



CALIFORNIA STATE UNIVERSITY  
**LONG BEACH**  
Educational Leadership

# 2025 RESILIENT VOICES: CHAMPIONING RACIAL EQUITY AND CIVIC ENGAGEMENT AMIDST POLARIZATION



University Student Union Ballroom  
Saturday, January 25th | 8:30am - 2pm



| #LBLead25 | @CSULBEDLD

# Welcome

## A message from our Department Chair

Welcome to the 15th annual Educational Leadership Symposium! As educational leaders deeply committed to social justice, we face many persistent challenges in maintaining and expanding access to educational excellence for our most vulnerable students and communities. These challenges include continuing to dismantle structural racism, addressing deep economic inequality, and confronting heteronormativity at its most insidious, all while working to dismantle white supremacy, creating economic justice, and challenging heteronormativity and numerous other threats to fundamental human rights.

I am excited for our symposium as it gives us an opportunity, individually and collectively, to participate in a learning community that will prepare us to be the educational leaders our students, their loved ones, and communities need us to be at this critical time in history.

During the event, I know that we will engage with one another civilly, respectfully and with courage as we learn from the fantastic presenters, our wonderful keynote speaker, and one another. And our presenters include everyone from members of our newest cohort all the way to our alumni. Thank you to our presenters!

We are honored today to have Dr. Robin D. G. Kelley give our keynote speech. His research has explored the history of social movements in the U.S., the African Diaspora, and Africa; black intellectuals; music and visual culture experience. He is a proud alum of CSULB whose scholarship has inspired decades of teachers, scholars, intellectuals, and advocates.

I would also like to recognize the excellent work of our department's Racial Equity Fellows (REFs). We have 4 current students and 3 alumni who, as REFs, have collaborated with Kim Word and our Racial Equity Committee to plan and deliver today's symposium. You will be introduced to and hear from them throughout the day. Thank you, REFs!

I hope today invigorates you. I also hope you will share your experiences and learnings on social media as the day goes on. Please use the following hashtags to include us in the conversation: @csulb\_edd #LBLead25 #CEDDiversity

Most importantly, I hope you leave with new and renewed bonds with fellow educational leaders, a plethora of new strategies to interrupt systems of exclusion and oppression, and a sense of hope of what we will accomplish in the future! Thank you for coming and enjoy!

Angela M. Locks, Ph.D.



*Dr. Angela Locks*



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# SCHEDULE AT-A-GLANCE



CALIFORNIA STATE UNIVERSITY  
**LONG BEACH**  
Educational Leadership

CHECK IN:

8:30AM - 9:00AM | USU BALLROOM FOYER

WELCOME/OPENING:

**RACIAL EQUITY FELLOW: PORSCHA SINGH**  
9:00AM - 9:05AM | USU BALLROOM

INTRO OF REFs AND SESSIONS:

**RACIAL EQUITY FELLOW: MICHAEL PILE**  
9:05AM - 9:15AM

SESSION I:

9:20AM - 10:20AM | USU 3RD FLOOR

SESSION II:

10:25AM - 11:25AM | USU 3RD FLOOR

POSTER SESSION:

11:30AM - 12:00PM | USU BALLROOM

**LUNCH**

12:00PM | USU BALLROOM

KEYNOTE ADDRESS BY:

**DR. ROBIN D.G. KELLEY**

INTRODUCTION BY:

**RACIAL EQUITY FELLOW: DANIEL ESQUIVEL**  
12:30PM - 1:30PM | USU Ballroom

CLOSING REMARKS BY:

**RACIAL EQUITY FELLOW: SHAY HART**  
1:45PM | USU Ballroom



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# KEYNOTE SPEAKER

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## *Dr. Robin D. G. Kelley*

My research has explored the history of social movements in the U.S., the African Diaspora, and Africa; black intellectuals; music and visual culture; Surrealism, Marxism, among other things. My essays have appeared in a wide variety of professional journals as well as general publications, including the *Journal of American History*, *American Historical Review*, *The Nation*, *Monthly Review*, *New York Times*, *Color Lines*, *Counterpunch*, *Souls*, *Black Renaissance/Renaissance Noir*, *Social Text*, *The Black Scholar*, *Journal of Palestine Studies*, and *Boston Review*, for which I also serve as Contributing Editor.

