

# futures in Urban Ed



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

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

USC

# futures in Urban Ed

Winter / Spring 2009

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The University of Southern California is America's leader in international education. **By Dr. Adam Clayton Powell III**



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School of Education

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Rossier — Rhymes with Career

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## Dear Friends of Rossier,

This is a year of new beginnings. In 2009, we will celebrate that which is unprecedented and groundbreaking, as well as that which reflects the best of our lineage. As our country and the world welcome a history-making administration to the White House, we at Rossier celebrate a centennial anniversary. I believe these two occurrences have linkages and common themes, and a shared goal of strengthening our society by improving the education of our citizens.

*Futures in Urban Ed*, the USC Rossier School of Education's new publication, exemplifies a new beginning. The magazine was very intentionally named to reflect where we see our work headed. New beginnings demand new ways of thinking about and doing our work. A cornerstone of the Rossier School of Education is the concept of innovation. You will see in the following pages examples of innovative programs and cutting-edge approaches to traditional educational needs. I am enormously proud of our faculty and staff as they bring fresh and different ways of thinking to their critical work.

As you will realize when you begin turning these pages, our mission is a global one. Our commitment to "strengthening urban education" obligates us to look at what we mean by "urban" and to define it in terms that broaden rather than limit. Urban communities can be huge. They can be small. They are characterized by poverty; they are characterized by economic change and growth. Urban communities speak a single language, or they speak many. Urban communities are standing still, or they are undergoing tremendous change. What constitutes "urban education" has resonance in Los Angeles, in Wisconsin, in Mexico and in Beijing. The many global initiatives we are profiling in this inaugural issue will surely underscore that idea.

We intend that *Futures in Urban Ed* will provide for our readers a gathering place, where we celebrate the achievements of our illustrious faculty and researchers, salute the work of our students and the accomplishments of our alumni, and recognize our friends and benefactors who sustain our work. To make this intention a reality, we will need your help. Please provide us with news and information about members of the Rossier community.

Although USC had established a department of pedagogy 13 years earlier, the Rossier School of Education traces its beginnings to the 1909 founding of the department of education. Since that time, thousands of accomplished alumni have entered the ranks of American educators. Some of them are teaching in small-town schools while others are internationally known leaders who have changed educational policy. The common denominator for these alumni is excellence.

This year of new beginnings allows all of us at Rossier to reflect on and recommit to our mission of strengthening urban education locally, nationally and globally. As a friend of the Rossier family, we welcome your involvement in our mission and we are eager to hear from

you with suggestions for future editions of *Futures in Urban Ed*.

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

“New beginnings demand new ways of thinking about and doing our work.”



## Katzman / Ernst Chair Established

In May 2008, Princeton Review founder John Katzman established a partnership with the USC Rossier School of Education to harness the power of modern technology to train and certify teachers for urban schools.

Katzman and his wife, Alicia Ernst, have pledged \$1.5 million toward the funding of an endowed chair in the USC Rossier School; an additional \$1 million is to be provided by the Galaxy Institute of Education at USC.

The Katzman/Ernst Chair in Educational Entrepreneurship, Technology and Innovation will be instrumental in fulfilling the school's vision of reinventing what it means to be a K-12 school in the 21st century.

A national search is underway to recruit a visionary and visible leader to hold the Katzman/Ernst Chair, someone who will convene a group of multidisciplinary scholars and establish a collaborative network of education providers, from public and charter school operators to for-profit educational-services companies — all with the focus of using 21st-century technology and methods to improve urban public education.



John Katzman

## Rossier Launches Prestigious USC Online MAT Program

The USC Rossier School of Education broke unprecedented ground with the launching of the country's first online Master of Arts in Teaching Program from an elite research university, which began enrolling students in January for a June cohort. MAT@USC was created in partnership with 2tor, Inc., a private company founded by education veterans and leaders in online higher education, and it uses interactive Web 2.0 technology as part of its curriculum.

The new, cutting-edge program has come at a critical time for education. As the number of teachers needed in the U.S. over the next decade grows by an expected 12 percent, MAT@USC will make an advanced degree from one of the most respected schools of education in the country accessible to high-achieving students anywhere in the world.

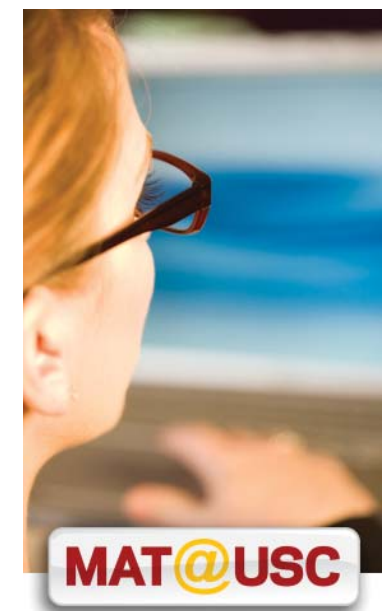
Rossier faculty customized a curriculum for this e-teaching environment, which integrates video documenting, interactive lectures using streaming video, animation and other new media and Web technologies.

"The quality of the MAT@USC online masters program is unprecedented in higher education," said Dean Karen Symms Gallagher. "For the first time ever, students will be able to achieve a Master of Arts in Teaching degree from a highly-respected school like USC without having to relocate to Southern California. Through the quality, convenience and accessibility of this online program, we are committed to producing many more qualified, rigorously trained teachers who will effect real change in high-need school districts."

MAT@USC combines online learning, student teaching at selected K-12 schools and ongoing support for new teachers, and seeks to quantify its impact on these schools, as measured by both student gains and teacher retention. The program is organized into a conceptual framework of philosophical learning through focused inquiry and guided practice, with in-school observance and teacher residency.

In addition to offering the availability of counselors and staff up to 16 hours a day, MAT@USC will monitor candidate performance on a variety of metrics to alert faculty of any difficulties mastering coursework. Coursework is structured into six modules, including Framing Experiences, Learning Theories, Pedagogy, Human Development, Social Contexts and Guided Practice.

Interested candidates should visit <http://rossier.usc.edu/mat/> or call 1-888-628-1872 to begin the application process.



**POLICY ANALYSIS FOR CALIFORNIA EDUCATION**

**PACE Gets an L.A. Face**

When policymakers in Sacramento heed calls to fix a failing educational system, Southern California's unique needs are going to be part of the conversation.

This is due, in large part, to the efforts of Dr. Dominic Brewer, who brought the issues of the greater Los Angeles area back into the light and in front of legislators when he joined the Policy Analysis for California Education, or PACE, in June 2008 as a Co-Director.

PACE, an independent and nonpartisan research center at the forefront of state policy reform issues in education, began in 1983 with the partnership of USC, UC Berkeley and Stanford University. Its research publications have guided public knowledge and policy decisions since then, and the center celebrated its 25th year leading policy analysis in October.

After USC Professor and PACE Founder Allan Odden left in 1991, education issues specific to Southern California became largely underrepresented in PACE analyses. By joining PACE as a co-director, Dr. Brewer not only reunites the center's three founding research universities, he ensures the L.A. region's highly diverse characteristics and issues carry equal weight in education policy reform efforts.

In late 2008, PACE released **Conditions of Education in California 2008**, which provides an overview of how California's education system is doing in terms of finance, governance, teacher issues and more.

Dr. Brewer, along with graduate students Icela Pelayo and June Ahn, wrote in the chapter "Revisiting the 'Crazy Quilt': Recent Developments in California's Educational Governance" that "California's governance system offers multiple opportunities to block change, and few opportunities to lead change."

Among their policy recommendations are the development of a more comprehensive state data system and changes to the system of state financing to allow more local flexibility.



Dr. Dominic Brewer

"...Dr. Brewer not only reunites the center's three founding research universities, he ensures the L.A. region's highly diverse characteristics and issues carry equal weight in education policy reform efforts."



Dr. Alex Duke

**New Hire to Amplify Recruitment Efforts**

**Dr. Alex Duke joined the USC Rossier School of Education**

as Assistant Dean for Enrollment Management and Student Services in January. He oversees recruitment, admissions, enrollment, and student services for eight distinct graduate programs.

Dr. Duke comes most recently from the Pardee RAND Graduate School (PRGS) in Santa Monica, where he served as Assistant Dean for Academic and Student Affairs from 2004 to 2008. Prior to that post, he oversaw enrollment and student services for the UCLA Anderson School of Management since 1999. He holds a Ph.D. in higher education.

"USC Rossier is at the forefront of preparing students for impactful careers in education," Dr. Duke said. "I admire the school's commitment to innovation — from its reformulation of the Ed.D. program to meet the needs of working professionals, to its new online Master of Arts in Teaching Program."

**No Small Milestone**

Dr. Emery Stoops, Ed.D. '41 celebrated his 106th birthday on December 13, and, according to USC Alumni Association and Emeriti Center records, he is in fact, the oldest living Trojan alumnus.

Dr. Stoops taught English, speech and social studies in Whittier, Beverly Hills and Los Angeles high schools and held administrative posts in Los Angeles County public schools before joining the USC faculty in 1953 as a professor of educational administration and supervision. He served as an educational consultant to the U.S. Office of Education, California State Department of Education and numerous school districts, including the Los Angeles Unified School District, and taught at USC for 17 years before retiring as professor emeritus in 1970.



Dean Karen Symms Gallagher, who holds the Emery Stoops and Joyce King Stoops endowed chair, visited Dr. Stoops at Sunrise Senior Assisted Living in Playa Vista to wish him a happy birthday.

**CARNEGIE PROJECT ON THE EDUCATION DOCTORATE**

**Rossier Ed.D. Program Shines**

Twenty-five major universities attended a three-day Carnegie Project on the Education Doctorate (CPED) convening at USC in October, which was led by Dr. Myron Dembo and Dr. David Marsh and included presentations and panel discussions on the components of Rossier's new Ed.D. program, from core to inquiry courses.

