Educational Leadership

2022

TOWARD EQUITY AND INCLUSION:

BRIDGING THEORY AND PRACTICE TO LEAD CHANGE IN EDUCATION

Saturday, January 29th | 9am - 1pm | Zoom

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SCHEDULE AT-A-GLANCE

CALIFORNIA STATE UNIVERSITY
LONG BEACH
Educational Leadership

WELCOME

DON HAVILAND
9:00AM - 9:10AM | *Beach Zoom Room*

KEYNOTE ADDRESS

DR. MIKE MUÑOZ
Introduction by: Aimee Vaquera, Racial Equity Fellow
9:15AM - 10:15AM | *Beach Zoom Room*

BREAK

10:15AM - 10:20AM

SESSION I

10:20AM - 11:20AM | Various Zoom Rooms

BREAK

11:20AM - 11:25AM

SESSION II

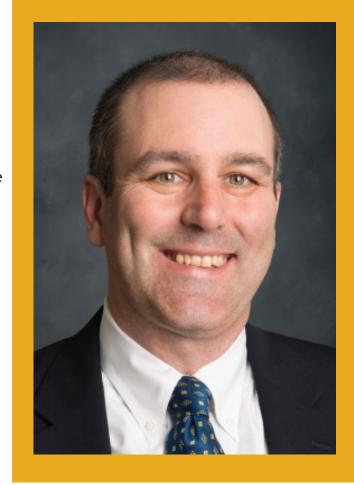11:25AM - 12:25PM | Various Zoom Rooms

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WELCOME

A message from our Department Chair

Welcome to the 12th annual Educational Leadership Symposium! I am so thankful that the technology we have today allows us to continue this important program even during this challenging time.

We come together when the relevance of our theme, Toward Equity and Inclusion: Bridging Theory and Practice to Lead Change in Education, could not be clearer. The last 2 years have shone a bright light on the challenges our society faces: systemic racism; an ongoing pandemic that has heightened inequalities in health, employment, and schooling; and questions about the health of our democracy.

Education and our educational leaders are and must remain at the forefront of shaping the change we need in our country. We need leaders committed to transforming our educational systems in the spirit of justice, equity, diversity, and inclusion. And doing so means being able to take the theory we learn in graduate school and applying in practice in the real world. As a professional field, theory alone in education is not sufficient – it is how we use that theory to help our students and communities that is what matters most. Our sessions today will give us ideas for how we as leaders can move from the abstract lens provided by theory to practices that make a difference in education.

We are honored today to have Dr. Mike Muñoz join us as our keynote speaker. Dr. Muñoz is the Superintendent-President of Long Beach City College, as well as an alumnus of our 1st doctoral cohort in 2010. Dr. Muñoz's talk will give us insight into how, as a senior leader, he has put theory into action in leading the LBCCs equity efforts and how leaders at all levels can do so to support equity and justice in education.

We also have a variety of wonderful sessions around which to engage this conversation, including sessions on supporting teachers of color, mandating play in early childhood education, engaging students in educational reform, and using critical theory to improve community college leadership. A special thank you to our presenters for taking the time to share your expertise with us. It is a great program with wonderful sessions, and I'm looking forward to each of them!

I hope today invigorates you. I also hope you will post or tweet as the day goes on; I encourage you to share what you hear and learn today. And please use the following hashtags to include us in the conversation: **#LBLead22 #CEDDiversity**

Most importantly, I hope you leave with new ideas, and new energy for serving all students now and in the future! Thank you for coming and enjoy!