My books include, *Africa Speaks, America Answers: Modern Jazz in Revolutionary Times* (Cambridge: Harvard University Press, 2012); *The Ionious Monk: The Life and Times of an American Original* (The Free Press, 2009); *Freedom Dreams: The Black Radical Imagination* (Beacon Press, 2002); with Howard Zinn and Dana Frank, *Three Strikes: The Fighting Spirit of Labor's Last Century* (Beacon Press, 2001); *Yo' Mama's Disfunktional!: Fighting the Culture Wars in Urban America* (Boston: Beacon Press, 1997); *Race Rebels: Culture, Politics, and the Black Working Class* (New York: The Free Press, 1994); *Into the Fire: African Americans Since 1970* (New York: Oxford University Press, 1996) [Vol. 10 of the *Young Oxford History of African Americans* series]; *Hammer and Hoe: Alabama Communists During the Great Depression* (Chapel Hill, NC: University of North Carolina Press, 1990).

I am also co-editor of the following books: *Walter Rodney, The Russian Revolution: A View From the Third World* (with Jesse Benjamin) (New York: Verso, 2018); *The Other Special Relationship: Race, Rights and Riots in Britain and the United States* (with Stephen Tuck) (New York: Palgrave, 2015); *Black, Brown and Beige: Surrealist Writings from Africa and the African Diaspora* (with Franklin Rosemont) (Austin: University of Texas Press, 2009); *To Make Our World Anew: A History of African Americans* (with Earl Lewis) (Oxford University Press, 2000), volumes 1 and 2; *Imagining Home: Class, Culture, and Nationalism in the African Diaspora* (with Sidney J. Lemelle) (London: Verso Books, 1995); and the eleven volume *Young Oxford History of African Americans* (with Earl Lewis) (1995-1998).

I am currently completing three book projects:

*Black Bodies Swinging: An American Postmortem* (Metropolitan Books) is a genealogy of the Black Spring protests of 2020 by way of a deep examination of state-sanctioned racialized violence and a history of resistance. To understand how we arrived at this moment requires a different kind of autopsy—an historical postmortem that can lay bare the structural conditions responsible for premature death. Borrowing a metaphor from Abel Meeropol's iconic song "Strange Fruit," the book traces the deaths and the lives of our most recent casualties to the "blood at the root"—the racial terror at the base of our system of exploitation and wealth accumulation. The blood at the root is "racial capitalism." The kind of historical autopsy I am proposing is intended to make visible the history and workings of racial capitalism. It exposes not only effects of racist policing but the extraction of wealth from black people, land dispossession, displacement, predatory lending, taxation, disfranchisement, environmental catastrophe, and the long history of looting through terror and government policies that suppressed black wages, relieved us of property, excluded black people from better schools and public accommodations, suppressed black home values, and subsidized white wealth accumulation. But *Black Bodies Swinging* is also a history of resistance, arguing that the new abolitionists represent the "Third Reconstruction generation" whose organizational genesis begins in the 1990s but whose political lineage can be traced back to slavery and settler colonialism.

I am also completing a biography of the late Grace Halsell, tentatively titled *The Education of Ms. Grace Halsell: An Intimate History of the American Century*. The Texas-born journalist, granddaughter of Confederate slave owners, daughter of a once wealthy cattle rancher and Indian fighter, began her career as a correspondent for several Texas papers during the 1940s and 50s, eventually worked as a staff writer for President Lyndon B. Johnson, before setting out in 1968 to chemically darken her skin and live as a black woman for a year. She published the best-selling *Soul Sister: The Journal of a White Woman Who Turned Herself Black* (1969). She would go on to write twelve more books, including an expose about living as a Navajo and working as a domestic in a California suburb (*Bessie Yellowhair*), a book about passing as an undocumented worker from Mexico (*The Illegals*), and several other unrelated texts. She traveled to Israel and Palestine in 1980 and wrote a book sharply critical of the occupation. As a result, jobs, lucrative book contracts, and other opportunities began to disappear. She died in 2000 from multiple myeloma cancer caused largely by the drugs she had taken to turn herself brown.

Finally, I am collaborating with Professor Tera Hunter on a general survey of African American history.