There has been a consensus among education leaders that Ed.D. programs often come up short preparing practitioners like principals and superintendents for today's education needs, and a real push to create a new, more salient education doctorate program for the future has emerged as a result.

USC Rossier School of Education has been at the very forefront of this process under Dean Karen Symms Gallagher, who initiated the development of a new Ed.D. program in 2001 and launched it in 2003. She and other leading Rossier faculty shared key parts of the undertaking at the event.

Rossier faculty showcased the innovative design and development of their five-year-old education doctorate program, which has become a model nationwide for universities seeking to create new, more relevant Ed.D. programs.

By all accounts, the convening and its content made a significant impression on the participating university leaders.

"Dean Gallagher found the perfect blend of 'top-down-bottom-up' strategies to 'make this happen,' and the faculty and school leadership responded in remarkable ways," said David Imig, director of the Carnegie Network and professor of the College of Education at University of Maryland.

"The evidence of collegiality and collaboration was insistent, and the message going away from Los Angeles was that the Ed.D. initiative has been a great success."

Evaluations by attendees of the Carnegie Foundation for the Advancement of Teaching-sponsored event reflected similarly glowing reviews of the Rossier Ed.D. program.

Assistant Professor Curt Adams of the University of Oklahoma, for example, called it "an effective framework for enhancing doctoral education."

And Anthony H. Normore, associate professor and doctoral program development director for the College of Education at California State University Dominguez Hills, said, "the opportunity to brainstorm and expand our Ed.D. knowledge-base is most appreciated... It's truly what we as educators need to build on."



**I**N AN EVER-FLATTENING WORLD, the University of Southern California is America's leader in international education, with more international students — well over 7,000 — than any other American university and a growing number of global programs.

The reasons are clear. In the 21st century, Los Angeles County, which is USC's home, offers an unprecedented diversity of cultures and global advantages and influence. It is truly the "Capital of the Pacific Rim."

The statistics paint a global picture:

- > There are more people of Korean descent than anywhere outside the Korean peninsula.
- > There are more Thais and more Filipinos than anywhere outside those countries.
- > LA County has the largest U.S. populations of Japanese and Cambodians.
- > We have major concentrations of Vietnamese.
- > There are thousands of foreign-owned enterprises.
- > We are home to the number one United States port in terms both of container volume and cargo value.
- > Los Angeles County houses world centers of education, business, international trade, entertainment, culture, fashion, media, science and technology.

The University of Southern California has greatly strengthened its global presence during the past year and will open two new international offices in China and Korea in 2009, bringing the total number to six. We have expanded our activities with the Association of Pacific Rim Universities, a network of more than 40 leading research universities around the Pacific, of which USC President Steven B. Sample was Founding Chairman. We have enhanced our presence in Asia, launched new campus-wide examinations of Latin America and Africa, and inaugurated the Global Scholars program for students.

I'm proud that the USC Rossier School of Education is at the center of this global university, with programs of research, study and service spanning countries and continents to prepare students to thrive in the global marketplace. USC Rossier offers domestic as well as international students unparalleled opportunities to participate in a truly globalized education.

by DR. ADAM CLAYTON POWELL III,  
USC Vice Provost for Globalization

REACHING

globally

# education

AN INTERNATIONAL IMPERATIVE

**W**HETHER YOU LIVE in a developing or a developed country, and whether you believe the world is flat or round, a functioning and effective education system is a primary driver of success in any society. Education is an international imperative that demands global solutions. Schools of education must create programs that develop students' knowledge and skills, and prepare them to work with their counterparts around the world to solve common problems within our educational systems.

The myriad efforts afoot at the USC Rossier School of Education approach this challenge from various directions, but always with our mission in mind: strengthening urban education locally, nationally and internationally through research and by preparing current students to be future educational leaders. Our students understand the complexity that geography, culture, and politics add to ubiquitous issues such as learning, leadership, access to education, violence and creativity. Our international research collaborations and faculty exchanges study and draw upon experiences in urban educational policy and practice worldwide.

With a global perspective to urban education in mind, the USC Rossier School of Education launched in mid-2008, an innovative resource for international

opportunities across the Pacific Rim. APRISE (Asia Pacific Rim International Study Experience) is a new unit that coordinates all of the international efforts in the Rossier School. Focused on ensuring that all students and faculty have the opportunity to participate in international experiences that will enrich their capabilities as educational leaders, APRISE works closely with the academic programs and research centers to enhance international work throughout the School. In particular, APRISE organizes student study tours that give participants an appreciation of educational policy and practice in other countries. In 2009, three such tours are scheduled to take student groups to China, and one study tour is planned to Vietnam.

Beyond these activities, APRISE also develops degree and non-degree programs for the School outside of the United States, coordinates partnerships with peer institutions abroad, facilitates student and faculty exchanges and research activities, and sponsors conferences and other activities that promote connections between the Rossier School and its international partners. APRISE's first international study tour took place in May 2008 when Dean Karen Symms Gallagher and Professor Michael Diamond escorted nine Ed.D. students whose focus is on higher education on a 10-day tour visiting educational institutions and related

organizations in Beijing and China. Articles in this issue by Jonathon Hyde and Bridget Le Loup, students on that study tour (see pages 10 and 11 of this issue), provide personal perspectives on this trip.

APRISE also focuses on establishing and maintaining partnerships for the School that will support the School's educational and research agendas. To this end, partnership agreements are now in place with Peking University and Beijing Normal University in China, and strong working relationships are underway with Fudan University, Shanghai Normal University and East China Normal University. Other recent agreements with the Yangpu Teacher Training College in Shanghai and the Southeast Asian Ministers of Education Organization's Regional Training Center in Ho Chi Minh City, Vietnam, provide valuable networks for the Rossier School.

The USC Rossier School of Education is committed to providing its students and faculty with opportunities to develop and implement solutions to the issues that face educators and the societies they serve. Through partnerships, exchanges, international study tours, and research, Rossier School faculty and students engage the challenges of urban education at home and abroad. Their work, supported by APRISE, serves to extend the reach of the School beyond Southern California, and to bring the experiences of other countries and cultures to bear on the education and research conducted at USC. ■

## GLOBAL LEADERS ADDRESS HIGHER ED



Provost Lin, Peking University

**L**EADERS OF PRESTIGIOUS RESEARCH UNIVERSITIES around the Pacific Rim came to Rossier in October for two events that centered on the future of higher education in an increasingly global world and opportunities for collaboration with U.S. institutions.

USC Rossier Dean Karen Symms Gallagher hosted the first gathering of 11 education school deans from the Association of Pacific Rim Universities or APRU Oct. 15-17. Participants came from everywhere from China to New Zealand and Japan to South Korea to look at future partnerships to address education issues in the societies they serve.

Several topics were addressed, including ways to ensure research contributes to decision-making on the policy level, building a shared research infrastructure among the education schools and identifying a common pursuit. The group established a steering committee and aims to present a proposal to the association presidents by June 2010.

Following the APRU meeting on Oct. 20, USC Rossier, in conjunction with the USC U.S.-China Institute, held a conference to discuss specific conditions of higher education in China, which are transforming at a record pace. Higher education, once exclusive to the elite, has become attainable to the masses in China.

Peking University Provost Jianhua Lin spoke to university leaders about what he sees as a prime opportunity for U.S. research universities to play a significant role in shaping the future of Chinese higher education. He also addressed some of the challenges ahead.

The Chinese central government's education budget has increased dramatically, but the percentage allocated to higher education remains stagnant. And there has been an overemphasis on science versus other fields, such as the social sciences.

Lin said industry needs to pair up with schools to better meet the needs of the job market. Currently, one year after graduation, 20 percent of university students in China have not found full-time, permanent employment, he said.

While top-tier research universities are in high demand, they are distributed unevenly throughout China. The number of Chinese graduate students is climbing, but the middle and western regions have few institutions with graduate schools — something U.S. universities may be poised to change. ■

"APRISE works closely with the academic programs and research centers to enhance international work throughout the School."



by DR. MIKE DIAMOND, Executive Director of APRISE and Professor,  
and DR. MARK ROBISON, Director of APRISE and Clinical Associate Professor

## two students. two views.

MY PHONE RANG AT 7 a.m. on May 12, 2008. My friend and colleague, Marisa, called and told me to turn on the news. China had just experienced an earthquake measuring 8.0, and we were scheduled to fly into Beijing the next day. My experiences with China really began on this day, as we watched the devastating natural disaster unfold in the Sichuan province. We visited China during an epic period of time as they faced a national crisis, and during a time of national pride as preparations were underway to host the 2008 Olympics. The opportunity to participate in the first study tour of China offered by Rossier's Asia Pacific Rim International Study Experience has become a highlight of my doctoral program.

After my first year in the program, I was selected into Dean Gallagher and Dr. Diamond's thematic dissertation group on Globalization and Higher Education. I had never considered how globalization would be related to higher education, and was excited to think about my chosen field in a new realm. In 2007, I attended a conference that Rossier had offered on "Trends in the Globalization of Higher Education." President Tsang of Santa Monica College gave a keynote address on Global Citizenship as a responsibility and a goal for all students. Dr. Tsang's address resounded with me and the question for me remained: how can higher education develop a global mindset, and instill a global sense of responsibility? This conference led me to my dissertation topic on the leadership of Santa Monica College and their initiative to develop global citizens.

The Rossier Ed.D. program has broadened the lens in which I view my role in Student Affairs. The curriculum and opportunities that Rossier offers have shaped my perspective of higher education and provided me with a new approach in my work. I have been able to incorporate global concepts into my programmatic efforts in Residential Life by partnering with Faculty in Residence from the UCLA World Arts and Culture department, and encouraging students in my residential community to incorporate cultural and global perspectives into their programs and community initiatives.

