence, academic freedom has to stay at our core. Either we protect academic freedom and recognize that tenure is the way to do it, or we come up with some other policy that protects the ideal. The other road is to say academic freedom doesn't matter anymore. —R

William G. Tierney is University Professor and Wilbur-Kieffer Professor of Higher Education at USC Rossier, and the Co-Director of the Pullias Center for Higher Education. Among his areas of expertise are higher education policy analysis, governance and administration.

“Either we protect academic freedom and recognize that tenure is the way to do it, or we come up with some other policy that protects the ideal.”

Inconvenient Truths and the Promise of Higher Education

Why we need a national recommitment to public funding of education at all levels —

By Marta Tienda

FOR MY GENERATION, poverty was not a lifelong sentence because public higher education was accessible even for low-income students. I can still recall my transformative

first visit to Michigan State University as a high school junior as part of a club trip—it rendered the idea of college concrete, sharpened my attendance goal and strengthened my resolve to enroll at MSU. My seventh grade English teacher triggered my college aspirations by suggesting I could earn a scholarship!

Times have changed. MSU's tuition has risen 370 percent in real terms since 1970, and at the University of Texas at Austin, where I received my graduate degrees, tuition has soared a whopping 670 percent over the same period. Thanks to need-based financial aid, I graduated from MSU with no student debt. But today, families are expected to cover at least half of college costs, compared with about one-third in 1970.

Hence for low-income families, the average net price of college is out of reach or incurs huge loan debt. In sum, decades of wage stagnation have squeezed out talented, economically disadvantaged Black and Hispanic students.

Stanford economist Raj Chetty and his collaborators have exposed many inconvenient facts about economic opportunity in the United States, most notably that the correlation between incomes of parents and their children remains strong—so much so that relative income mobility has been flat for decades. Even as the share of jobs requiring

postsecondary credentials continues to expand, access to college has become more tightly coupled with family income, not only because tuition costs have been soaring, but also because public funding for higher education has been shrinking.

What's more, the signature federal aid program for poor college students, the Pell Grant, has been serving larger shares of middle-class students, crowding out thousands of lower-income candidates. Although low-income students benefitted from the 22 percent increase in the size of the maximum grant under the Obama administration, middle class students have been crowding out the neediest because of unrealistic "expected family contributions."

And reducing public funding for public higher education has had other consequences. Once a leader in the share of 25-to-34-year-olds with college degrees, the United States now trails the United Kingdom, Korea, Japan and Australia, among other industrialized nations, in four-year degree attainment. Despite their rapidly aging populations, neither Korea nor Japan slashed public funding for education during the Great Recession, but the United States was among a handful of nations that balanced state budgets on the shoulders of young people.

To reverse this 50-year trend, we need an unqualified recommitment to public education on the scale of the National Defense Education Act of 1958 that catapulted the United States to preeminence in higher education. Educational leaders must lead the charge to convince lawmakers that public funding of education at all levels—from pre-kindergarten to college—is mission critical to maintain economic competitiveness. People, not products, are the most valuable form of wealth. Renewed investments in public higher education directed toward the twin goals of raising college completion rates and eliminating racial and income gaps will reignite the engines of economic mobility. But solving the affordability issue head-on requires targeting Pell Grants to low-income students by excising the expected family contribution for the talented poor. I, for one, would not have been able to attend under current rules. Higher education was my pathway from poverty and is a proven solution to social mobility. —R

Marta Tienda is Maurice P. During '22 Professor in Demographic Studies, Professor of Sociology and Public Affairs, Founding Director of the Program in Latino Studies and former Director of the Office of Population Research at Princeton University.



Closing the Priority Gaps

Realigning values with resources in California schools —

By Wesley Smith

A COMMUNITY ACTIVIST ONCE PUBLICLY CHIDED ME, "Don't tell me what you value; show me your budget and I'll tell you what you value." She taught me a priceless lesson that day: How we allocate our resources is a clear representation of our actual, not merely professed, values.

A quick glance at my personal budget would demonstrate a commitment to my family, prioritizing post-graduate degrees for my children, a bias toward Whole Foods, a preference for red table wine and a love for USC football.

A little deeper dive into California's budget would demonstrate an alarming under-valuing of California's more than 6.2 million public school students. California is one of the most diverse states in the nation. We have the highest number of English-language learners in the country (13 percentage points higher than the national average), and are one of the 10 states with the highest percentage of students qualified for free or reduced price lunch (6 percentage points higher than the national average). However, while we have significant needs, we also have significant resources. California is the fifth largest economy in the world, and our gross domestic product is the highest in the nation. Why, then, is California 43rd in the nation in per-pupil spending? Why, given our diversity and needs, are we 45th in pupil-teacher ratio, 47th in pupil-administrator ratio, and 48th in pupil-adult ratio while leading the nation in annual cost of inmate incarceration? Clearly, our priorities are askew.