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## SESSION I

9:20AM - 10:20AM | USU 3RD FLOOR

WORKSHOP

USU 303

### **Navigating the Ethical Landscape of AI in Academic Research**

Robert Moushon, EDLD Student

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Generative artificial intelligence (gen AI) applications provide academia with new opportunities and ethical challenges. Gen AI technologies can manage large data analysis tasks, evaluate content for grammar and comprehension, and generate images and text for research brainstorming. However, the human-developed algorithms that power gen AI applications have a history of producing content infused with underlying bias and racism. Furthermore, gen AI technologies present easily accessible channels for violating academic integrity and intellectual property policies. This workshop explores gen AI's impact on scholarly research through a blend of interactive discussions and practical demonstrations.

The presenter will share personal experiences and encourage attendees to contribute their insights. Discussions will explore AI literacy, racism, bias, integrity, intellectual property, prompt building, and responsible usage practices. Demonstrations will look at two tools (Google NotebookLM and QuillBot) in an effort to critically evaluate gen AI applications from the perspective of a researcher and an instructor.

## SESSION I

9:20AM - 10:20AM | USU 3RD FLOOR

WORKSHOP

USU 304

### **Juntos Llegamos Más Lejos: Supporting Latine Community College Transfer Students Experiencing Racial Microaggressions**

Cyndy Garcia, EDLD Student

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This workshop will empower higher education practitioners to support Latine community college transfer students navigating racial microaggressions while earning a baccalaureate degree. Drawing on Critical Race Theory and Solórzano's model of racial microaggressions, the session explores the subtle ways that microaggressions impact Latine students' sense of belonging, academic self-concept, and resilience. Participants will deepen their understanding of Latine students' unique challenges and discover how practitioners can foster an inclusive, affirming environment. This workshop provides practical strategies for recognizing and addressing racial microaggressions, creating culturally sustaining spaces, and building a transfer-sending and transfer-receptive culture. Attendees will leave with actionable tools and insights to support Latine students' academic journeys from community college to a university, reinforcing that "juntos llegamos más lejos"—together, we reach further.

## SESSION I

9:20AM - 10:20AM | USU 3RD FLOOR

WORKSHOP

USU 305

### **Into, Through, and Beyond the Teaching Profession: Supporting and Sustaining a Diverse Workforce**

Dr. Leslie Saito, Dr. Janelle Harmon, Ed.D. Alumni

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The U.S. education system is deeply rooted in whiteness, with nearly 80% of the teaching workforce consisting of White females. This demographic imbalance shapes every aspect of education, including student outcomes, curriculum design, the literary canon, and standardized testing, creating systemic barriers for Teachers of Color (TOCs). Asian American teachers, in particular, are often overlooked as TOCs, leading to exclusion from resources, conversations, and support. New and preservice teachers often experience low self-efficacy and a lack of confidence, contributing to high attrition rates that are even more severe for TOCs. These educators frequently feel pressured to filter their identities, overcompensate to fit into predominantly White institutions, and take on the additional, often unrecognized, burden of serving as cultural brokers for Students of Color. Addressing these challenges requires a comprehensive approach that actively dismantles systemic barriers to increase the retention of Teachers of Color and foster a more inclusive, supportive environment that supports their overall mental health and wellness.

## SESSION I

9:20AM - 10:20AM | USU 3RD FLOOR

PAPER

USU 307

### **An ouroboros of oppression: How middle school course labels significantly impact high school outcomes.**

Dr. Jason West, Ed.D. Alumni

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Dr. West will present his study investigating the impact of middle school course labels and tracking systems on high school academic outcomes. Drawing from data across a large, diverse school district in California, this research employs a non-experimental, longitudinal qualitative approach to explore the relationship between middle and high school English course enrollment, as well as the demographic factors influencing these outcomes. Through the lens of the Ouroboros conceptual framework, which integrates Lucas's effectively maintained inequality (EMI) theory and Merton's self-fulfilling prophecy (SFP), the study challenges the status quo of educational tracking systems. Key findings include significant differences in enrollment rates in accelerated or AP English courses between students from tracked versus detracked middle school programs, with predictors such as socioeconomic status, race/ethnicity, gender, and prior course enrollment influencing high school placement. These results underscore the importance of detracking middle school English programs to close educational gaps. The session will conclude with a discussion on potential next steps for addressing these disparities in educational tracking.



