



CALIFORNIA STATE UNIVERSITY
LONG BEACH
Educational Leadership

2024

RACE, RACISM AND RADICAL IMAGININGS: LEADERSHIP FOR LIBERATION, JUSTICE, & HOPE



University Student Union Ballroom
Saturday January, 27th | 9am - 2pm



#LBLead24 | @CSULB_EDLD

Welcome

A message from our Department Chair

Welcome to the 14th annual Educational Leadership Symposium! As a society, we continue to face critical challenges including structural racism, deep economic inequality, and a myriad of other threats to fundamental human rights.

For these reasons, I am excited about our symposium's theme, which calls on us to learn from and with each other to address racism from the perspective of liberation, hope, and justice. As educational leaders, we must know how to lead in collaborative ways that center equity and justice, so that we can transform educational systems that nurture inequality and oppression, and prepare students who will continue the work of promoting social justice and racial equity.

I am confident that the conversations in the wonderful sessions being offered today will inspire, give us hope, and help us enact educational practices that support justice and liberation. Our sessions include topics such as free speech, faculty as change agents for diversity, using critical frameworks in our work, and supporting LGBTQ+ students – among many excellent sessions. And our presenters include everyone from members of our newest cohort all the way to our alumni. Thank you to our presenters!

We are also honored today to have Dr. Juan Benitez join us as our keynote speaker. His experience as a professor at CSULB, his leadership of the campus's Center for Community Engagement (which uses campus-community partnerships to facilitate service learning and action research for our undergraduates), and his role on the LBUSD School Board (including as president) gives him particular insight into both the challenges and opportunities that we face across the PK12 education spectrum.

I would also like to recognize the excellent work of our department's Racial Equity Fellows (REFs). We have 5 current students and 2 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!

We are also thrilled to be joined today by several of our colleagues from Costa Rica – please introduce yourself and welcome them through the day.

I hope today invigorates you. I also hope you will share about your experiences and learnings on social media as the day goes on. Please use the following hashtags to include us in the conversation: @csulb_edld #LBLead24 #CEDDiversity

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



#LBLead24 | @CSULB_EDLD

SCHEDULE AT-A-GLANCE



CALIFORNIA STATE UNIVERSITY
LONG BEACH
Educational Leadership

CHECK IN:

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

WELCOME ADDRESS BY:

Racial Equity Fellows JOHNATHON DAVIS AND
LESLIE SAITO

9:00AM - 9:15AM | BEACH BALLROOM

KEYNOTE ADDRESS BY:

DR. JUAN M. BENITEZ

INTRODUCTION BY:

DR. JANELLE HARMON

9:15PM - 10:15PM | BEACH BALLROOM

SESSION I

10:20AM - 11:20AM | USU 3RD FLOOR

SESSION II

11:25AM - 12:25AM | USU 3RD FLOOR

LUNCH

12:30-1:30PM | BEACH BALLROOM

CLOSING REMARKS BY:

Racial Equity Fellow: ERICA BRENES

1:30PM - 2:00PM | BEACH BALLROOM



#LBLead24 | @CSULB_EDLD

KEYNOTE SPEAKER

Dr. Juan M. Benitez

***THE MORAL IMPERATIVE AROUND EQUITY:
ASPIRATIONS AND EXCELLENCE IN ACCESS, DIVERSITY,
INCLUSION AND STUDENT SUCCESS IN EDUCATION***

Dr. Juan M. Benitez is the Executive Director for the Center for Community Engagement (CCE) at California State University, Long Beach (CSULB). He's is also a Governing Board Member (and past President) for Long Beach Unified School District (LBUSD). He was first elected to the Board of Education in 2018 and is currently serving in his second term in Area 3 of LBUSD, which is the 4th largest school district in the state of California with over 65,000 students.

He has been a long time champion for educational equity and excellence and helped to pass a historic Equity Policy in the district two years ago. In addition, he championed the passage of another historic, and

firstever, Community Workforce Development Agreement for LBUSD in 2019; ensuring a pathway to success for LBUSD students and working families, expanding pre-apprenticeship programs, and committing more than \$400 million of projects under the agreement to local unions.