California's achievement gaps are more accurately defined as access and opportunity gaps. The Association of California School Administrators' (ACSA) equity allies at The Education Trust-West have presented powerful research on these gaps in "Black Minds Matter" and "The Majority Report." Due to a lack of access to college preparatory and rigorous math and science classes, fewer than half of Black and Latino 12th graders graduate meeting

the A-G requirements necessary for eligibility at University of California and Cal State University campuses, and they have less access to resources like guidance counselors and labs. These gaps are not exacerbated by critical underfunding, they are caused by it.

Some politicians argue that the Local Control Funding Formula (LCFF) eliminated these inequities. While the implementation of the LCFF was a step toward a more equitable distribution, it did not grow the pot of available funding. In fact, the LCFF sought to restore us to 2007–08 funding levels when California ranked 23rd in the nation in per-pupil spending. Because existing investments in public education are not good enough, ACSA and the California School Boards Association are working with our allies to explore the feasibility of a ballot measure in 2020 that will significantly increase California's per-pupil spending. In doing so, we can provide the resources and opportunities necessary to eliminate the access and achievement gaps.

California can and must do better. We must hold on to the spirit of the LCFF while also growing the pot. We must put California back in the top 5 in per-pupil spending. And we must stop using our students for campaign slogans and start prioritizing their academic needs and futures. —R

Wesley Smith EdD '05 is Executive Director of the Association of California School Administrators, the largest school leadership group in the nation.

PER-PUPIL EXPENDITURES

Since 2008 California has significantly reduced its per-pupil expenditures on public education and now lags far behind the national average.



“While we have significant needs, we also have significant resources.”

Support Beyond the Paycheck

Retaining good teachers, attaining better outcomes —

By Morgan Polikoff



TEACHERS ARE INCREDIBLY IMPORTANT. No other factor inside the educational system is as consequential as the teacher for determining students' outcomes. And teachers are also widely respected—large majorities of Americans

support teachers and favor salary increases and job protections like tenure.

And yet the teaching profession is still plagued by poor pay and a lack of support in the classroom that make it harder to attract quality teachers, harder to improve their practice and harder to retain them throughout their careers. These problems also put unsustainable strain on budgets.

So how do we reverse some of these protracted trends to ensure that we attract and retain quality teachers moving forward? Yes, at a minimum, teachers in most places should be paid more; currently most teachers are paid less than other professionals with similar levels of education, which keeps the most qualified individuals from pursuing careers in teaching. But adequate compensation must also include adjustments to teacher retirement systems—most state pension plans have unsustainable levels of debt, and they should be reformed to be affordable. A final reform would be to differentiate pay more carefully—either to the teachers who are the most effective or to those who serve in the highest-need areas—in order to improve the incentives of the teacher pay system.

And teachers also deserve greater support, both before and after they enter the classroom. This can come in many forms, from ensuring teachers have access to high quality, adequate curriculum materials that bolster their efforts to teach state standards to giving teachers consistent, careful feedback throughout their careers to help them improve their practice. More broadly, it means ensuring policies (especially assessment and accountability policies) don't get in the way of good teaching. For example, interim/benchmark assessment systems, which are a common district policy, can be helpful in principle—but too often, they produce results at a grain size and on a time schedule that is far from useful.

Assuming we can continue to make progress on these two fronts, we must also demand reform to the ways teachers can best serve students from historically underserved groups. At a minimum, we must improve the demo-

graphic diversity of the teaching force—recent research makes clear that same-race teachers can improve both academic and nonacademic outcomes for underserved students (with no negative effect for students from the majority). But we must also work with teachers to ensure that they hold equal expectations for students from all backgrounds (and treat them equally in terms of discipline). And we must improve the cultural responsiveness of curriculum and instruction to ensure its relevance for an increasingly diverse student body.

Very few people would say they're satisfied with America's educational outcomes, and they probably shouldn't be. Our schools will not—and should not—be expected to solve our social problems alone. But if schools are going to contribute to the solution, we simply must have better, more culturally responsive teaching. And this will not happen without serious reforms to teacher compensation and support systems such as these. —R

Morgan Polikoff is Associate Professor of Education at USC Rossier and Co-Director of the Center on Education Policy, Equity and Governance. His areas of expertise include K-12 education policy; Common Core standards; assessment policy; alignment among instruction, standards and assessments; and the measurement of classroom instruction.