## SESSION I

9:20AM - 10:20AM | USU 3RD FLOOR

PAPER

USU 307

### **Serving our Comunidad: The Empowerment and Resilience of Latina Secondary Social Science Teachers in California**

Alexis Contreras, EDLD Student

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This visual narrative study explores the experiences of Latina secondary social science teachers in California through the elements of intersectionality, systems of power, secondary education, and resilience and advocacy. Using an original conceptual framework, Profersora Pedagogy and Muxerista Resilience and Empowerment (PPRME), this study highlights the obstacles and triumphs of Latina educators within PK-20 education, teacher preparation, and the teacher workforce. This three-part interview series follows the journeys of seven Latina educators as they navigate educational and occupational sectors. Preliminary findings show that Latina educator resilience and community empowerment give back to urban communities and help positively influence and sustain a diverse teacher pipeline.

## SESSION I

9:20AM - 10:20AM | USU 3RD FLOOR

SPARK

USU 306

### **Algorithmic Bias**

Alexandra Martinez, EDLD Student

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Ethics has become a crucial concern in computer science. One significant issue is algorithmic bias, which can be seen in platforms like Google searches, Facebook ads, and many other tools that influence the content we encounter. Many people mistakenly believe that technology is neutral in terms of values; however, algorithmic bias illustrates how technology can reinforce human prejudices. Suppose an algorithm is applied to a dataset that contains racial, gender, socioeconomic, or other biases. In that case, its outputs will likely perpetuate the systemic biases that were present in the training data.

This study focuses on exploring awareness, advocacy, and activism regarding algorithmic bias and fairness. We conducted film viewings followed by discussions with a group of graduate-level data science students. Our findings highlight the effects of an educational intervention aimed at increasing understanding of algorithmic bias. Using the Theory of Change for Adaptive Learning, we analyzed the responses from pre- and post-focus groups to evaluate changes in participants' awareness and actions regarding ethical concerns. The findings indicate that participants had a significant lack of awareness, underscoring the need for action that addresses both the dismantling of social injustices and the creation of educational opportunities.

## SESSION I

9:20AM - 10:20AM | USU 3RD FLOOR

SPARK

USU 306

### Understanding the Needs and Services of foster youth pursuing higher education ages 26 and beyond

Candi Marsh, EDLD Student

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Foster youth face unique challenges when navigating higher education, especially those aged 26 and older, as they often lack familial support systems and access to essential resources typically available to traditional students. This Spark presentation examines the distinct needs of this demographic, exploring the barriers they face in pursuing and completing higher education, such as financial instability, limited housing options, and gaps in social-emotional support. Additionally, it highlights the critical role of tailored services, including mentorship programs, mental health resources, and career counseling, which are instrumental in fostering resilience and promoting academic success. By analyzing existing support models and identifying gaps, this presentation offers insights for institutions to develop comprehensive, inclusive strategies that enhance educational outcomes for foster youth.

## SESSION I

9:20AM - 10:20AM | USU 3RD FLOOR

SPARK

USU 306

### Faculty Perceptions of Disabled Student Learning Accommodation Request

Alexandria Cordon, EDLD Student

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Students with a disability arrive at a college campus with unique and complex experience toward education which intersects with their varied identities aside from their disability status. The Association on Higher Education and Disability (2022), conducted an assessment in 2021 – 2022 for California State University (CSU) that reported 4.4% of the student population were registered as a disabled student which totaled 20,899 students. Additionally, the Association on Higher Education And Disability (2022) survey captured 1,912 responses from disabled students. The top three disabilities reported in the survey were 40% mental health, 31% attention deficit disorder, and 31% learning disability.

Qualitative research illustrates the student experience with faculty as negative (Alyass, 2014; Francis et al, 2019; Hong, 2015; Marshak et al, 2010; Perry et al, 2019). Research shows when learning accommodations are used by students it is a predictor for successful degree attainment (Abreu et al, 2017; Pingry et al, 2012). At the same time research reports that faculty believe and communicate their negative opinions to students about their academic capability based on a student's need for learning accommodation (Hong, 2015; Perry et al, 2019).

If faculty perception about a student's accommodations is negative that can impact the student's success in their course and have a greater impact on moving forward in their degree. Why is it important for disabled students to attend college and obtain a degree? This presentation will explore solutions to remove student barriers to seeking learning accommodations by analyzing current empirical research through Disability Critical Theory framework.