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KEYNOTE SPEAKER

DR. MIKE MUÑOZ

Embracing Racial Equity: LBCC's journey from color-blind to race-consciousness in leadership and practice

Placeholder

9:15AM - 10:15AM | *BEACH ZOOM ROOM*
Meeting ID: 813 5396 9517

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PAPER SESSION

Accessible Instructional Materials and Disabled Student Access

Nicholas Matthews, Ed.D., CSULB Alumni
Alejandra Priede, Ph.D., EDLD Faculty

The purposes of this study were to create an instrument measuring disabled students' perceptions of the accessibility of their instructional materials and to investigate how these perceptions relate to perceived learning in a college course. Items for the Perceived Accessibility of Instructional Materials (PAIM) instrument were created based on the Web Content Accessibility Guidelines (WCAG) principles of perceivable, operable, understandable, and robust materials. College students with disabilities (n = 116) completed a survey containing the 33-item PAIM instrument, six items from the CAP Perceived Learning Scale, and additional items. Results of factor and reliability analyses indicated the four scales of the PAIM instrument are separately valid and reliable indicators of perceived accessibility. A regression model indicated perceived accessibility significantly predicts perceived learning. The results provide the first quantitative evidence of a relationship between accessibility and learning, and the PAIM instrument represents a promising starting point for further accessibility instrumentation work.

Our Responsibility to Serve: Supporting Teachers of Color working in Communities of Color

Amy Nayeli Vargas, Ph.D Student, University of Salamanca
Alejandra Priede, Ph.D., EDLD Faculty

While Teachers of Color (TOCs) demonstrate greater effectiveness with students of color and are perceived favorably by students of all backgrounds, they often face challenges beginning in their teacher education (TED) programs. These negative experiences illuminate why efforts to diversify the teaching force have yielded only slight increases in percentages of TOCs over the last thirty years. One way used to recruit and retain TOCs are "grow your own" (GYO) pathways, established as partnerships between communities, districts, and teacher preparation programs. Models based in Yosso's Community Cultural Wealth (CCW) have shown high TOC retention rates. This paper examines interview data from six TOCs who came through a large traditional secondary TED program at a Hispanic Serving Institution (HSI) and returned to teach in communities that predominantly served students of color to consider how traditional teacher education programs can use a CCW lens to support TOCs' development and teacher preparation.

PAPER SESSION (continued)

The Impact of Sexual Harassment Prevention Programs and Climate on the Knowledge, Attitudes, and Bystander Behaviors of University Faculty and Staff

Elizabeth Schrock, Ed.D., CSULB Alumni
Alejandra Priede, Ph.D., EDLD Faculty

Most universities require faculty and staff to complete online sexual harassment prevention (SHP) programs, but there is little research evaluating their effectiveness. This presentation will review the findings of a quantitative dissertation study that explored the impact of SHP programs and campus climate for sexual harassment on knowledge about sexual harassment, attitudes about sexual harassment myths, and willingness to engage in bystander behaviors. Faculty, staff, and administrators from three campuses in the California State University system (n = 1,699) completed a 77-item survey. There were significant differences in scores by gender, sexual orientation, race, ethnicity, and supervisory status. Multiple regression models evidenced that recency and frequency of participation in SHP were nonsignificant predictors of all variables, but climate was significantly predictive of knowledge and bystander behaviors. Implications of the study include developing targeted interventions focused on climate to prevent sexual harassment.

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SPARK SESSION

Post-Doctoral Scholar Policy Briefs

Moderator: *Charles Slater, Ph.D., EDLD Faculty*

Presenters: *Willa Rose Fynn, Ed.D., CSULB Alumni*
Vicenta Arrizon Maffris, Ed.D., CSULB Alumni
Michael Lopez, Ed.D., CSULB Alumni
Monica Cole Jackson, Ed.D., CSULB Alumni

Four post-doctoral scholars from the EDLD program at CSULB developed policy briefs based on their dissertations. A policy brief is a succinct presentation of the problem, a discussion of the argument, and findings with recommendations for action. It is directed toward a specific audience with the goal of prompting change.

Mission Possible: A Mandate for Play in Early Childhood Education
Dr. Willa Rose Fynn
Experts concur that play is a singular ingredient for optimal cognitive, social, emotional, and physical development, yet play is disappearing from early childhood education.