The study tour in China broadened my understanding of the opportunities and pitfalls of the American system

by BRIDGET LE LOUP, Ed.D. '09

of higher education, and provided me with a glimpse of China's evolution in education. During the trip I was able to observe the Dean and Dr. Diamond as they worked to establish relationships with the universities that we visited and sign memoranda of understanding. The opportunity to observe the graceful diplomacy of the leadership of Rossier and understand the political significance of the established partnerships was invaluable.

The impact of globalization in higher education will continue to unfold as new generations of students demand the skills and knowledge needed to compete in a global workforce. The problems that we are facing in the world, such as climate change and interconnected economies, must be addressed from a global perspective. Leaders in higher education benefit from schools like Rossier, which seeks to expand the mindset, cultural competencies, and experiences of educators and administrators by offering global experiences and developing valuable partnerships with universities worldwide. ■



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IN MAY OF 2008, I had the great fortune of traveling to China with the Rossier School of Education to learn about the impact of globalization on postsecondary education. As a doctoral student in Rossier, this trip was highly relevant to my dissertation. I am examining the ways that individuals in positions of university leadership at land grant institutions are able to shape and guide global expansion in the 21st century. In China, I traveled with Dean Karen Symms Gallagher and Dr. Michael Diamond, along with several peers in the Doctor of Education program whose dissertations focused on the topic of globalization in postsecondary education.

We were able to visit both Shanghai and Beijing during our trip, and more specifically, educational institutions based there. Some highlights included visiting the World Bank, Peking University, Beijing Normal University, Fudan University, and various other places of a historical nature, such as the Great Wall and the Forbidden City. The trip was without a doubt one of the most amazing experiences of my academic career, and I was able to bond with my traveling companions in a deep and meaningful way that only traveling together can accomplish.

During my time in China, I learned much about the culture and about the way higher education is changing there. During our meetings with the various universities, Dean Gallagher signed memoranda of understanding

TOP LEFT ON THE GREAT WALL:  
Jonathon Hyde, Elizabeth Peterson

◀ BOTTOM LEFT:  
Aura Suburlan, Dean Gallagher, Dr. Mike Diamond,  
Bridget Le Loup, Joy Lorenzoni, Kathy Knodel,  
Marisa Herrera, Lloyd Sun

by JONATHON HYDE, Ed.D. '09

which focused on building collaborative relationships with the institutions we were visiting. Additionally, as doctoral students, we were able to meet one-on-one with Chinese doctoral students who shared their research interests and discussed educational problems and solutions facing China today.

I currently work in the Division of Student Affairs at USC, and because of this, I connected with a professor of higher education at Beijing Normal University who was highly interested in the concept of how a university could create a residential college system and implement it on campus. Because USC has a long history of utilizing this residential model, I was able to share with him how our system operates. We may even be collaborating on an article in a Chinese academic journal on this very topic in the future!

I learned about the system of governmentally recognized minority communities in China and have developed a friendship with Huiju Lu, who is a member of the Zhuang community in China. He is a doctoral student at East China Normal University and is planning to go back to his community and teach when he receives his doctorate. His story outlines a large issue in Chinese education today: individuals from rural communities are flocking by the millions to urban areas to obtain jobs and education. The strain on urban areas is leading to a never-before-seen expansion of Chinese postsecondary education which Chinese scholars refer to as "massification." I will never forget the amazing experience of traveling to China with the Dean, Dr. Diamond, and my fellow students. The experience has sparked a new passion for international travel in me, and I have definite plans to return to China for academic collaborations — and of course, to see my friend Huiju Lu again. ■

# failed states

OVER THE LAST SEVERAL YEARS, THE ROSSIER CENTER FOR HIGHER EDUCATION POLICY ANALYSIS (CHEPA) HAS EXPANDED ITS FOCUS ON INTERNATIONAL HIGHER EDUCATION IN SEVERAL WAYS. MOST RECENTLY, THE AUTHOR RETURNED FROM A SABBATICAL IN MALAYSIA AND AUSTRALIA AND WAS STRUCK YET AGAIN BY HOW OUT OF THE MAINSTREAM MOST OF AMERICAN HIGHER EDUCATION IS WITH REGARD TO GLOBAL CURRENTS.

Although many of us currently think of higher education as a market, I remain unconvinced that such thinking is a fruitful metaphor for strategic planning about how the university should be involved beyond our borders.

Joseph Stiglitz has noted how universities are in the business of knowledge production.

"Knowledge is a public good," he observes, "and restricting knowledge leads to inefficiency — a lower pace of innovation."

Stiglitz's point is not simply about universities in the United States. He argues instead about the need to create an innovation fund for universities in the developing world. Let's take his idea one step further.

Few dispute that privatization is a worldwide trend. The public support of higher education has lessened, universities increasingly have to rely on external resources, and for-profit higher education is among the fastest-growing sectors.

Whether we look at the United States, Malaysia, Australia or Chile, such observations are commonplace. A great deal

of hand-wringing occurs as many of us worry about the state's commitment to 'the public good.'

Concomitant with discussions about privatization and the rise of for-profit colleges and universities are observations about how globalization is driving, or at least contributing, to these changes.

Relatedly, we see public and private colleges and universities creating campuses and dual-degree programs around the world.

One area where such activities are not taking place, however, is in what Ashraf Ghani and Clare Lockhart call 'failed states.'

A failed state is one that is unable to govern itself and provide the citizens with a stable daily life and a chance at prosperity.

To eradicate poverty, or to reduce terrorism, they argue, a functioning state must be in existence. Increasing foreign aid or ceding functions of the state to outside aid agencies will not produce long-term stability.

Afghanistan and Somalia are examples of failed states, and the estimate is that over 2 billion people live in such countries.



by DR. WILLIAM TIERNEY

Wilbur-Kieffer Professor of Higher Education, Director of CHEPA

In addition to being dangerous places to live and work, there is usually not much legitimate money to be made in a country that is on the brink of, or has just recovered from, war. For-profit institutions cannot see a profit. Private and public universities see no benefit to their involvement in such countries.

The result is that branch campuses or dual-degree programs are largely absent in failed states because they are not a productive 'market.'

Over the next three years, CHEPA will be looking at the question of how universities might be more involved working with failed states to promote what my colleague Simon Marginson has called "global public goods."

Such a point could not be more forcefully made about how to help states that are in need of economic, political and social reform.

I recognize that this observation is fraught with challenges. If universities become involved in a manner that typifies colonialism, then supporting failed states in their higher education endeavors could do more harm than good.

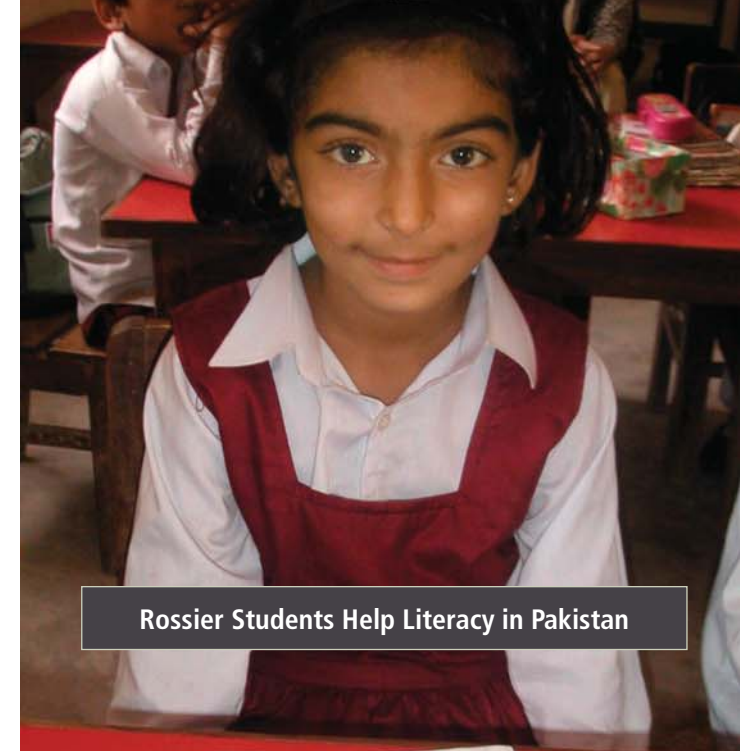
Many college and university leaders will question how involvement of this sort could be of any benefit to the home institution. Faculty will surely question the wisdom of involvement in universities where terror and violence are common. Such observations are important and we intend to consider them in this undertaking.

Universities historically have had two crucial roles. They have trained individuals for professional jobs, and they have enabled civil discourse to occur by a commitment to academic freedom.

Failed states have a crucial need for both of these roles. If local universities do not train local citizens for professional jobs, then the state remains subservient to international agencies and their managers.

Ultimately, a failed state has to have the human capital to staff its agencies, businesses, and schools. Without an arena where civil discourse is enabled to occur, the primary means of communication remains through violent acts.

If those of us in universities eschew involvement in failed states, then who will fill these roles? In an era of globalization, don't those of us in higher education have an obligation for more active, sustained engagement in failed states as part of a contribution and investment in global public goods? ■



Rossier Students Help Literacy in Pakistan



Several Rossier students are impacting literacy in Pakistan through volunteer efforts with Developments in Literacy (DIL), which works to increase educational opportunities for youths, especially girls, in Pakistan's underserved areas.

The students spent the last semester writing and illustrating story books to use in Pakistani classrooms. Annie Field, Los Angeles Program Director for DIL, said their efforts were greatly appreciated.

"The students brought a variety of different background experiences to the project, but all share a commitment and passion for helping children in Pakistan," Field said.

Esinam Bediako (MAT '09) said she found writing the pedagogically sound and culturally relevant books for children in Pakistan to be extremely rewarding.