We're All In This Together

Effective research requires collective action —

By Adrianna Kezar



I RECENTLY SPOKE TO JANICE, a long-time staffer at Campus Compact, a higher education organization that promotes campus-based civic engagement. She had

just attended a summit on improving access and completion for foster care youth, and she couldn't help thinking about how different the meeting had felt.

Too often, Janice left meetings hopeful, but knowing there was a key area missing. But this time, she felt elated and re-energized. She was ready to get to work.

She said that the main difference this time

“Just as we are demanding our students do group projects, we have to embrace the benefits of getting out of our silos and working together for change.”

was that she and the other stakeholders—including business leaders, community groups, state and local politicians and higher education leaders—had worked together to identify how they could best support their strategy.

This was how collaboration was supposed to work, she said.

The future landscape of education will depend on many more alliances and coalitions than in the past, which in turn will lead, I believe, to more enlightened reform processes. And at scale.

I have noticed that many of the most recent changes in higher education have emerged from groups banding together in networks (such as Campus Compact), coalitions (Complete College America) or alliances (Bay View Alliance). In fact, several major funding organizations, including Lumina and the Bill and Melinda Gates Foundations, have invested in networks as a primary part of their change strategies to improve student success, particularly for low-income, first-generation and underserved students. Just as we are demanding our students do group projects, we have to embrace the benefits of getting out of our silos and working together for change.

Allied action often draws on broader expertise than earlier change efforts, bringing multiple forms of influence while maximizing strengths across organizations. As Janice observed, Campus Compact drew on community agencies for their resources and expertise around social supports for foster care youth; business organizations for employment to support students so they can stay in college; and government agencies to provide oversight and

coordination. Meanwhile, Campus Compact provided its expertise around community engagement and the college environment.

But such collaborative efforts, while very effective, are extremely difficult to implement given past habits, including inter-organization competition. Yet, emerging research is showing how a “backbone” organization can orchestrate work, create and monitor shared goals through shared measurements, create mutual reinforcing activities, provide governance for the group and build relationships and trust.

As we look to education in the next century, we need to answer the call for the kinds of bigger and bolder collective efforts that foundations and government agencies are calling for. This means, as a school of education, we need to develop our own skills in supporting faculty collaboration with their own colleagues in the school, in other disciplines as well as beyond the borders of campus. Furthermore, school and college leaders need to branch out more to join such collective efforts. Principals need to be thinking about their individual efforts to reform a school to be part of a network or community of schools learning and working together to change the school culture to better support student success.

We need to train school leaders to be much more aware of the need and value of working collectively. And we will all be the better for it. —R

Adrianna Kezar is USC Rossier Dean's Professor in Higher Education Leadership and Co-Director of the Pullias Center for Higher Education. She also directs the Delphi Project on the Changing Faculty and Student Success.

“Our schools will not—and should not—be expected to solve our social problems alone.”

USC ROSSIER BOARD OF COUNCILORS ADDS FORMER SUPERINTENDENT AND PRINCIPAL



David Hagen

FORMER HUNTINGTON BEACH SUPERINTENDENT David Hagen and current Alameda Elementary School Principal Charlene Shimada have joined the board of councilors at USC Rossier.

Hagen graduated in 1967 from USC with a degree in history. He earned his master's degree in 1968 and his EdD in 1993 from USC Rossier. Hagen joined the Huntington Beach Union High School District in 1969. He served as a history teacher, activities director, assistant principal, principal and assistant superintendent before being named superintendent, the final step in what was ultimately a 29-year career in Huntington Beach.

Charlene Shimada has worked in Downey Unified School District since 2001 where she taught first grade and fifth grade before becoming an elementary school principal in 2014. She also serves as a presenter for the California Reading and Literature Project at Cal State LA. Shimada graduated from USC in 1991 with a degree in education and is currently working on her EdD.



Charlene Shimada

New Faculty Member Explores Math Teaching With Almost \$5 Million in Grants



HOW DO TEACHERS LEARN MATH? That's the question that drives Assistant Professor of Education Yasemin Copur-Gencturk.

Her research centers on mathematics teachers and equity, teacher knowledge and development and how these areas relate to student learning.

"Identifying how teachers learn will allow us to create more effective learning opportunities for our teachers, which in turn will allow us to address the inequity in our educational system more effectively," Copur-Gencturk says.

Her work has resonated with the National Science Foundation. Since April 2018, Copur-Gencturk has been awarded grants from the organization totaling more than \$3 million, as well as a \$1.4 million grant from the federal Institute of Education Sciences.