Hiring Faculty for Equity and Diversity: The Role of Search Committees
Dr. Vicenta Arrizon Maffris
Diverse students actively seek educational opportunities in community colleges, yet representation of faculty of color is disproportionate to these students, and there are negative student success outcomes because of this gap. Hiring more faculty of color is critical to student success and the ability of community colleges to fulfill their missions.

Build the Future of Middle School Computer Science
Dr. Michael Lopez
The problem of access, participation, and academic success of underrepresented students in computer science courses at the middle-school level is a fundamental issue of social justice because middle school is a critical developmental stage for students.

Educational Reform: Including Student Voice and Engagement
Dr. Monica Cole Jackson
The California Department of Education expects public schools to maintain a true commitment to student voice and engagement. The state is struggling in the creation and implementation of a Youth Advisory Committee aimed at incorporating students at the state level.

Discussion
Dr. Charles Slater will moderate questions from the audience.

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WORKSHOP

Equity Leadership in Practice: Using Critical Perspectives with Organizational Theory to Improve CCHE Leadership Practices

Erik Fallis, Ed.D. Student, Cohort XV
Leslie Forehand, Ed.D. Student, Cohort XV
Camille Henderson, Ed.D. Student, Cohort XV
Nathan Brais, Ed.D. Student, Cohort XV
Erica Brenes, Ed.D. Student, Cohort XV

Building from the theoretical discussion offered by several colleagues in cohort XV, this session seeks to combine the descriptive nature of leadership in Bolman and Deal (2017) with the political-sociological critique found in Critical Race Theory. To confront problems of practice, case studies in higher education will be reviewed and discussed within the context of the Bolman and Deal (2017) four frames of leadership – structural, human resources, political, and symbolic – alongside this fifth frame of social justice. The aim is to go beyond describing the elements of leadership in an organizational context. Participants will be asked to explore what it means to purposefully leverage sources of leadership to reform or remove systems of racism.

10:20AM - 11:20AM | *JUSTICE ZOOM ROOM*

Meeting ID: 976 3632 1893

WORKSHOP

Sexism and the Gendered Workplace: A Practitioner's Workshop

Lisa Mednick Takami, Ed.D., CSULB Alumni
Laura H. Manyweather, Ed.D., CSULB Alumni

The #MeToo movement has not eliminated workplace sexism. The detrimental effects of sexism on women's professional lives are well-known (Spaccatini & Roccato, 2021). Scholars argue that women's friendships allow women to thrive by meeting core psychological needs threatened in marginalized work environments and counter the masculine culture of academia (Kaeippel, Grenier, and Bjorngard-Basayne, 2020). Lisa Mednick Takami, Ed.D. and Laura H. Manyweather, Ed.D., both EDLD alums, have wrestled with these issues in their work in higher education, private sector, and non-profit settings. This interactive workshop will provide participants the opportunity to reflect on their experiences of the gendered workplace using the literature as a steppingstone to identify strategies to address sexism at work. Workshop participants will also learn how two educational leaders have used their lived experiences to build skill and resilience in combatting sexist attitudes among men and women. A resource list for further reading will be provided.

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WORKSHOP

Activating Youth Resilience in the Face of COVID: Nurturing Identities of Youth and Ecosystem that surrounds them

Noemi Villegas, Ed.D., CSULB Alumni

COVID-19 has brought insurmountable challenges to school communities. Current cultural, social, economic and health crises continue to highlight inequities and injustices that exist in our educational systems. In this workshop, attendees will learn ways to activate affirming spaces with/for young people in schools; and, gather collective wisdom, gaining practical ideas to nurture youth identities. As experts of their own experience, youth have wisdom that must be leveraged. Affirming the experiences of young people in schools can be an effective driver for the sustainability of school connections and throughout the educational redesign. Uncovering youth lived experiences can humanize and transform their experiences in classrooms and provide educators with valuable feedback toward the development of school priorities, initiatives and practices. Now more than ever, it is critical to center educational change in the voices of our young people, as we value, transform, and sustain justice in the ecosystems that surround them.