## SESSION II

10:25AM - 11:25AM | USU 3RD FLOOR

WORKSHOP

USU 303

### Race, Racism & Whiteness

Dr. Erica Brenes, Ed.D. Alumni

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To continue on with the Racial Equity Fellows series, "Race, Racism, and...", I aim to offer a session that unpacks critical, but often underexplored, elements of Whiteness such as privilege and guilt so that White folks can cultivate the courage and self-awareness needed to work beyond allyship and towards being accomplices. For people with white privilege, anti-racist allyship hinges on folks feeling courageous enough to interrogate whiteness. In this session, we will explore the history of white supremacy in the US and discuss subversive ways whiteness negatively impacts pursuits of justice and liberation. This community-focused, interactive session will open with a review of foundational vocabulary pertaining to Whiteness and a discussion of relevant, recent literature before participants will be asked to engage in activities typically found in White affinity groups designed to support White folks as they challenge White supremacy.

## SESSION II

10:25AM - 11:25AM | USU 3RD FLOOR

WORKSHOP

USU 304

### Do Say Gay: Strategies for Supporting Queer Teachers

Julia Lathin, EDLD Student

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Secondary schools have seen an uptick in homophobic micro- and macroaggressions in recent years, both from within their school communities and from outside aggressors. While those who suffer the most from these homophobic acts are queer students, queer teachers must not be forgotten in the fray. Schools and districts can enact changes to better serve and support their queer faculty members. While schools must make improvements to directly support their queer teachers, they must also better support their queer students in order to improve overall campus climate. Districts also have a responsibility to support their queer teachers through protective policy initiatives.

#### *Workshop Goals:*

1. Provide a set of strategies to implement which will help support queer teachers.
2. Further the conversation about the well-being of queer teachers.

#### *Learning Outcomes:*

1. Improved sense of belonging and support for queer teachers.
2. Improved campus climate.
3. Enhanced professional development.

## SESSION II

10:25AM - 11:25AM | USU 3RD FLOOR

WORKSHOP

USU 305

### **Beyond the Resume: Implicit Bias in Teacher Hiring**

Kim Thach, EDLD Student

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This workshop explores the detrimental impact of implicit bias on teacher hiring decisions, focusing specifically on its effects on teachers of color. Participants will examine implicit bias in hiring practices, the repercussions on schools, districts, and society as a whole, and how it personally affects teachers of color. By discussing subjective evaluations and assessments of “fit,” participants will brainstorm strategies for reducing bias in hiring processes through interactive discussions and case studies. Educators, hiring committees, and other stakeholders can take concrete steps toward equitable hiring practices and mitigate the negative effects of implicit bias by understanding it and its impact.

## SESSION II

10:25AM - 11:25AM | USU 3RD FLOOR

PAPER

USU 307

### **What’s wrong with collegiality? Re-imagining the concept through a critical lens.**

Dr. Don Haviland, EDLD Professor

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This paper reports the preliminary findings of a literature review on collegiality, including a critique of that literature in the context of today’s faculty. Collegiality is increasingly understood as ill-defined, performative, and a tool for reinforcing a culture of White and male supremacy. Participants will be invited to discuss these emerging findings and share insights into what a more “critical collegiality” might look like.

## SESSION II

10:25AM - 11:25AM | USU 3RD FLOOR

PAPER

USU 307

### **AB-19: Comparing the Effectiveness of Two Implementation Models to Increase Student Completion Rates in the Community College System**

Dr. Gisela Verduzco, Ed.D. Alumni

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In 2017 the California Legislature passed AB-19 to provide free tuition for all first-time college students who met the requirements (AB19, 2017). AB-19 was passed with the aim of increasing degree completion for community college students, including specific subgroups such as first-generation students, students with disabilities, and those who have been traditionally underrepresented. This quantitative research study examines and compares the effectiveness of two commonly implemented models (Student Services and Financial Aid). The data for this study included the records of nearly 10,000 students across six community colleges in Southern California to examine persistence, completion, and time to degree. Comparing outcomes across student cohorts starting before and after the AB-19 legislation went into effect, the study explored whether there was evidence that AB-19 overall has made a difference, including for student subgroups, regardless of implementation model.

