

Educational Leadership Department

Fall 2015
Newsletter



Photo by Alejandro Carabes

Greetings to our students, alumni, faculty and friends of the Educational Leadership Programs. It has been a busy and exciting Fall for us here. I'm so pleased to report that all of our programs are at capacity and that our talented faculty continue to provide high quality, social justice-oriented

academic experiences for our students. Educational Administration continues to grow. With the addition of the Little Lake cohort, we now have 5 active cohorts in the preliminary credential program. Student Development in Higher Education had a record number of applicants (160) for this year's entering class, demonstrating growing demand and the region's high regard for this long-standing program. The Educational Leadership doctoral program has enrolled its 9th cohort and continues to achieve high graduation rates and low time to degree- all while providing students a rigorous, yet supportive experience. This semester we launched the Long Beach State Leadership Consortium, an

innovative program for EDD students, alumni, faculty and local educational leaders; and Dr. Sylvia Hurtado headlined the 2nd Cynthia S. Johnson Student Development Institute.

I hope you have noticed more frequent communication from us on various social media platforms and our monthly newsletter. We have hired two amazing undergraduate students to bring us into the 21st century with our communication strategy. Thank you to our journalist, Valerie Osier, and our social media/marketing expert, Christine Nguyen, for your excellent work.

In this issue of our semi-annual newsletter you'll learn more about our how we are integrating our alumni into our teaching ranks, which has been an excellent way to sustain connections with our alumni, and also expose our students to some of the best leaders in our schools, colleges and universities. You'll also read about our outstanding graduates in 2015- our students have been extremely successful in these annual competitions.

We are so thankful to our alumni, community partners and friends that continue to contribute to our students and programs, and are so proud of our excellent students. We are excited to share this with you! As always, if you have ideas to share or feedback to offer as we improve and build, do not hesitate to let me know. Wishing you the best for the end of the semester and the holiday season.

- Anna Ortiz, Ph.D.

Letter from the Chair



Monica Cole-Jackson (right) answers questions from attendees after her paper session at last year's symposium.

Symposium to focus on Urban Education

The Educational Leadership Department is ready to 'get serious about urban education' at the 6th annual Educational Leadership Symposium at Long Beach State University. The symposium will be covering a variety of topics in urban education: access to higher education, resource allocation and administration for K-12.

"It's a chance to bring our community together, share what we know and learn about new ways to improve education in our settings," said Dr. Anna Ortiz, department chair of the EDLD.

Dr. Michael Dumas, an innovative urban education researcher, will be the keynote speaker at the Symposium in Spring 2016 where alumni, faculty and students will get

the opportunity to grow in professional development and network.

Dr. Dumas is a former professor in the Ed.D program and the Social and Cultural Analysis of Education department at LBSU. He is now an assistant professor in the Graduate School of Education and African American Studies at UC Berkeley, where he teaches courses on urban education, social and cultural theory and Black education.

"He has become a key critical voice in education, especially the study of urban education," said Dr. Ortiz. "His research and writing pushes us to think about systemic reasons for inequity and challenges us to reject simplistic explanations and solutions. It's his voice that I hear when I think

about the kind of leaders we hope to produce."

The first symposium was in 2011 and the result of an idea by students in the program, Dr. Ortiz said. The symposium will have sessions with panels and workshops covering a multitude of subjects. In November, students, faculty and alumni submitted proposals for holding a session. A student committee reviewed the proposals and decided what ideas and research would be presented at the symposium.

"The symposium ... is a way to discuss current trends or topics in higher education or elementary education and to present the topic, or theme of the year," said Kimberly Word, Associate Director of EDLD.

Where:

The University Student Union,
Long Beach State University

When:

Saturday, January 23

Cost:

Early Bird Registration	Now - 12/18	\$10
Regular Registration	12/19 - 01/16	\$15
Late Registration	01/17 - 01/23	\$20



Last year's symposium was on "Cultivating scholar-practitioners through innovation and action-oriented leadership." // Photos courtesy of Kim Word.

CEEE by the sea

Center for Evaluation and Educational Effectiveness opens to serve the public.



Top: Staff of the CEEE have a meeting to discuss future research. // Bottom: Jeremy Smotherman uses one of the wall white boards in the center to brainstorm ideas. // Photos by Christine Nguyen.

The new Center for Evaluation and Educational Effectiveness (CEEE) has opened and is operating to provide students valuable experience, evaluate and help improve programs in the community.

The CEEE has two main purposes: external and internal, according to Dr. Don Haviland, Director of CEEE.

"I think of us as like 'critical friends,'" Dr. Haviland said. "We're on the team, we're supportive, we're going to collaborate with you, we're not going to surprise you, but we're also going to tell you the honest truth. We're kind of like the referee or umpire."