"As the daughter of Ghanaian immigrants, I feel like reaching beyond U.S. borders is one of my number one goals," Bediako said. "Though we have an educational crisis in the U.S., other parts of the world need help, too."

DIL establishes, adopts and manages primary and secondary schools in Pakistan for underprivileged children, particularly girls. DIL manages 127 schools in partnerships with seven non-governmental and nonprofit organizations, and directly operates 23 schools.



## Strengthening Korea's Public Schools

INTERNATIONAL COLLABORATION IS CENTRAL to Rossier's Masters Programs in Teaching English to Speakers of Other Languages (TESOL) and Teaching English as a Foreign Language (TEFL). Most of our students are internationals who return to teach English in home countries such as Taiwan, China, Korea, Thailand, and Libya. Many domestic graduates of the program also teach English abroad for a portion of their career. Staying connected to global developments in English-language policy and instruction is therefore essential. Such engagement helps us offer training that is more localized and less ethnocentric (Canagarajah, 2005) and helps increase Rossier recognition and attract quality students. A key objective of the Masters in TESOL/TEFL Programs thus remains to strengthen linkages with key overseas stakeholders.

One recent product of this type of international outreach is a partnership with the Education Department of Gyeonggi Province of Korea. English education in Korea is at a crossroads. The Korean government is giving significant attention to the reform of English language education and English teacher training and a number of new initiatives of the Korean Ministry of

Education have resulted. One of these is its "5 Plus 1" program which gives selected Korean public school teachers five months of intensive TESOL training in Korea, followed by one month of professional development and cultural immersion in an English speaking country. Rossier Professional Development, the Masters Programs in TEFL/ TESOL, and the USC Language Academy recently collaborated to host a group

of 40 participating school teachers from Korea (above) in January.

The Teacher Training Institute (TTI) program represents a new and replicable short-term training model for assisting English teachers in Korea as well as other countries as they entertain new approaches and deal with increasing demand for English-language learning. ■

For references, please go to: <http://rossier.usc.edu/futures/>

by DR. ROB FILBACK, Assistant Professor of Clinical Education and Director of the Masters Programs in TESOL and TEFL



Dr. Rob Filback

### Rossier Enterprise Unit Programs

The **USC Language Academy** offers a year-round, non-credit intensive English program on campus to approximately 500 students each year. Coming from an average of 15 nations, Academy students participate in rigorous academic English courses and experience the culture of the U.S., American academia and USC together. The Academy works with many departments, student groups and local schools to immerse its students in the USC experience and provide cultural exchange to USC and the local community.

**USC Rossier's Office of Professional Development Programs** provides both short-term customized and open enrollment non-degree programs for international and domestic teachers and administrators. Programs leverage the expertise of Rossier faculty who are known for their cutting-edge work in diversity, accountability, learning and leadership. Special areas of academic focus include management of school business, second-language learners and teachers of English, gifted and talented curriculum development and teaching, turning around underachieving schools, and the motivation of young learners.

# Change Agents Wanted!

Help spread the word about Rossier's innovative graduate programs:

## Master's Degrees

- Educational Psychology/Instructional Technology
- Marriage and Family Therapy
- Postsecondary Administration and Student Affairs - emphases in Athletic Administration, Academic Advising, and Student Affairs
- School Counseling
- Teaching - offered both on campus and online
- Teaching English as a Foreign Language
- Teaching English to Speakers of Other Languages

## Doctoral Degrees

- Doctor of Education (Ed.D.) - Three-year program for scholar-practitioners
- Doctor of Philosophy in Urban Education Policy (Ph.D.) - Fully-funded four-year program preparing faculty and educational researchers

[www.usc.edu/education](http://www.usc.edu/education)

**USC Rossier**  
School of Education

If you know someone with the potential to be an educational leader, email that person's name and contact information to [soeinfo@usc.edu](mailto:soeinfo@usc.edu).

A Rossier staff member will follow up with information about our programs.



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

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

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

# the global phenomenon

of publicly-financed,  
privately-operated schools



This article is based on a forthcoming chapter ("An International Perspective on Publicly-Financed, Privately-Operated Schools") in the **Handbook of Research on School Choice** (Routledge, 2009).

OVER THE COURSE OF THE PAST CENTURY OR MORE, the allocation and operation of primary and secondary schooling in most countries has become a largely government function. By far the most common approach has been the combination of government funding with government operation. Most recently, however, many governments have begun to implement departures from the "pure model" of sole public funding and sole public provision. These variations are many and complex, but most are accompanied by fundamental changes in the decision rights of actors (e.g., parental choice, school governance) as well as in funding (e.g., increased reliance in non-public funding). Interestingly, the experimentation has occurred across the geographical and economic development spectrum. Representing developed countries are parts of Canada (Van Brummelen, 1993); the UK (Whitty, 1997); Japan (Green, 2000); the U.S., Australia, and Sweden (Power, Halpin, and Whitty, 1997); New Zealand (Robertson & Dale, 2002); the Netherlands (Teelken, 1999); France and Australia (CITE). Among developing countries introducing such resource allocation schemes are Tanzania, Nicaragua (Ravarola & Fuller, 1999), and Pakistan (Jimenez & Tang, 1987). And among newly emerging economies in between are Qatar (Brewer et al., 2007), Singapore (Tan, 1998), Chile (Narodowski and Nores, 2002), Argentina (Potter and Hayden, 2004), and parts of China (Mok, 1997). In broad strokes, these initiatives include various combinations of public funding of private institutions, devolution of governance, increased consumer voice, and new forms of private institutional financing of public and private institutions.

Particularly significant in the past decade has been the development of schools that received some government funding but are privately operated — independent, charter, foundation or contract schools. A number of important dimensions — at least four — collectively distinguish independent schools from other forms of public schooling, including home schooling: (1) they receive at least 50% of their annual operating funding from a government source; (2) schooling is free to the student, i.e., no additional tuition is permitted above the level of the per-pupil appropriation; (3) the school operates under a routinely reviewable contract, charter, or agreement between an "authorizer" (a government or government-authorized agency of some sort) and a "provider" (an operator who may be a company, group of parents, nonprofit group, or some other entity established for the purpose of operating schools) in which the expectations of both parties are specified and enforceable; and (4) the decision rights available [ CONTINUED ON NEXT PAGE > ]

by DR. DOMINIC J. BREWER, Associate Dean for Research and Faculty Affairs  
Clifford H. and Betty C. Allen Professor in Urban Leadership,  
and DR. GUILBERT C. HENTSCHKE, Professor and  
Richard T. Cooper and Mary Catherine Cooper Chair in Public School Administration

# publicly-financed, privately-operated schools

[ > CONTINUED FROM PREVIOUS PAGE ]

to the provider are materially and substantially in excess of those available to their counterparts who oversee the operation of traditional public schools. Consequently, these schools typically operate with significantly greater autonomy than traditional public schools.

**RATIONALES FOR INDEPENDENT SCHOOLS POLICY.** Several rationales appear to have been used by governments to introduce independent schools. One is that in most developed countries school systems have come under pressure to focus more on quality and student outcomes. A second reason grows from concern about the ability of government-operated schools to be innovative and flexible. Third, privatization in education has moved roughly in tandem with similar trends in other social services.

**CRITICAL FINANCE AND GOVERNANCE IN DESIGN AND IMPLEMENTATION.** There are a number of the major issues that arise in establishing independent schools. What decisions must be dictated from center and what decisions can be left to schools? How does one ensure sufficient support while at the same time creating a regulatory environment that protects the state's critical interests? What is an appropriate level of funding? How important is it to increase the supply of schools? These and many other questions morph into local issues that compete with each other in the minds of advocates and detractors of independent schools.

**PROSPECTS AND CHALLENGES FOR THE FUTURE.** Despite the great variations both across and within jurisdictions over time, the idea of independent schools has considerable appeal in a rapidly changing external environment where markets have become more acceptable as allocation mechanisms even in social service and education delivery. There is some evidence that independent schools are

coming to be viewed as a systemic option for change, rather than simply a marginal innovation from which a few students can benefit. In the United States, for example, in cities such as Washington, D.C., New Orleans, Boston, Philadelphia, and New York City, charter schools have been embraced as part of the solution to improving student outcomes rather than as unwelcome competition. In Qatar, which offers one of the few examples of a 'designed' public school system, independent schools were introduced gradually with the intent of supplanting all Ministry-operated schools within a decade, a reality that looks likely to come to pass. The scaling up of independent schools alongside the traditional system appears to be a logical development in the evolution of school systems, roughly analogous to many successful businesses (Christiansen, 1997; Christiansen & Raynor, 2003).

As this occurs, new challenges arise. For example, independent schools may be unable to continue attracting the entrepreneurial and managerial talent among operators and teachers that they could initially attract. It is possible that without significant investments in re-training of teachers, for example, or enhanced monetary incentives to potential operators, the supply of needed resources for independent schools may dry up. If Ministry officials see that independent schools can operate with considerably less oversight than traditional public schools, they may fear for their own jobs. If teachers in the traditional sector continue to be protected by civil service employment protection, with salaries not tied to performance, it may be increasingly difficult to persuade them to work in new independent schools. Similarly, as independent schools scale up and mature, they may inevitably "regress to the mean." In other words, new independent schools tend to look more and more like the schools they were designed to replace or supplement. This is partly because the best talent gets used up. It is also because of government agencies' tendency toward increasing regulation and bureaucratization, which in turn tends to emphasize uniformity. ■

For references, please go to: <http://rossier.usc.edu/futures/>

by DR. MICHELLE RICONSCENTE, Assistant Professor

**T**HE FIELD OF EDUCATIONAL PSYCHOLOGY is little over a century old, and research into what motivates humans to engage in learning-related activities is always evolving to represent greater diversity with respect to gender, ethnicity, and geography. However, studies based on learners in Latin American countries are still very rare in the corpus of educational psychology research.