## SESSION II

10:25AM - 11:25AM | USU 3RD FLOOR

SPARK

USU 306

### **Underrepresentation of Women of Color in Cybersecurity**

Cuc Du, EDLD Student

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The underrepresentation of women in cybersecurity is a pressing issue with significant implications for national security and business operations. Despite making up 56% of the U.S. labor force, women constitute only 24% of the cybersecurity workforce. This disparity is even more pronounced for women of color, who face additional barriers due to the intersectionality of race and gender biases. The cybersecurity field, which is critical for protecting sensitive information and infrastructure, suffers from a lack of diversity that hampers its effectiveness and innovation. Research indicates that implicit biases and the “leaky pipeline” phenomenon contribute significantly to this underrepresentation. Implicit biases affect hiring, promotion, and retention, while the leaky pipeline results in women leaving the field at various stages of their careers. These issues are compounded by a lack of mentorship, career advancement opportunities, and recognition of achievements for women in cybersecurity. Addressing these challenges requires a multifaceted approach. Promoting diversity and inclusion, providing mentorship and funding opportunities, and challenging implicit biases are essential strategies. Additionally, creating a supportive environment that encourages women to pursue and remain in cybersecurity careers is crucial for bridging the gender gap. This research aims to explore the root causes, impacts, and potential solutions for the underrepresentation of women in cybersecurity. By understanding and addressing these barriers, we can work towards a more inclusive and effective cybersecurity workforce.

## SESSION II

10:25AM - 11:25AM | USU 3RD FLOOR

SPARK

USU 306

### **Bridging Literacy and Civic Empowerment: How Community Colleges can Strengthen Democracy and Civic Engagement**

Irie Rose De Lilly, EDLD Student

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In a true democracy, every voice should matter equally. But how can individuals fully participate if they do not understand the issues at hand? Low literacy can silence voices, making it hard to decipher complex political debates and evaluate information critically. This leaves individuals vulnerable to misinformation and can even disenfranchise them. Alarming, voter turnout in recent US elections has been on the decline. While apathy and the rise of alternative political options play a role, it is important to consider the potential impact of low literacy, especially among community college students. Community colleges have the power to change this. By prioritizing literacy development, they can equip students with the tools they need to become informed and engaged citizens, ensuring every voice truly counts.

## SESSION II

10:25AM - 11:25AM | USU 3RD FLOOR

SPARK

USU 306

### **Economic Mobility with Zero-Cost Course Material Vocational Programs**

Reuben Foat, EDLD Student

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What if the key to improving student success and economic mobility in vocational programs lies in rethinking how we approach course materials? While zero-cost course materials initiatives—including zero textbook cost programs and open educational resources—have gained momentum in academic fields, vocational education has yet to fully embrace its transformative potential. This presentation explores how extending these efforts to include textbooks and essential career technical education materials like metal, wood, cosmetology clippers, firefighter boots, and nursing uniforms could help break down barriers for economically disadvantaged students. Drawing on recent research, policy updates such as AB607, and initiatives from the Community College Chancellor's Office, this presentation will share emerging ideas on how transparency and cost-saving strategies can reshape vocational education. Through data-driven insights and practical examples, this presentation highlights how rethinking material affordability can unlock vocational education's promise of economic mobility.

## POSTER SESSION

11:30AM - 12:00PM | USU BALLROOM

### **Engaging Nontraditional Students Through Esports**

Chris Oconnell, EDLD Student

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With campus closures across the country and falling enrollment rates, the future of higher education is looking bleak. Increasing the enrollment of nontraditional students (NTs) may alleviate enrollment declines. Using Student Engagement Theory as a theoretical framework, my study will explore how esports can be used to create engagement between NTs, their peers, and universities within a sociocultural context.

While there are many criteria that can contribute to a student being classified as nontraditional, my research will focus on students who are 25 years old or older. Higher education, which has historically catered to a traditional student base, has had a difficult time engaging NTs, failing to create programs and opportunities for this diverse group of students (Chen, 2017; Ellis, 2019; Robertson, 2020). Engagement has been found to have numerous positive outcomes for college and university students, ranging from better performance to improved retention (Astin, 1985; Kahu & Nelson, 2018; Tinto, 1975). Therefore, new engagement strategies that appeal to NTs and can help these students succeed are needed. One promising way universities have increased student engagement is with esports, or competitive online gaming, which has grown in popularity in collegiate settings over the last decade (Delello et al., 2023; Jenny et al., 2017). Esports offers social connectedness that may serve as a flexible involvement platform for NTs.