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WORKSHOP

Is one measure of excellence enough? What are we missing?

Virginia Cornejo Guevara, School Psychology Ed.S. Student
Alejandra Priede, Ph.D., EDLD Faculty

The California Assessment of Student Performance and Progress (CASSPP) is a statewide computerized adaptive assessment that monitors progress in the implementation of effective instructions aligned with Common Core Standards (CCSS) for English language arts/literacy (ELA) and mathematics. CAASPP was launched in 2014 to assist schools by promoting high quality teaching and learning. This workshop will provide a review of data and research for the CAASPP. The presentation will address publicly available data, constructs related to the data, and its utilization in school-level decision making. Panelists and attendees will engage in dialogue to elucidate the ways CAASPP data is currently used in district-level and local educational agency (LEA) decision-making. Discussion will also be centered around CAASPP as a measure of excellence and its implications in the education system. Finally, the need to consider different elements in decision-making to ensure practices are inclusive and equitable for all students will also be discussed.

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SPARK SESSION

Equity in Elite Programs

Wendy Ortega-Garrett, Ed.D. Candidate, Cohort XIV

Colleges and universities throughout the country offer programs for high achieving students. Examples of these programs include honors or McNairs scholars. These programs are designed to provide students with an enriched academic experience. Oftentimes the resources include personal advisors, research or thesis, smaller classes, priority registration, residential communities, and more. Many of these resources are proven to improve time to degree, retention, and sense of belonging for students.

The underlying issue with these elite undergraduate programs is the lack of diversity in the student and faculty. Nearly 70% of honors students nationwide are White. Nationally, 26% of honors students are students of color, but 41% of all enrolled students are students of color. This translates to 2% of all students of color participating in an honors program.

Campuses need to take ownership of policies and practices that limit participation from students of color.

The 'Great Resignation' or a Reconsideration of What Really Matters?

Jonathan O'Brien | Ed.D., EDLD Faculty

Two years into the pandemic, U. S. economists note higher than normal rates of employee turnover, dubbed the Great Resignation. Already underpaid pre-pandemic, educators once lauded as heroes are now implicated in stalling recovery efforts by demanding safe schools. One survey of postsecondary professionals (NASPA, 2021) reported most felt "underappreciated" by their institution (81%) and many (70%) cited this as a better reason to quit that the lower salaries they received for higher education preparation required for the job. How is this historic moment giving educators space to consider their future in the field? Are employers exploiting educators' passion, leading to burnout and resignation? This spark session reports key findings from data gathered in 2015 in preparation for the second phase of a longitudinal study of entry-level postsecondary educators. After 7 years, how have current events influenced their passion for the profession?

SPARK SESSION (continued)

LGBTQ+ Studies in High School...A Not-So-Queer Idea

Graham Lockett, Ed.D. Candidate, Cohort XIV

LGBTQ+ students comprise a large demographic of American public schools, yet areoften not supported within their institutions.   Consequently,more inclusive curricula isdesperately needed to mitigate further disenfranchisment of queer students. While someuniversities offer courses in LGBTQ+ Studies, it is blatantly absent in the high school setting.The researcher will conduct a qualitative study around a Queer Studies class he will pilot, usingSchein's organizational culture model when articulating the pervasively heteronormative schoolnorms, and how these assumptions and espoused values have helped shape the artifacts ofLGBTQ+ antagonism experienced within these educational institutions. With the inclusion of aQueer Studies class at his site, a public high school in Culver City, the researcher explains howthis artifact can help shift public high school cultural values to be more inclusive towardLGBTQ+ students, and develop normalized assumptions about this disenfranchised group.