This gap in the research means current theories may not be describing academic motivation in these populations. It also means there is a paucity of research-based knowledge about the motivation of students in Latin America to inform teachers and organizations involved in educating these youth.

This has implications for many practitioners and policy makers in countries with a substantial Latin American immigrant population, such as the United States, where over half the foreign-born population emigrated from Latin America (U.S. Census, 2000).

In our research project, thanks to generous support of the Advancing Scholarship in the Humanities and Social Sciences research grant program, an initiative of the Office of the Provost, we are working to lay a crucial foundation for continued research and educational practice by investigating students from Mexico. The bulk of research into student motivation has taken place in the United States and a handful of other developed countries, and little is known about what drives Mexican students to engage in learning. Educators teaching immigrants from Mexico and other Latin American countries currently lack the kinds of insights research could offer into culturally specific factors in students' motivational processes.

The project also shapes and applies innovations in research methodology that bring culturally specific factors to light while simultaneously allowing for cross-cultural comparisons. Virtually all surveys used to examine students' motivation have been created in developed nations. Since surveys are like eyes that can only discover objects they were created to see, when they are simply translated and administered in other countries, such surveys will fail to detect aspects of students' motivation unique to those contexts.

Our study, by contrast, creatively combines both qualitative and quantitative methods. Results from focus groups and interviews inform the creation of new same-context surveys. Subsequent administration in the target countries of both the new surveys and previously established other-context surveys enable the detection of context-specific as well as context-crossing factors.

The documentation of this methodology holds promise for the conduct of research internationally as well as within the United States, where cultures vary markedly both within and across urban, suburban, and rural locales. ■

## MOTIVATION SOUTH of the BORDER



Dr. Michelle Riconscente

*The Center on*  
**Educational Governance**

*Dr. Priscilla Wohlstetter, Director*

**The Center on Educational Governance or CEG focuses on the linkages between policy, educational governance, and the improvement of urban schools and systems.**

CEG hosted a number of visiting scholars from Asia seeking the center's repertoire of expertise in policy and governance issues in the U.S., and it continues to strengthen its collaborations with U.K. leaders in education.

Japanese scholar Dr. Hirofumi Hamada, a professor of School Administration and Management at the University of Tsukuba, recently published a book on his research on principal leadership training with a special focus on autonomous, self-managing schools. During his stay, CEG provided Dr. Hamada with U.S. context to research and facilitated his interviews within both private and public sectors.

Most recently, Dr. Kongzhen Li, a professor in the Educational Science College at Capital Normal University in Beijing, came to study American charter schools and their possibilities in China. She co-authored an article on the topic

High School in L.A., are often implemented in U.K. academies, and the leadership insights shared by experts here often inform management philosophies later adopted by school heads there.

The second edition of **Essentials in Leadership**, which is edited by Dr. Davies, examining leadership strategies around the world, is due out in early 2009. Dr. Hentschke authored the chapter on entrepreneurial leadership.

*The Center for*  
**Higher Education Policy Analysis**

*Dr. William Tierney, Director*

**The Center for Higher Education Policy Analysis or CHEPA brings a multidisciplinary perspective to complex social, political, and economic issues in higher education.** CHEPA Director Dr. William Tierney spent the last year conducting extensive research on international higher education around the world.

While on sabbatical from January to May 2008, Dr. Tierney was scholar-in-residence at Universiti Sains Malaysia, National Higher Education Research Institute and at University of Sydney, Australia, where he studied how globalization

Press this June — in time for the APRU Presidents Meeting.

In addition, Dr. Tierney has a forthcoming article in the **Higher Education Forum** of the Research Institute of Higher Education (RIHE) at University of Hiroshima in Japan. In his piece, "Globalization, Rankings and the American Model: A Reassessment," he argues that many consider privatization a hallmark of U.S. universities, but another key component to the American model is one overlooked by many institutions seeking to duplicate its success — academic freedom.

*The Center for*  
**Cognitive Technology**

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

**The Center for Cognitive Technology or CCT conducts and analyzes interdisciplinary research on the role of new technology in the development of advanced expertise and performance motivation.** Its mission is to improve learning, assessment, and motivation in diverse settings.

CCT is playing a significant role in shaping culturally sensitive interactions between American soldiers and Iraqi civilians. CCT was asked to collaborate with immersive technology experts at the Institute for Creative Technologies (ICT) and the Game Innovation Lab at the USC School of Cinematic Arts as well as researchers from the U.S. Army to build a new game-based training application for the U.S. Army called BiLAT.

BiLAT is a computer-based immersive training program designed to enhance the negotiation skills and cultural understanding of soldiers overseas by providing them with a number of complex practice scenarios. Each mission features a network of realistic virtual characters or avatars and multiple outcomes, and an intelligent tutor provides guidance and feedback on strategies and situational details as they change.

CCT Co-Director Dr. Richard Clark interviewed top military and civilian experts to capture the knowledge and skills of negotiators who have been highly successful in Middle Eastern cultures. This information was then incorporated into the training program to give soldiers the benefit of the training based on expert knowledge, while avoiding the common errors that untrained negotiators make in Middle Eastern cultures.

Dr. Clark and CCT research associates Dr. Kenneth Yates and Sean Early also worked with the ICT to design a one-hour training program called BiLAT: AIDE that precedes the BiLAT game. The AIDE program provides instruction in critical negotiation concepts and demonstrations of procedures to prepare for and conduct negotiations in a Middle Eastern

setting, which users then practice in BiLAT. The AIDE program also includes a video written and produced by a Hollywood production company showing a soldier who uses inappropriate American negotiating strategies with his Middle Eastern counterpart and fails. A lesson on negotiation follows, along with video showing the successful post-training outcome of that negotiation.

*The Center for*  
**Urban Education**

*Dr. Estela Mara Bensimon and Dr. Alicia Dowd, Co-Directors*

**The Center for Urban Education or CUE leads socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes.** The work of CUE addresses higher education productivity for a globalized economy.

There are many ways of interpreting "global" and "globalization." A key globalization policy challenge faced by the U.S. and California in particular is how to more effectively provide opportunity for success to the immigrants that have come here from underdeveloped economies. The Center for Urban Education is addressing this very big global policy problem by focusing on improving outcomes for these students here in the U.S.

The United States has done fairly well in providing access to higher education for our high-need immigrant population, but has done quite poorly in translating access into increases in degree attainment among Latinos and other racial ethnic minorities. In fact, the U.S., according to the State Higher Education Executive Officers (SHEEO) organization, has the worst degree-completion rate among developed nations, especially for low-income and racial-ethnic minority students.

**In Immigrants and Boomers: Forging a New Social Contract for the Future of America (2007)**, USC colleague and CUE affiliate, Dr. Dowell Myers, argues that in order to grow the new skilled workforce needed by California to maintain a stable middle-class taxpayer base, college participation and attainment among the growing immigrants from Mexico and Central America has to increase.

CUE's work, particularly its innovative data tool known as the Equity Scorecard, and the statewide California Benchmarking Project, are helping higher education leaders and policymakers assess how well schools are performing in creating successful outcomes for Latino/as and other minority students. The Equity Scorecard encourages colleges to look at the "evidence" — the research data — and use it to identify institutional attitudes, beliefs and practices that affect student outcomes. ■

## Rossier Research Centers Have *Global Impact*

with CEG Director Dr. Priscilla Wohlstetter and Ph.D. student Chuan Ally Kuzin, which was published in the **Journal of the Chinese Society of Education**.

In February, a delegation of about a dozen heads from autonomous schools in England known as "academies" arrived for the second annual weeklong visit to explore issues in California charter schools hosted by CEG. Dr. Guilbert Hentschke of the USC Rossier School of Education and CEG and Dr. Brent Davies of the University of Hull initiated the international collaboration, which is sponsored by U.K. Academies Trust and Rossier.

School heads from England examine practices at secondary urban charters in the L.A. area, and education leaders use the opportunity to compare best practices in U.S. charters with those used in academies, which are the U.K.'s closest equivalent to American charters, and hear from expert panelists on charter performance and governance issues.

Promising practices, such as "writing across the curriculum" model utilized at View Park Preparatory Accelerated Charter

was changing postsecondary education in these countries. International university rankings are weighed heavily in both countries, and Dr. Tierney questioned the value of such measurements to nations' higher education system needs.

In a partnership between the Association of Pacific Rim Universities (APRU), led by Dr. Tierney, and the Pacific Economic Cooperation Council (PECC), led by Dr. Christopher Findlay of Australian National University, researchers examined the role of tertiary education in a dynamic market. Dr. Tierney concluded there will be a war of skills in the future of higher education, as competition, privatization and cross border flow skyrocket.

Dr. Tierney noted the definition of an international university is shifting rapidly, and he raised the issue of a need for higher quality and quality assurance, as well as more data driven analysis. He co-authored the book, **Globalization and Tertiary Education in the Asia Pacific: The Changing Nature of a Dynamic Market**, along with Dr. Findlay. The book will be published by the National University of Singapore

## New Faculty at Rossier

**Dr. Mary Helen Immordino-Yang** joined Rossier as Assistant Professor of Education in August 2008. She is a cognitive neuroscientist and educational psychologist who studies the brain bases of emotion, social interaction and culture and their implications for development and schools.

**Q Why USC Rossier School of Ed?**

**A** Rossier's combined emphasis on research and teacher training is exciting, since it allows promising new findings about children's learning to be translated directly into the hands of future teachers, administrators and school-based support personnel.

**Q What are some goals/challenges in your new position?**

**A** In a lot of ways, my goals and challenges are the same — bringing a developmental and educational perspective to the design and interpretation of neuroscientific experiments, and in turn translating the scientific results to educational professionals who can leverage them in improving urban schools. Working one-on-one with teachers and schools is a big focus for me, since I find it challenges me to think in practical ways about the meaning of my work and findings. Teachers often ask me hard questions that force me to think about how this science can really help society, and in struggling to answer I often learn a lot.