This poster session will focus on results obtained from a microstudy, where three traditional students at California State Dominguez Hills were interviewed about their involvement and engagement in the campus esports program.

## POSTER SESSION

11:30AM - 12:00PM | USU BALLROOM

### **Educated Foolios: Scholars From the Hood Changing Systemic Frameworks of Higher Education**

Jesse Marroquin, EDLD Student

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This presentation examines the systemic challenges faced by Chicanx/Latinx and Black communities, particularly in low socioeconomic neighborhoods, in relation to gang involvement and limited access to higher education. Utilizing data from the U.S. Census Bureau and the U.S. Department of Justice, the findings highlight the overrepresentation of youth of color in gang activities and poverty, illustrating how societal narratives perpetuated by mainstream media contribute to negative racial stereotypes. The paper emphasizes the dire educational gaps experienced by Chicanx/Latinx and Black males, who struggle with access to resources and support that could facilitate their academic success. It further explores the detrimental impact of racialized barriers within the K-12 education system, which creates a pervasive belief that higher education is unattainable for students from marginalized backgrounds. By focusing on the role of community colleges in providing essential support and resources, this research advocates for initiatives aimed at increasing college readiness and success for these vulnerable populations, ultimately seeking to dismantle the cycles of poverty and misinformation that hinder educational attainment.

## POSTER SESSION

11:30AM - 12:00PM | USU BALLROOM

### **Perceptions of the Public and Private Value of the Liberal Arts Among Public Institution Department Chairs**

Liza Ivezaj, EDLD Student

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The purpose of this qualitative study is to investigate how liberal arts programs face negative public attitudes toward higher education; how educational leaders in the liberal arts contend with contemporary political and economic pressures on their programs' futures; and what tensions exist between competing public and private goals of education (Labaree, 1997). An analysis of interviews, documents, and observations illuminated how these leaders perceive the value of their academic programs, and how these perceptions influence the experiences of students and faculty. Findings suggest that liberal arts programs engage in solidarity in survival, connect to contemporary students' needs, experience faculty disillusionment. The departments tended to favor public educational goals, while student's families expressed interest in private educational goals. Future research should further examine how the liberal arts leaders can convey the value of their degrees to working-class, first-generation students, especially concerning increasing pressures to make higher education more vocational.

## POSTER SESSION

11:30AM - 12:00PM | USU BALLROOM

### **Employing an Ethic of Care in Secondary Public Education Frameworks of Higher Education**

Nikki Bear, EDLD Student

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The innumerable decisions teachers make each day as a part of instruction. As a part of the design and implementation process, teachers must decide if they will follow or resist the status quo. Although teachers care for the outcome of their students, they decide if they will move forward with a traditional approach to education or attempt a new method. It can be argued that maintaining the traditional educational models resists the proposed changes to the educational system. Those who decide to resist the status quo are supported by others who resist in a similar fashion. Those who resist changes are left behind in their instructional practices despite their care for students. Since there is no single theory that connects a teacher's ethic of care with their attitude towards resistance, this paper will attempt to construct a conceptual framework to explain how ethic of care and resistance coexist.



## **Significance of Supportive Leadership in Retaining Teachers in Title I Schools**

Sara Hernandez, EDLD Student

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The purpose of this proposed study is to investigate the relationship between administrative leadership quality and teacher attrition rates. The study will be utilizing a quantitative approach, that will employ surveys to assess teachers' perceptions of their administrators. High teacher turnover, particularly in Title I schools, is framed as a significant problem with negative consequences for students and communities. Several existing studies are cited to support the assertion that poor administrative leadership contributes to teacher burnout and attrition. The research aims to understand how different aspects of leadership effectiveness correlate with teacher turnover.



*Thank you*

for attending and supporting our programming.  
100% of the registration proceeds will be used to fund  
the Social Justice Scholarship awarded to exemplary  
CSULB Ed.D. graduate students.

## *A special thanks to:*

*Racial Equity Fellows:*

Jason Lu, Janelle Harmon, Daniel Esquivel, Erica Brenes,  
Michael Pile, Porscha Rayon Singh, Shay Hart

*Racial Equity Committee:*

Dr. Devery Rodgers, Dr. Jonathan O'Brien,  
and Dr. Stephen Glass

*Staff:*

Kimberly Word, Emily Choi, Maya Lancero, Lauren  
Brooks and Ashley Anguiano

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