WORKSHOP

Breaking from the Standard: A Critique of Bolman & Deal's Four Frames of Organizational Leadership from a Social Justice Lens

Terri Armstrong, Ed.D. Student, Cohort XV
Leslie Forehand, Ed.D. Student, Cohort XV
Janelle Harmon, Ed.D. Student, Cohort XV

The advancement of equity, diversity, inclusivity, and racial justice should be a priority for educational leaders. While we know the importance of this work, we often are guided by frameworks that do not highlight equity and justice - but instead, continue to perpetuate inequitable practices. Frameworks such as Bolman & Deal's (2017) Four Frames are commonly used as a foundation to prepare and train practitioners for organizational leadership. However, this theoretical model does not account for the complex nature of systemic oppression within educational institutions. When using the framework as is, there are many injustices not being acknowledged.

Adding an equity perspective into this framework will enable practitioners to guide their own research and practice in more inclusive and equitable ways. This perspective allows us to interrogate what we are not acknowledging as organizational leaders and how this can perpetuate equity and inclusion initiatives that need to be addressed.

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SESSION II

POSTER SESSION

Socialization Experiences of First-Generation Master's-Level Graduate Students

Lindsay Sterk, Ed.D. Candidate, Cohort XIII

Recent literature and think tank organizations alike point to the notion that 'the master's is the new bachelor's'. Universities are experiencing an increase in first-generation student enrollment as well as graduate-level program enrollment. This growth in enrollment begs the question- What happens to first-generation students on their quest for graduate study?

Combining the Weidman-Twale-Stein (2001) socialization framework with Community Cultural Wealth (Yosso, 2005) as a conceptual framework, this qualitative study explores the socialization experiences of first-generation master's-level graduate students, the supports and challenges they experience in their quest for graduate study, and how these experiences influence their sense of belonging and perception of graduate school.

This study is currently IRB-approved and in the data collection and analysis stage. Presentation will share in-progress data collected and preliminary exploration of ideas.

Diversity in California Community College Library Resources and Services

Parisa Samaie, Ed.D. Candidate, Cohort XIII

Diversity, which refers to those characteristics that make an individual unique, such as age, gender, race, ethnicity, ability, culture, religion, sexual orientation, life experiences, and even socioeconomic status, is central to working with diverse student groups and offering resources and services reflective of California community college student demographics. However, despite the growing diversity in American society and community colleges, little is known about how diversity is viewed and incorporated in librarianship. This presentation reports preliminary findings of a qualitative study on the perceptions of California community college librarians and their knowledge of diversity, including how they view and integrate diversity in their practices, resources, and services. Early findings suggest that librarians have a sufficient understanding of the importance of diversity and that additional training may be beneficial to incorporating knowledge of diversity in library practices.
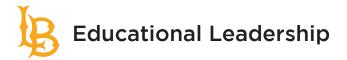
POSTER SESSION (continued)

Understanding Student Financial Hardship

Eva Dotti, Ed.D. Candidate, Cohort XIII

Federal and state financial aid funding have not kept pace with rising college tuition costs. Multiple factors have caused financial aid policy to shift away from ensuring educational opportunities for all students, especially those with financial need and students of color. An increased demand for college, declines in real family income, and shifts in political climates all play a role in determining how much tuition costs and who can afford it (Goldrick-Rab & Kendall, 2014). The purpose of this mixed methods study is to a) examine the relationships among race/ethnicity, academic achievement, and financial hardship; b) examine whether financial hardship predicts the likelihood of separation from a university, and if there are differences by race/ethnicity; and c) explore how students describe financial hardship in their own words. This study applies the concepts of policy drift and Critical Policy Analysis with the intention of providing practical recommendations for institutional policy and practice within higher education student finance.

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SCAN ME

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This year, in lieu of registration fees, we are asking for donations towards our Social Justice Scholarship.

To donate you can select "EdD Social Justice Endowed Scholarship Build Fund" or "Ed.D. Social Justice in Education Scholarship"

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