The center's external goals are to build partnerships with the Long Beach State University campus and outside organizations to help them improve their

programs to meet students' needs. Internally, the center hires students who will learn a new skillset of conducting evaluations. Students then see what makes a program successful so they can make successful programs themselves in the future.

"I went to graduate school back at Syracuse University and that's how I learned to do this kind of work," Dr. Haviland said. "... It's how I got through graduate school, I was the kind of student we are now hiring. And I saw the value of that. And I thought that would be something really cool both for the people we serve and also our students."

Dr. Haviland has wanted to have an evaluation center within the College of Education since he started at LBSU. In 2009, he had spoken to other faculty members

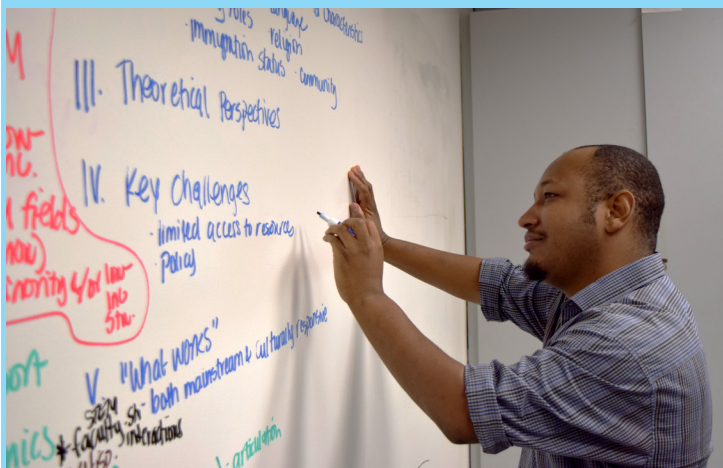
and learned several were doing their own evaluation work independently, but it was harder for them because they weren't able to do it collaboratively. He and the other faculty wanted to start the center, but due to the

economic hardships of the time, it didn't work out then. The timing was finally right in 2014 to start working on the center.

Right now, CEEE is working on several different projects. One of the biggest being for the US Department of Education, where they are evaluating how "Hispanic Serving Institute" CSU's are supporting hispanic student success in STEM. CEEE is one of the first programs to do a system wide evaluation of a program like this, Dr. Haviland said.

Another large project CEEE is working on is Project HOGAR, or Hispanic Opportunities for Graduate Access and Retention, where the center is evaluating the effectiveness of HOGAR's initiatives to "develop a graduate culture" at LBSU.

"There is always a need to gather information about how programs perform and how they can be improved," Alejandra Priede, Associate Director of CEEE, said. "And there are a lot of programs here at [LBSU], and generally they hire people outside of [LBSU] to do the evaluations for them. So having a center that can provide those services to them, I think that's key."





Making 'Change' happen

Adjunct EDLD professor's research sees front page of 'Change' magazine.

Higher education policy and institutional implementation has been a hot topic in 'Change' magazine before, and now adjunct faculty member Dr. Megan Chase has taken part in the discussion in the 'magazine of higher learning.'

The article was written on a project Dr. Chase was involved in 2013, her last year as a Ph.D student. Dr. Chase has participated in the project since then with the Center of Urban Education at the University of Southern California and her faculty adviser Dr. Estella Bensimon.

"A lot of the time, policy is created at the higher level, say, at a state level, for example in Colorado," Dr. Chase said. "It doesn't always tend to trickle down to the actual institutions that need to make the difference."

The article cites the project's

look at the Community College of Aurora, where the state of Colorado had created "state attainment goals," one being to increase the number of minority students earning bachelor degrees.

"They have this goal, but what does this actually mean for that specific community college? That's not translated," Dr. Chase said. "The issue there is that you have this state higher education goal, but then nothing happens. Who's at this institution implementing or making something happen so that change happens on that institution?"

States also need a structured process for taking the state level goals and then transferring meaning into the context of a given institution, Dr. Chase said. According to the article, a problem with higher education policy is that not every institution has the same demographics or success rates, therefore goals and change varies from campus to campus.

Colorado has a master plan with four goals that are fairly vague in terms of how they will be implemented. The CC Aurora created more specific goals for itself

within the broader goal the state implemented.

"You have this larger state goal of: 'increasing access and success to students of color' and then: 'this is how the Community College of Aurora is going to make it happen,'" Dr. Chase said. "And because these numbers are so specific, the reason they're so specific is because that team of faculty and staff got together and looked at their own institutional data and they figured out what the gaps were for these students on their campus, then they were able to create these goals. It's almost like the state can't create these goals for each institution because it's very institution specific and context specific."

The article also discussed the "Equity Scorecard," designed by the CUE to help colleges "address the structural problems that impede the success of underserved populations."