Public Colleges and Universities Don't Do Enough for Black Students, Report Finds

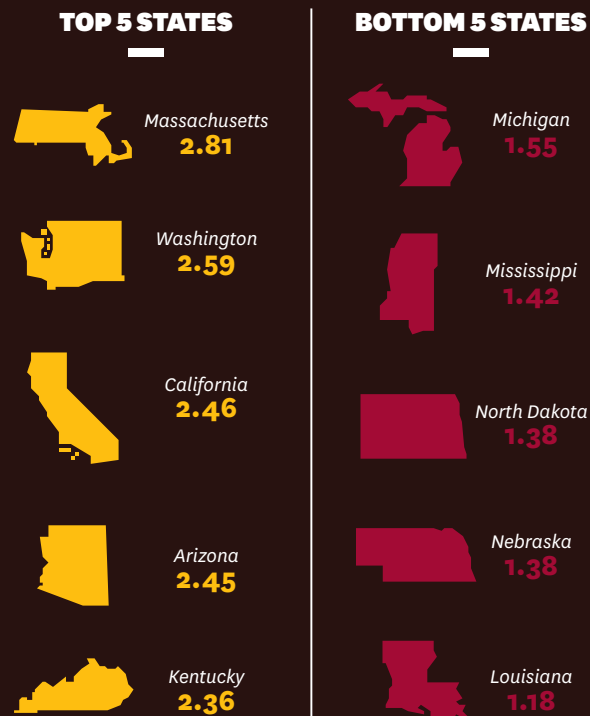
PUBLIC COLLEGES AND UNIVERSITIES collectively enroll more than 900,000 Black students. Yet a comprehensive new report from the USC Race and Equity Center finds that when it comes to supporting those students from admission through graduation, very few schools can be held up as exemplars.

Shaun R. Harper, the center's executive director and the Clifford and Betty Allen Chair in Urban Leadership at the USC Rossier School of Education, authored the report with Isaiah Simmons, a research associate.

Using federal data, the report's authors grade more than 500 schools for their efforts in representational equity, gender equity, completion equity and student-to-faculty racial ratios. Harper says that the report's assignment of GPA-style grades is a way to ascribe value and accountability to data.

50 STATE REPORT CARD

The USC Race and Equity Center combined U.S. Census population statistics with quantitative data from the U.S. Department of Education to measure postsecondary access and student success for Black undergraduates at public colleges and universities. GPA-style scores (A=4, B=3, C=2, D=1) were awarded to each institution based on the average of various equity indicators, including representation equity, graduation equity and Black-student-to-Black-faculty ratio.



Alumna Named a Teacher of the Year

JENNIFER TRÓCHEZ MACLEAN MS '01, a 5th grade teacher at Gates Street Elementary, was honored this summer as one of the Los Angeles Unified School District's Teachers of the Year.

"I was pre-med, but life throws little curveballs at you. I ended up working at the California Science Center and the Natural History Museum, and I realized my love of science and my love of working with kids—teaching is where I had to be," she says.

HIGHER ED CENTER TO LOOK AT IMPACT OF SKATEBOARDING

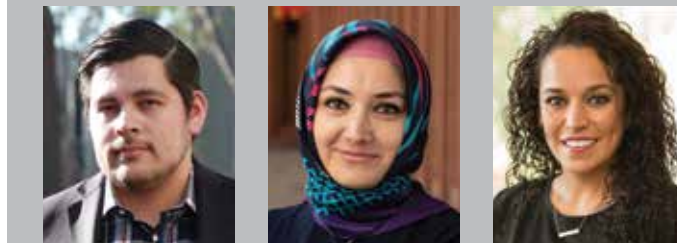
SET TO ENTER THE OLYMPIC GAMES IN 2020, skateboarding has grown into a widely popular sport. Now Zoë B. Corwin, an associate research professor at USC Rossier, has been awarded a \$264,000 grant from the Tony Hawk Foundation to study the impact skateboarding has on young people and their educational and career trajectories.

Through a combination of surveys and case studies at skate parks in distinct regions of the country, the study will identify different types of skateboarder identities, and investigate how skating ties into educational or career advancement.

The project will run from July 2018 to September 2019, and will team Corwin with Neftalie Williams, an adjunct professor at USC Annenberg School of Communication and Journalism; long-term Pullias Center collaborator and skateboard enthusiast, Tattiya Maruco; and evaluators from Augenblick, Palaich & Associates.