*To read about Dr. Immordino-Yang's current research, turn to page 15.*

**Dr. Jamy Stillman** joined Rossier as Assistant Professor in January 2008. Prior to her current post, Dr. Stillman spent 2½ years as an assistant professor in the Barnard College, Columbia University urban teacher education program.



Dr. Jamy Stillman

**Q What are some of your goals in your new post here?**

**A** As the teacher of education faculty work to redesign the teacher preparation program and to create the new online program — the MAT@USC — I have high hopes that we will do an even better and more expansive job of preparing teachers for high-needs schools. I also look forward to conducting research on this new program and contributing to national conversations about teacher preparation for high-needs schools.

**Q Talk about your research interests and your teaching style.**

**A** I am interested in the relationship between preservice urban teacher preparation and inservice teacher practice in urban schools. I am currently exploring how preservice clinical experiences in urban schools prepare student teachers to navigate the challenges they will face as new teachers working in urban schools. One of the aspects of this topic that interests me most is the policy context of urban schools and the role it plays in preservice clinical experiences and actual teaching in urban schools.

I really love to teach. One of my main goals as an instructor is to model research-based instructional approaches that I hope my Teacher Education students will use with their K-12 students and that my TEMS (Teacher Education in a Multicultural Society) students will draw on when they become teacher educators.



Dr. Rudolph (Rudy) Crew

**Dr. Rudolph (Rudy) Crew** joined the faculty as Professor of Clinical Education on Jan. 26. He is a lifelong educator whose career has spanned from the classroom to the chancellorship of the nation's largest school district, New York City Department of Education, where he served from 1995 to 1999. Since 2004, Dr. Crew has served as superintendent of the nation's fourth-largest school district in Miami-Dade County, Florida, for which he earned the AASA 2008 National Superintendent of the Year Award.

Dr. Crew serves on President Obama's Educational Policy Council and counseled the President's Education Transition Team.

Dr. Crew serves on President Obama's Educational Policy Council and counseled the President's Education Transition Team.

**Q Why USC Rossier?**

**A** I chose Rossier because I wanted to find a place where there was an effort to connect practice to research. That connection has been difficult to find and even more difficult to execute. It's really important to move in that direction for the survival of public education and for the value of schools of education.

**Q What is your teaching style?**

**A** My teaching style is a blend of reading, research and powerful stories about children and the communities from which they come. I am particularly drawn to the use of storytelling as a form explaining leadership and its complexities in urban America. This is an extraordinary time in public education. The best course syllabus is right in front of our eyes. I teach in a way that brings the practice into focus of the literature.

**Q What are your research interests?**

**A** My interests are in the area of international standards of student performance. I continue to be focused on changing urban communities by changing the demand, rather than supply side of the economic and educational equation. That is a useful framework for rethinking leadership, curriculum and teacher development.

## New Faculty at Rossier



Dr. David Balok

### Dr. David Balok

**joined Rossier in August 2008 as Clinical Assistant Professor and Faculty Lead for the School Counseling Program.** Dr. Balok, who received his Ed.D. at Rossier in 1981, worked for 34 years as a teacher, counselor and administrator in LAUSD, and he has been an adjunct professor at USC for eight years.

**Q What drew you to this field?**

**A** I am drawn to the field of counselor education because of the critical nature of school counselors in addressing serious social problems. Public school dropout rates exceed 40% in California and 50% in Los Angeles. Dropouts are disproportionately children of color. The school counselor is uniquely positioned to personalize schooling for each student and help him or her make the connection between school subjects and career interests.

**Q What are some goals/challenges in your new position?**

**A** I have always been interested in theories of psychotherapy. But my research has been in the areas of teacher morale in public schools, especially how building principals could positively influence it.

**Q What is your teaching style?**

**A** School counseling is a clinical training program. My hope is to provide the foundation for a practical education, so our graduates will have a realistic expectation and a soaring inspiration to be advocates for improved student support.

### Dr. Gary Scott

**joined Rossier in July 2008 as Assistant Professor of Clinical Education.** Most recently, Dr. Scott was LAUSD Local District #7 Coordinator of Secondary Mathematics and Science Programs.

**Q What are some of your goals in your new post here?**

**A** A major goal is to fully develop the new Master of Arts in Teaching program. There is an online portion and a parallel brick-and-mortar program that faculty are constructing. Our first cohort of students will begin in June 2009. I am working on the K-12 mathematics and science courses for the program.

**Q Talk about your research interests and your teaching style.**

**A** My research interests are centered on applying cultural-historic learning theory to the development of curricula that develops students theoretical thinking in mathematics and science. My teaching style is very interactive and problem-based. I engage students in problems of practice and together we develop pragmatic solutions to the problems based on theories of learning.

### Dr. Tracy Tambascia

**joined Rossier in January 2009 as Associate Professor of Clinical Education and Program Lead for the PASA master's degree.** Most recently, she served as vice president of student affairs and dean of students at the Art Center College of Design.

**Q Why USC Rossier School of Ed?**

**A** I am a graduate of the Ed.D. program (2007) and have always been impressed by the faculty in the school. It is such a privilege to work with the faculty in my new position and I am really looking forward to it. Also, as a student affairs professional for the last 15 years, I have had the opportunity

to interview and hire PASA (Postsecondary Administration and Student Affairs) grads. I found that PASA grads were always exceptionally prepared and qualified, always making a strong impression. I am excited at the prospect of now being an integral part of preparing these new professionals and helping them transition into the field.



Dr. Tracy Tambascia

**Q Talk about your research interests and your teaching style.**

**A** I have had the good fortune to have significant overlap in my research interests and professional practice. I am very interested in issues related to diversity and equity in educational outcomes for historically under-represented students, and have been involved in several programs and grants related to this. In general, much of my work as a senior student affairs officer has focused on student advocacy, examining student policies to assess equity and fairness, issues related to student disability services, and assessment practices.

### Dr. Pedro Garcia

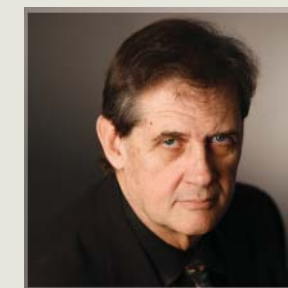
**joined Rossier as Executive in Residence in July 2008.** Prior to his current post, Dr. Garcia served as the Director of Schools (Superintendent) for the Metropolitan Nashville Public Schools in Nashville, Tenn.

**Q Why Rossier School of Ed?**

**A** I did not want to teach anywhere else. In my family we have 12 degrees from USC (six undergraduate, three masters and three doctorates). I love the University so it was an easy choice when we decided to come back from Nashville where for the last seven years I served as superintendent.

**Q What are some goals/challenges in your new position?**

**A** My challenges are to be of service to the many USC Rossier School of Education graduates who now serve as superintendents all across the state of California. There are also many former superintendents from USC who are retired and I want to connect them to the university and the Rossier School of Education. I believe these present and former superintendents can help us recruit future masters and doctoral candidates but we also have to provide good reason and benefits for them to want to be involved with USC.



Dr. Pedro Garcia

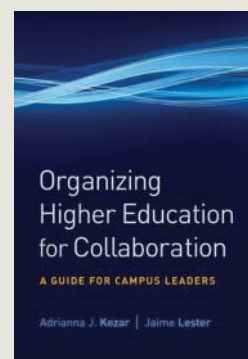
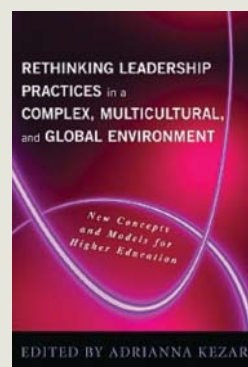
## Faculty News / Books

*Dr. Ron Avi Astor*, who has a dual appointment in the Rossier School and the School of Social Work, was installed as the Richard M. and Ann L. Thor Professor in Urban Social Development. Dr. Astor's research focuses on understanding and reducing school violence across the globe, and he developed a school mapping and local monitoring system for use by students and teachers to generate grassroots solutions to safety problems.

*Dr. Dominic Brewer* was appointed to the post of Associate Dean for Faculty Affairs and Research in January. In addition to providing oversight and support for the four Research Centers, Dr. Brewer now supervises the Center for Outcomes Research and Evaluation (CORE) initiative and the Neighborhoods@Work project. Dr. Brewer also joined the Policy Analysis for California Education or PACE as a director in June.

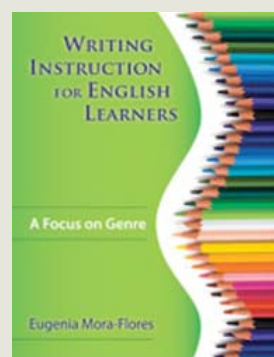
*Dr. Rodney Goodyear* left after 22 years of service to the Rossier School. Dr. Goodyear established the Ph.D. program in counseling psychology, which graduated its final cohort in December. He produced nationally recognized research in counseling training and supervision, and has held an array of leadership roles — including his most recent post as Associate Dean of Faculty. Dr. Goodyear joined the faculty at the University of Redlands as a professor of education and a senior scholar in January.

*Dr. Alexander Jun* left his position as associate professor of clinical education and director of the master's program in Postsecondary Administration and Student Affairs, or PASA. Dr. Jun contributed to PASA's national recognition in his four years of service. The longtime Trojan departed for a faculty position at Azusa Pacific University.



*Dr. Adrianna Kezar* authored two books in January. **Rethinking Leadership Practices in a Complex, Multicultural, and Global Environment** looks at new theories and concepts of leadership that are applied in other sectors and their implications in higher education. **Organizing Higher Education for Collaboration: A Guide for Campus Leaders** details how universities can reorganize to foster more collaborative work.