To read the full article from 'Change,' please go to www.changemag.org and find the July-August edition or use: <http://bit.ly/1jExscN>

Vet Net homegrown at the Beach

Marshall Thomas started the Vet Net Ally program, now used at campuses across the nation, at LBSU from his doctoral dissertation.



An army green and tan sticker is proudly affixed in many EDLD faculty office windows. It says "Vet Net Ally" and indicates that the person in the office is an advocate and resource to veterans. Those stickers are a product of one EDLD student's dissertation and the program has spread to campuses all over California and the nation.

Marshall Thomas, now the director of Veteran's Services at Long Beach State University, graduated with Cohort 1 in the Educational Leadership Doctorate program in 2010.

Dr. Thomas joined the Marines at age 18 and retired at 24 with the desire to go to college, something he did not have prior to enlisting. He earned his Bachelor's degree in Asian Studies and his Master's in ESL at LBSU. The EDLD program ended up drawing him closer to getting him involved with the Veteran's Center.

"The EDD program gave me an opportunity to create this awareness program, that frankly, has been professionally life-changing for me," Dr. Thomas said. "... Being in the Doctoral program got me more in touch with the veteran side of myself and with the veteran's services community, which is a very strongly close-knit community of people."

He chose the program at LBSU because he liked the idea of a cohort system. He felt he needed the support system that a cohort would provide.

"As a cohort it was everything I expected, it was the text at one in the morning saying, 'Are you writing right now? Because you should be.' Things like that," Dr. Thomas said. "Or being online and having someone [instant message] you and say, 'Okay, how are you doing right now?' Because we all, especially in the dissertation phase, everybody's writing at all hours of the night."

Vet Net Ally started as his dissertation project. He had gone to LGBTQ Safezone training and had discussions with the former director of Veteran's Services, which was still a fairly new service on campus, which sparked the idea to create a training program similar to Safezone, but for veterans.

"I gave [the former director] a call and said: 'I need a project for my dissertation, you need education, I think maybe we could do something,'" Dr. Thomas said. "So we met and invited a psychologist from CAPS and talked about what a program like that would look like. I said, 'This is going to be my dissertation, here's my timeline, here's the kind of content I want to put in it,' and I took their content and my content, we put a program together and that's what I wrote my dissertation on."

His dissertation was creating the program, doing the initial presentations: a pilot and a study, and evaluating the effectiveness of the program.

"I knew it had the potential to change the way we trained individuals to provide services for our returning veterans, but I had no idea that change would be so significant," Dr. William Vega, chair of Dr. Thomas' dissertation committee, said.

Dr. Vega went through the training himself and found it helpful, even as a veteran himself.

"My initial goal was: I'm going to create a program, I'm going to give it to the Veteran's office here and they can do with it whatever they want," Dr. Thomas said. "Little did I know, I would be the one overseeing it in the veterans office a couple years later."

Now, other schools use Vet Net Ally and implement it in different ways all over California and the United States. Right now, San Diego State University is using it as a model for their new "Military Ally" program.

"It's interesting and kinda cool to get calls from people, even on the East Coast, saying, 'Hey, was just looking at your stuff,' or 'I just read your dissertation,' and I'm like: nobody reads dissertations, you get em, you print them and they go on a bookshelf somewhere and they're never touched again," Dr. Thomas said. "But I use mine all the time, because Vet Net Ally is that dissertation."

"... And what makes it even better, is it's all homegrown right here at Cal State Long Beach. So as cool as it might be as a program, it's actually a student project, because I did it as a student."

EDLD has outstanding students

Meet the students who received the College of Education's Outstanding Graduate and Student Awards.

2015 Outstanding Graduate

Master of Science, Counseling — Student Development in Higher Education



Photo courtesy of Leina Saikali

Leina Saikali completed her rigorous three-year SDHE graduate program having attained a 4.0 GPA — a remarkable achievement that attests to a rare degree of focus and discipline, as well as to a deep personal commitment to her field and to the students and communities she serves.

As a residential academic advisor, she strived to find innovative ways to connect LBSU residents to campus resources. As an intern with Student Life and Development, she developed a proposal for a Social Justice Leadership Academy at LBSU. And as a student support specialist in the Urban Teacher Fellowship Program at Cerritos College, she helped strengthen the partnership between the college and LBSU, in part by planning and co-facilitating a nine-week bridge program.

Her passion for social justice began at a younger age. As an undergraduate, Saikali volunteered for three months with the Israeli-Palestinian Peace Project in Washington, DC, and she also planned and produced a concert to raise funds for and awareness of Darfur, Sudan.

Bio courtesy of Leina Saikali

Leina Saikali

2015 Outstanding Advanced Credential Student

Master of Arts, Education— Educational Administration Credential

Ollie Lynch is administrator and dean of students at La Mirada High School where he is in charge of discipline and attendance. Under his leadership, daily attendance has increased 2 percent. Suspensions and referrals for discipline have dropped dramatically. He led the way by implementing the Positive Behavioral Interventions and Support Program.