New Faculty Added

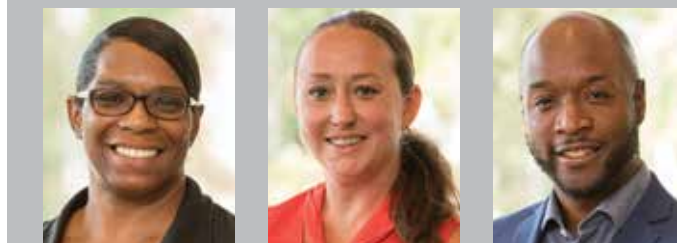
USC Rossier welcomes nine new faculty into the Trojan Family, bringing depth to our MAT, school counseling, PhD and marriage and family therapy programs:



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2017–2018

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The following Honor Roll includes Academy members who supported Rossier with gifts of \$500 or more and corporations and foundations that contributed \$5,000 or more.

As of October 1, 2018, **\$78.3 million** has been raised in support of the **USC Rossier Initiative**.

The Rossier Honor Roll of Donors is updated at the conclusion of each fiscal year. We make every effort to ensure completeness and accuracy. If you discover an error or omission, please contact Matt DeGrushe, Director of Alumni Engagement, at:

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THE MEASURE OF SUPPORT

By Ross Brenneman

Donor bolsters the Joan J. Michael and William B. Michael Chair of Measurement, Evaluation and Accountability —

IN 2000, JOAN J. MICHAEL AND WILLIAM B. MICHAEL, two professors with a shared passion for measurement, evaluation and accountability, established an endowed chair at USC Rossier.

For them, the chair position represented something that combined their respect for USC with their academic interests.

“We didn’t have children, but we wanted to help faculty so that they can help students,” Joan said of the goal she shared with her late husband. William taught at USC Rossier in varying capacities for six decades; Joan served as a dean at both the University of Houston–Clear Lake and at NC State University.

The couple endowed the chair for \$1.5 million, but this summer Joan expanded it to \$3 million, doubling down on the value of measurement as a field of study and strengthening a bond between the couple and the school they had long championed.

“Measurement is an important aspect of keeping ahead of the future,” Joan says, citing as an example the recent controversy over how Harvard University handles admission of Asian-American students. “This is not a world in which you can avoid thinking ahead.”

She said that she wants students to have a healthy respect for measurement and “a realistic question” about its usefulness, understanding that measurement alone isn’t going to give a whole picture of an idea.

She also hopes that whoever fills the chair position is—in addition to being a forward-thinking person—an advocate for students, carrying on one of the most significant legacies of her husband.

Indeed, in 2004, while William was hospitalized in an intensive care unit, one of his doctoral students came to visit in hopes of getting his signature on her dissertation. Knowing how much he cared about his students, Joan let the student see William.

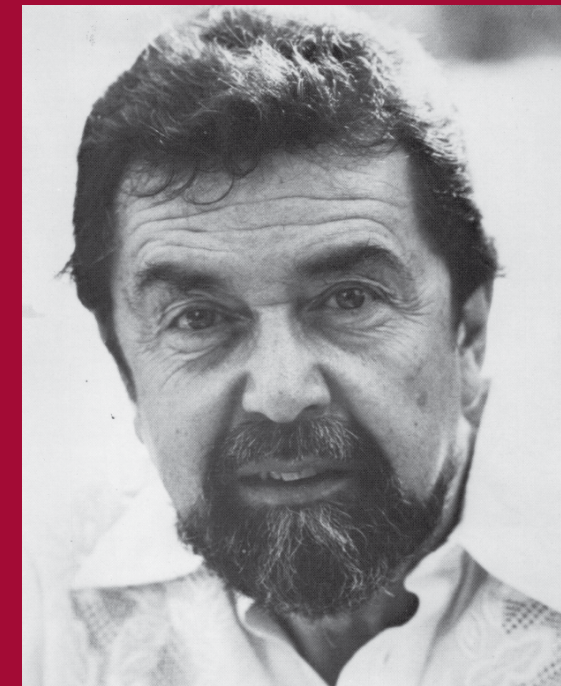
“I think that was the happiest thing he could do,” Joan says. “He just laughed, ‘I am so glad she got here. I was so afraid she wouldn’t get it done in time.’”

That happened on a Saturday. On Monday, William passed away.

“He loved them as much as I think they loved him,” Joan said. “He was a great teacher and they enjoyed working with him.” —R

What will your legacy be?

USC Rossier Professor Leo Buscaglia demonstrated his commitment to students by endowing a full scholarship for aspiring educators.



“My responsibility is to make myself enormous, full of knowledge, full of love, full of understanding, full of experience, full of everything so that I can give it to you and then you can take it and build from there.”

— Leo Buscaglia BA '49, MS '52, PhD '63 (1924-1998)

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