*Dr. Eugenia Mora-Flores* published a new book, **Writing Instruction for English Learners: A Focus on Genre**, as a resource teachers can use to expose English learners in grades 2-8 to various genres of writing. Dr. Mora-Flores developed content for her book, which includes resources for teaching different types of writing, techniques for leading students through the writing process, reproducible graphic organizers for use with English learners and samples of student work, during her consulting work in schools.



*Dr. William Tierney* co-authored two books on global trends in higher education with colleague Dr. Christopher Findlay. **The Globalization of Education: The Next Wave** was published in 2008, and **Globalization and Tertiary Education in the Asia Pacific: The Changing Nature of a Dynamic Market** is due out in June 2009.

## Faculty Grants

*Dr. Estela Mara Bensimon*, co-director of the Center for Urban Education, received three Ford Foundation grants in 2008. A one-year grant of \$250,000 was awarded for the project, Increasing the Organizational Effectiveness of the Center for Urban Education. A two-year grant of \$535,000 was awarded for the Wisconsin Transfer Equity and Accountability Study, and a two-year \$1,391,100 grant was awarded for the ASHE Institutes on Equity and Critical Policy Analysis.

*Dr. Dominic Brewer* was the recipient of a two-year grant of \$131,998 from UC Berkeley for his Co-Directorship of PACE.

*Dr. Richard Clark*, co-director of the Center for Cognitive Technology, was awarded two grants by the Army Research Office. A grant for \$47,619 was allocated for the project, GFY08 ELECT Mod 1 UrbanSim Primer, 6.2 Pedagogical Catalysts-Rossier Task #0028, and a grant for \$40,000 will go to CCT Support for Training Workshops: GFY08-09 TRADOC Project.

*Dr. Darnell Cole* was awarded a \$299,912 three-year grant by Teagle Foundation Incorporated for the project, Assessing the Impact of Diversity Courses on Students' Higher Order Thinking Skills.

*Dr. Guilbert Hentschke* was granted \$109,000 by the U.S. Department of Education for the Pennsylvania Inspired Leaders Evaluation Study.

*Dr. David Marsh* received \$103,361 from the Broad Superintendent Academy for the project, Preparing Successful Urban District Leaders (Phase II): An Evaluation.

*Dr. Allen Munro*, co-director of the Center for Cognitive Technology, was granted \$233,333 through UCLA from the Office of Naval Research for the Application of Advanced Tools to Navy Training. He also received \$337,500 through UCLA for Training Models and Tools for Adaptive Training from the Office of Naval Research.

*Dr. Harold O'Neil* received two Office of Naval Research grants—\$478,105 for the project, Advanced Technologies for Automated Performance Assessment, and \$374,983 for Training Models and Tools for Adaptive Learning Year 2. Dr. O'Neil also received a Department of Education grant of \$975,337 for the

project, Role of Self-Assessment & Help Seeking in an Algebra Game.

*Dr. Gisele Ragusa* was awarded \$35,690 from the California Community Foundation for the project, Koreh LA; \$200,000 from the National Institute of Health for NIH Conference on Genetics; \$600,000 from the National Institute of Health for Minority Health Telemedicine Supplement; and \$1,347,000 from the National Institute of Health in a multi-disciplinary grant with Keck School of Medicine for Minority Youth Health in Los Angeles. Dr. Ragusa also received \$100,000 from the National Science Foundation for the Inner City Civil Engineering Academy for Secondary Students, and \$1.2 million from the National Institute on Disability Rehabilitation Research for the project, OPTT Rehabilitative Engineering Research Center (RERC).

*Dr. Michelle Riconscente* received a USC Internal grant of \$12,500 for the project, Engagement Beyond the Border: Understanding Student Motivation in Latin America (see page 19). She also received a \$149,891 grant through the School of Gerontology from the National Science Foundation for Online Multimedia Teaching Tool (OMTT) for Neurobiology.

*Dr. Melora Sundt* received \$450,000 in a three-year U.S. Department of Justice grant renewal for the project, Grants to Reduce Violent Crimes Against Women on Campus.

*Dr. William Tierney*, director of the Center for Higher Education Policy Analysis, received four grants for the SummerTIME 2008 program—\$111,000 from the College Access Foundation of CA; \$50,000 from the Drown (Joseph) Foundation; \$25,000 from the Angell Foundation; and \$30,000 from the Ahmanson Foundation. Dr. Tierney also received \$10,000 from the Sterling Foundation in support of the 2008/2009 I AM (Increasing Access via Mentoring) Program.

*Dr. Priscilla Wohlstetter*, director of the Center on Educational Governance, was awarded \$40,000 by the U.S. Department of Education for a Charter Schools Governing Boards Study. Dr. Wohlstetter also received \$150,000 from the Parsons Foundation, \$75,000 from the Weingart Foundation, and \$90,000 from the Skirball Foundation for Creating the Go-To Website for California Charter Schools.

## Homecoming Tailgate

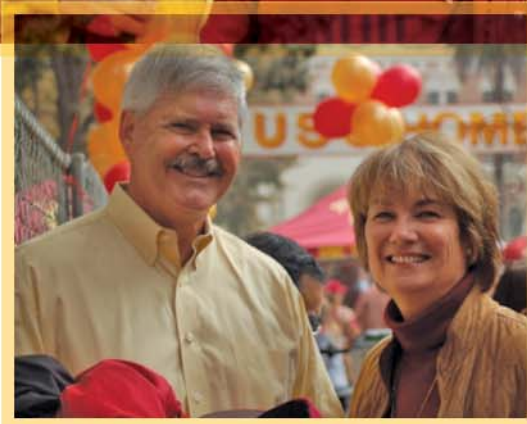
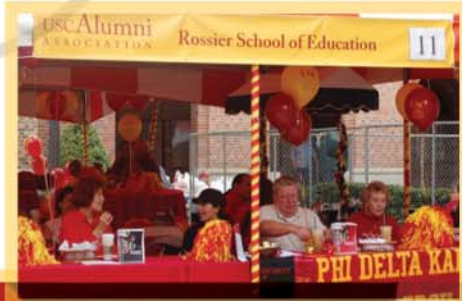
**M**ore than 300 people from the Rossier community came out to USC for the Homecoming

Tailgate on Nov. 1 just before the Trojans pummeled the Washington Huskies 56-0.

The long-running event was once again a success thanks to the volunteer efforts of about 50 students, alumni, staff, faculty and friends. The event, which was held near Bovard Hall, featured an ice cream social hosted by Dean Gallagher, a drawing for dinner with the Dean and football tailgate packages, and other giveaways.

Rossier Professional Development, Career Services and Recruitment were on hand with representatives and student ambassadors to answer questions and provide information. Also present were various student organizations and professional society representatives from USC's Chapter of Phi Delta Kappa.

Congratulations to Lawrence Bradford (Ed.D. '04), Marsha Davis (MS, Rossier School '69), and Reuben Jen-Yu Yang (Ed.D. '88) — winners of the Homecoming Tailgate drawing. To enter, alumni were asked to update their contact information with Rossier School. Mrs. Davis won a dinner with Dean Gallagher, and Dr. Bradford and Dr. Yang won football tailgate packages.



Top: Mike and Jeri Wilson and Sheila Derrig.  
Bottom: Dean Karen Symms Gallagher and her husband Pat.

## New Alumni Initiative

Since its beginning 100 years ago, the USC Rossier School of Education has seen dramatic changes in the field of education, its role in preparing teachers and educational leaders, and how technology has changed the way all of us receive and share information.

At the same time, USC Rossier itself has changed. Once dominated by undergraduate students, Rossier now exclusively offers graduate programs. A majority of our alumni live in California, but many are spread out across the country and even the world. And in the months and years to come, many more alumni will be working outside of Southern California as the School rolls out its new online MAT@USC program, which allows students to receive a Master of Arts in Teaching from anywhere in the world.

With all of these changes, we know that the needs of our valued Rossier alumni are also continuing to evolve. We want the way in which we serve and support one of our most important assets — our alumni — to reflect these new realities.

Dean Karen Symms Gallagher recently initiated a process to rethink and rebuild our alumni relations activities in order to better serve and respond to the needs of our growing community of Rossier alumni.

A strategic planning committee is in the process of evaluating and recommending new directions that will allow Rossier to become a more valuable, accessible and resource-rich hub for our alumni. The committee is made up of alumni and friends representing various programs and generations at Rossier — from the 1950s to 2008. Among its members are Carol Fox as Chair, Patrick Auerbach, Colleen Crowley, Lupe Delgado, Pedro Garcia, Tom

Halvorsen, Ed Heatley, Debbie Katsogianes, Joann Koll, Brent Noyes, Serena Overhoff, Beth Petak-Aaron, Vergene Sarkissian, Jeff Seymour, Suzanne Seymour, Grace Shiba, and Sandy Sidwell. The staff liaison from Rossier is David Pahl, director of the Career Center.

"Alumni are such an important part of the success of a University," said Carol Fox. "Rossier has almost 27,000 living alumni, and we want to reach out to them and engage and support them. There are so many innovative projects occurring at Rossier, and we want our alumni to be aware of the exciting changes that are occurring today."

You can expect to see the results of this process begin to roll out later in 2009.

The USC Rossier School of Education has access to a wealth of information on the best practices and the latest research in every area within the field of education, career opportunities that span the globe, an international network of education leaders of the highest caliber, and much more. We are committed to building all of these resources and making sure they are available for every member of the extended Rossier family.

We would greatly benefit from your input and suggestions as this new alumni relations initiative is developed. Please share with us your thoughts on how we can best support and serve you. How can we at Rossier better meet your multifaceted needs as change agents and leaders in education?

We also want you to stay in the loop. Don't miss out on the exciting transformations to come. If your contact information has changed, please let us know at: [RossierConnection@usc.edu](mailto:RossierConnection@usc.edu).



