



# EDUCATIONAL LEADERSHIP DEPARTMENT

March 2017  
Newsletter



## Symposium inspires change

Showcasing research and ideas from EDLD's own students, alumni and friends

From discussing changing our leadership strategies combating inequity and oppression to discussing our relationship with technology, the seventh annual Educational Leadership Symposium had a little of everything. The day started with a panel with EDLD faculty and alumni where panelists shared how they are changing their leadership strategies to support their students who feel unsafe in the current political climate.

"The time to work alone is gone," Dr. Noemi Villegas said.

She shared how, after the election, her high school students and their parents and administrators came together to have roundtable

discussions about race and equity in the classroom, with no prompts or questions, just to talk.

"It was powerful, the students took over," she said. "These are high school students, so trusting them to do that, trusting them to tell us how they feel is powerful. Sometimes we think that us adults have all the answers and we want to ignite some discussion, but I think that it needs to come from the students."

Dr. Hawani Negussie brought up international student populations in colleges in the United States and how we treat them and approach inter-group dialogue with that population.

"Education is key because people

come here for education," Dr. Negussie said.

After the panel, paper sessions were opened on several topics including challenges with at risk populations, examining librarians roles within their institution and Critical Race Theory, followed by poster sessions, where current EDLD and SDHE students were able to present their own research.

Dr. Josie Ahlquist discussed digital identity and her research on college student leaders and their behaviors and experiences with social media in the keynote address. She asked the audience various questions about how social media has made them feel, especially since the election.

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"The student leaders in my study, while they loved social media, they also had a hatred for it," Dr. Ahlquist. "They had a very torn and frustrated feeling like they had to stay plugged in, but were quite desperate to unplug."

"How can we check in but not check out? We have to find a level of balance so we're not worn out and we don't burn out so we can't even look at Face-

book ever again."

Dr. Ahlquist shared some sources to help teach digital citizenship and to support students in technology and digital literacy, such as Common Sense Media and the International Society for Technology in Education.

The event wrapped up with afternoon sessions on topics like: evaluation basics, crisis counseling and campus climate.

## Student Spotlight: Elizabeth Primero

Cohort 8 student ignites passion for research and higher education

A passion for students and higher education were both instilled in Elizabeth's life early in her career as an undergraduate student at the University of Arizona.

"I had a strong desire to want to work with students and want to support them personally and academically in college," says Elizabeth about her first experiences working with students.

Following her undergraduate career, she moved two hours north to Northern Arizona University (NAU) to receive her Master's in Counseling-Student Affairs. Majoring in Political Science and Educational Leadership, she spent time working with programs like TRIO Student Support Services, which assists first generation college students transition into college.

Elizabeth continued her work in higher education at the University of North Carolina Asheville (UNCA) where she received her first full time position working as a Community Director for the Residential Education Department. She oversaw a residence hall of 300 first and second-year students while hosting programs and supervising a team of residential advisors.

When she decided on pursuing a doctorate, Elizabeth started looking for schools on the west coast. Faced with a number of acceptances and job offers, she chose Long Beach because of the strong connection she felt to the people in the program.

"The support from faculty and staff was absolutely there. They wanted

me as a student, but they cared for me as a person," says Elizabeth about the amount of personal and academic support she received from students and faculty in the program.



Elizabeth began the Ed.D in Educational Leadership program at CSU Long Beach in the summer of 2014. In her first year, she became a Graduate Assistant for Dr. Don Haviland, and assisted in establishing the Center for Evaluation and Educational Effectiveness (CEEE).

Currently, Elizabeth works as the Undergraduate Research Opportunity Program (UROP) Coordinator, which provides undergraduate research opportunities to primarily first and second-year students as a way to assist them in exploring majors and career paths. She says that "working with UROP has provided her the unique

opportunity for intellectual stimulation through research while still being able to engage with students who have had little to no research experience."

Elizabeth's work with undergraduate researchers ties into her work on her dissertation topic, which focuses on the participation of first generation college students of color in undergraduate research. Through her observations, her work emphasizes these students' experiences and how their racial and cultural identities are validated or not validated through their research work in the field.

"A lot of the rhetoric surrounding first generation college students of color is negative. And I want to be able to change that narrative. A lot of students in UROP are first-gen students of color. And I see them work hard and succeed."

Recently, Elizabeth was selected to participate as a graduate assistant fellow for American Association of Hispanics in Higher Education (AAHHE). In her first time applying to the competitive program, this unique opportunity will help her in her long-term goal of publishing. She will be presenting her work at the AAHHE Conference in Irvine in March, as well as the Student Affairs Administrators in Higher Education (NASPA) Conference in San Antonio and College Student Educators International (ACPA) Conference in Columbus later this month.

Elizabeth will graduate in May and hopes to be able to continue her work here at Long Beach and accomplish one of her long-term goals of publishing.