His background in special education and athletics has formed his outlook, attitude and commitment to students. With this perspective, he is dedicated to serving all students and making sure that no one is excluded.

He has been active in service to the Norwalk/La Mirada community. He is knowledgeable about the latest curriculum developments and served as a Common Core Representative and a member of the Linked Learning Committee as well as a peer counseling teacher and member of the site leadership team. He implemented the high school tardy policy, assisted with the implementation of Seminar for Success and served as a union representative.

Bio courtesy of Charles Slater



Photo courtesy of Ollie Lynch-Facebook

Ollie Lynch

Cohort 2 Alumna to D.C.

Martha Parham gains executive title at American Association of Community Colleges.

After working in a community college at the local level for 13 years, Dr. Martha Parham, alumna of Cohort 2, now sees higher education from a new frontier: nationally.

Dr. Parham left the Coast Community College District earlier this year and joined the American Association of Community Colleges as the new vice president of marketing and public relations.

"My favorite part of the job itself is getting a national perspective, a much bigger picture," Dr. Parham said. "... If you're talking about a piece of legislation, it impacts the United States rather than just California or your region."

One of the national pieces of legislation Dr. Parham has been involved in is the "College Promise" campaign, where she is working with former Under Secretary of Education, Martha Kanter, on making community college universal and debt-free to hard-working students.

"That's been a very exciting and a very high-profile project," Dr. Parham said. "... Community colleges, by design, are reflective of the communities in which you serve, so when you're doing something at a local level, you're focused on the community. At the national level, we have to look at it from a much broader perspective, which can be very challenging



Photo courtesy of Martha Parham

at times. The great part about that is getting to see things that work in one area that we can then help to facilitate in other areas and really watch how that success can grow throughout the country."

According to the White House fact sheet on the College Promise proposal, it is inspired by new programs in Tennessee and Chicago.

A more recent event that Dr. Parham and AACC had part in was the National Moment of Silence for the victims of the Umpqua Community College shooting that occurred on Oct. 1. Dr. Parham and her colleagues had discussed holding the moment of silence in their executive leadership team meeting. Thousands of people turned out at colleges and universities throughout the nation to attend the events in their area in respect to the victims at UCC, she said.

"It was really amazing to watch that idea turn into a national event ... to watch the national scale of things in person," Dr. Parham said. "We've heard from folks in Oregon, so we know that it's helped bring them a very small amount of comfort in what is a very difficult time for their community ... That's the kind of impact at this level as opposed to being at a local college, but I loved being at a local college too, so it's just different."

Alumni news

Q&A with alumni part-time faculty

What is the biggest thing you learned here as a student that you now use as a professor?



*Dr. Heidi Gilligan,
EDLD, Higher Ed.*

“I wasn't just a student in the program, I was also the Program Coordinator/Associate Director for the Ed.D. Program for 8 years, I have watched the program grow and I have lead initiatives to assist with student and faculty challenges (or "growing pains"). When I was managing the program I learned to make connections between, and strike a balance between, student and faculty needs. I hope this unique behind-the-scenes perspective translates into a better understanding of student perspectives in the classroom and improves my delivery of instruction in the classroom.”

“The importance of theory to practice in every day leadership. Reflecting on this philosophy, I center our class conversations on the combination of NASPA/ACPA's Student Affairs Professional Competencies publication and the student development theories our SDHE students have learned.”



*Dr. Nam Ung,
EDLD, Higher Ed.*



*Dr. Vanessa Landesfeind,
EDAD*

“What I really appreciated when I was here as a student is that Dr. Marilyn Korostoff really took a personal interest in me ... I try to work with my students the same way Dr. Korostoff worked with me: I get to know them and provide support for them. Since my primary job is school principal I understand the experiences of my students who are planning careers in administration or leadership. I really focus on grounding what I teach in practice, so students can use what they have learned in the field.”

“The biggest thing I learned as a student that carries over into my role as Lecturer is the importance of academic writing. The ability to express thought and theory formally in writing is not innate. It is a learned behavior through sweat and editing.”



*Dr. Ben Dale
EDLD, K-12*



*Dr. Richard Pagel,
EDLD, Higher Ed.*

“There are many things that I learned as a student that I now use as professor: research and research methodologies, expanded servant leadership, increase knowledge in social justice issues, and educational leadership. The greatest benefit is having the recent student experience. I can also fully understand the educational journey of our EDLD students and offer my assistance in making the program successful.”

“I try to think of what would make the best experiences for my students to make the work useful in the real world. I look for ways to link theory to practice in useful applications.”



*Dr. Connie Magee,
EDAD and EDLD, K-12*