Dr. Patrick Auerbach, Alumnus, Ed.D. '08



## Alumni Achievements



Frances C. Wilson

**Frances C. Wilson Ed.D. '80** is the recipient of the 2009 USC Alumni Merit Award.

She is a lieutenant general of the United States Marine Corps and President of the National Defense University (NDU), which educates U.S. military officers through five colleges under the chairman of the Joint Chiefs of Staff.

Gen. Wilson has earned four master's degrees, and she has a Doctor of Education degree from the USC Rossier School of Education.

Additionally, Gen. Wilson has been decorated with the following high military honors in her 30 years of service:

- Defense Superior Service Medal
- Defense Meritorious Service Medal
- Meritorious Service Medal
- Navy Commendation Medal
- Navy Achievement Medal

She will receive the 2009 USC Alumni Merit Award in May 2009.

**Janet Eddy Ph.D. '91** is the recipient of the 2009 USC Alumni Service Award.

Dr. Eddy began her education at USC as an undergraduate in 1949. She returned in 1976 to work at the National Charity League-USC School while pursuing her master's degree in the School of Education. In 1984, Dr. Eddy joined the Division of Student Affairs as a learning specialist for USC students. After receiving a Ph.D. in 1991, she became Director of Disability Services and Programs, from which she retired in 2001.

Dr. Eddy continues to give back to the USC community as Secretary and Fellowship Chair of Phi Kappa Phi, a volunteer at the Norris Comprehensive Cancer Center, treasurer of the

Norris Auxiliary, Trojan Guild Board member, Trojan League of Los Angeles member, Half Century Trojans Board member, and on the scholarship committee of Town and Gown. She will receive the 2009 USC Alumni Service Award in May 2009.

**Thelma Meléndez de Santa Ana Ph.D. '95** serves as superintendent of Pomona Unified School District. She was selected to be California's nominee for the 2009 American Association of School Administrators (AASA) National Superintendent of the Year. She was chosen by the Association of California School Administrators or ACSA.

Dr. Meléndez de Santa Ana is also associated with the Broad Foundation, a Los Angeles-based venture philanthropic organization established by Eli Broad. In 2006, she was among 18 business executives, military leaders, and career educators selected by the Eli Broad Center for the Management of School Systems to participate in the Broad Superintendents Academy, a 10-month executive management program to train working CEOs to lead urban public school systems.

**Rita M. Cepeda Ed.D. '03** has served since July 2005 as the first Latina president of San Diego Mesa College. She began her career in the community colleges in 1980 and has served as a college president for the past 10 years.

In November 2008, Dr. Cepeda received the prestigious "Women Who Mean Business Award" from the **San Diego Business Journal**, followed by the 2008 National Diversity Award From Minority Access, Inc.

**Brent A. Noyes B.S. '75 and M.S.T.E. '79** has been serving 11 years as elementary principal in the Las Virgenes Unified School District. Noyes helped oversee the building of a new \$40 million elementary school campus, Yerba Buena Elementary School in Agoura Hills, Calif.

The campus features technology, state-of-the-art classrooms, a full outside amphitheatre, large multi-purpose room, outside science centers, MAC computer lab, spacious playing field and playground and future relocation of the District's pre-school special education program.

**Stacey C. Nickson Ed.D. '05** has been appointed by the Auburn University Office of the Provost as Assistant Director, Biggio Center for the Enhancement of Teaching and Learning in Auburn, Ala. Dr. Nickson is in her 24th year as an educator

having previously served as a K-12 administrator in Southern California and most recently on the College of Education faculty at Point Loma Nazarene University (Arcadia Regional Center).

At Auburn University, Dr. Nickson is responsible for helping to develop and lead faculty development seminars, workshops, private consultations and mentorship experiences for Auburn faculty, staff, administrators and graduate teaching assistants.

**Dr. Glen Thomas Ed.D. '95** was appointed as the new California Secretary of Education by Gov. Arnold Schwarzenegger in January. From 1998 to 2006, Dr. Thomas served as executive director for the California County Superintendents Education Services Association, the statewide network of 58 county superintendents of schools, and in that role he worked closely with Dr. Rudy Castruita and Dr. Stuart Gothold. Dr. David Marsh also chaired Dr. Thomas' dissertation, which focused on state leadership in math education across six states, and the two also worked together on a number of state policy initiatives, including the California High School Exit Exam (CAHSEE) Task Force.



TEAM Academy

**Ali Nagle B.S. '04** spearheaded the formation of an international education program for youths in Kenya and Rwanda while teaching underprivileged middle school students at TEAM Academy, a public charter school and affiliate of the Knowledge Is Power Program in Newark, N.J.

Nagle founded TEAM Academy in Africa and merged her passion for education with her sense of global responsibility and philanthropy. The international social justice project links her students in Newark with students in Kenya and Rwanda to enhance the educational experience of both groups. ■

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## Donor News

### Major Donor Gifts

**Walt Greene** is currently a clinical assistant professor of Education for the USC Rossier School of Education in K-12 Education Policy. Walt recently made a bequest estate gift to support the school's scholarship programs. He is a member of the USC Associates and the Trojan Founders Circle. Walt is also former president of the Education Alumni Association and EDUCARE.

A USC alumnus (B.S. '63, physical education), Walt comes from a proud Trojan tradition: both his uncle and father graduated from the school of dentistry, and several of his cousins are alumni as well.

**Neil Matsumori** is a member of the Rossier School's Board of Councilors and continues to support the endowed Neil Matsumori Scholarship in Education he established in 1990.

The USC alumnus (B.S. '63, Marshall School of Business) augmented his recently established scholarship fund via a charitable gift annuity. Neil is former Assistant Dean for Business Affairs at the Rossier School, a member of the USC Associates, and a member of the Trojan Founders Circle.

**Joanne Horne**, who established the Richard B. Horne Memorial Scholarship in 1979, in honor of her late husband, Dr. Richard Horne (Ed.D. '72, Rossier School), recently made a gift to augment the scholarship. The scholarship provides support to Ed.D. students.

Richard was a past president of EDUCARE and assistant superintendent of Los Angeles County Schools. He taught classes in school finance and school business administration at USC. Joanne is a member of the USC Associates, Town and Gown, and the Trojan Founders Circle.

**Merabeth Williamson**, who established the Frank Ewell Williamson Scholarship in memory of her husband in 2003, recently made a gift to augment the scholarship.

Frank received a B.A. in '34, an M.A. in '51, and an Ed.D. in '61 from the Rossier School. As an undergrad, Frank played guard on the USC football team coached by the legendary

Howard Jones and was a member of the famous "Thundering Herd" squad. After receiving his teaching credential, Frank served as teacher, assistant principal and principal at various Southern California school districts. He retired in 1972 and was affiliated with EDUCARE where he served as a past president.

**Milt Meler** recently augmented the endowed scholarship he established in honor of his late mother, who was a teacher in the San Marino Unified School District. The Erma Lee Meler Family Scholarship benefits students enrolled in a master of education program.

Milt is a USC alumnus (B.A. '70 and M.B.A. '71 Marshall School) and he is a member of the USC Associates.

### New Members of the USC Associates

**Bryan and Jackie Brandes** — In 2008, the Rossier School received an estate gift from the trust of the late Richard Brandes (Ed.D. '66 Rossier School) to benefit the Dean's Innovation Fund, which allows Dean Gallagher to support the school's most urgent priorities and take advantage of unexpected opportunities. This gift qualified Bryan Brandes and his wife, alumna Jackie Brandes (B.S. '92 Public Administration), to enroll as members of the USC Associates as trustees of the estate.

### New Scholarship Created

**In memory of Paul Edward "Ed" Dundon** (Ed.D. '72 Rossier) who passed away in November 2008. A USC Rossier School alumnus, Ed's career in K-12 education spanned three decades, most notably as Superintendent of the Garden Grove Unified School District, one of the largest districts in California. At USC, he served as a member of the Education School Board of Councilors where he was also affiliated with EDUCARE, USC Associates and various alumni support groups. He is survived by his wife and USC alumna Amy King Dundon (B.A. '72 Rossier) and mother-in-law Joyce King Stoops.

To honor Ed's legacy, the Paul Edward "Ed" Dundon Endowed Scholarship in Education Administration was



Ed Dundon

established to benefit Ed.D. students in the K-12 leadership concentration, particularly those pursuing work in educational administration. A challenge grant has been set up to match donations made to this new fund.

### How To Make a Gift

To make a gift in support of Rossier, please address checks to the USC Rossier School of Education (designate on the check for what purpose) and mail to:

**The Rossier School of Education  
University of Southern California  
Office of Development  
3470 Trousdale Parkway, Waite Phillips Hall 503  
Los Angeles, CA 90089-4035**

You may use the enclosed envelope

Or contact the Office of Development at [rssoedev@usc.edu](mailto:rssoedev@usc.edu) or 213-740-2157 for more information.

For online giving go to <https://giveto.usc.edu/>.

Coming Soon...

## The Academy

**This year, the Rossier School will be rolling out** our new donor giving society, *The Academy*. In honor of the School's 100th Anniversary, alumni and friends who make a yearly contribution of \$100 or more to the Rossier School will gain membership into this new group, and will enjoy benefits reserved for the School's most loyal donors.

All members of *The Academy* will receive a signature bookmark celebrating the founding of the school in 1909 and a subscription to select Rossier School publications. Membership levels will be based on donors' cumulative giving each calendar year, and as donors increase their membership level, they will receive increased access to Rossier School research, faculty, and events.

Donors making a five-year pledge of \$2,500 or more will be recognized for their exemplary annual gifts through exclusive invitations to events hosted by Dean Karen Symms Gallagher.

Watch your mailbox this spring for more news about membership in *The Academy*.

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