As Executive Director of the CCE, he oversees university-wide community engagement projects, programs, and engagement initiatives; including but not limited to Community Service Learning, Community-based Participatory and Action Research, Academic Internships, and campus-community partnerships & collaborations.

At the University of California, Los Angeles (UCLA), he received B.A. degrees in Political Science and in History and went on to receive his M.A. and Ph.D. in History. His areas of expertise are: U.S.-Latin American affairs, U.S. immigration, Latinx history, asset based community development, civic engagement and the ethnic experience in the U.S.

He has over two decades of experience leading multi-stakeholder projects and initiatives focused on: strategic planning, action planning, community-based action and participatory research, asset mapping, civic engagement, community visioning, systems and policy change, and community building among others. Dr. Benitez focuses on the implementation of equity-anchored High Impact Practices in education and is driven by his passion for supporting student success.

He is the proud son of Mexican immigrants and proud father to a daughter who attends LBUSD.



#LBLead23 | @CSULB_EDLD

SESSION I

10:20AM - 11:20AM | USU 3RD FLOOR

WORKSHOP

USU 303

Rethinking How Researchers Analyze Latine Experiences: The Development of a Conceptual Framework

Dr. Alejandra Priede, EDLD Faculty | Alexis Contreras, Ed.D. Student

The exploration of Latine people in research has expanded greatly over the decades. From Latino/a Critical Race Theory to Chicana Feminism, researchers have utilized numerous frameworks to understand the diverse and shared experiences of the Latine community. This workshop aims to unpack the elements of intersectionality to explore the development of a conceptual framework that affirms and upholds the identities and experiences of Latina educators. Participants will be able to engage in the workshop as both a practitioner and a researcher. The co-presenters will: (1) facilitate an activity of self-identity, (2) unpack the components of existing Latine frameworks, and (3) reveal the workings of a conceptual framework for a developing dissertation.

SESSION I

10:20AM - 11:20AM | USU 3RD FLOOR

WORKSHOP

USU 304

Creating Inclusive Spaces for 2SLGBTQIA+ Students

Dr. Juan Carlos Olivares Ed.D. Alum

Currently, queer-identifying people in the United States face institutional and discursive violence in PK-16 schools. Queer educators and queer youth often look to their administrators for support, but they are met with either performative allyship or no support at all. We live in a system developed with cisheteronormative people in mind, causing queer individuals to feel less than welcome. In this workshop, participants will be able to determine how their school sites uphold these institutional and discursive cisheteronormative practices. After identifying these cisheteronormative practices, participants will plan how to disrupt these practices to be more queer-affirming in these spaces using Pennell's Heteronormativity Scavenger Hunt concept. This workshop will also discuss intersectionality and how we can disrupt cisheteronormative practices in minoritized communities. Participants will leave this workshop having an action plan for how they will disrupt the institutional and discursive violence occurring at their school site or office.



#LBLead24 | @CSULB_EDLD

SESSION I

10:20AM - 11:20AM | USU 3RD FLOOR

WORKSHOP

USU 305

Moving toward Equity through the Feminist/Poststructural Epistemology

Liza Ivezaj, Ed.D. Student | Julia Lathin, Ed.D. Student | Jennifer Villalobos Ed.D.

In PK-12 and CC/HE settings, educational institutions utilize a modernist approach in their organizational leadership and structure. This lens often fails to consider the experiences of marginalized groups like women and people of color. We argue that a Feminist Poststructuralist lens better allows organizations to understand the experiences of these marginalized groups and foster an environment that is more equitable to all. Examining the history of the Feminist Poststructuralist epistemology, participants will learn how best to challenge inequities in their educational leadership practice.

SESSION I

10:20AM - 11:20AM | USU 3RD FLOOR

WORKSHOP

USU 307

COVID-19 and Teacher Education: Preliminary Findings from Pandemic-prepped Teacher Interviews

Nathan Brais Ed.D. Candidate

During the COVID-19 pandemic school closures, major educational scholars like Gloria Ladson-Billings and Linda Darling-Hammond began to dream of ways our American educational system, and the field of teacher education could respond. Their main idea was to use the pandemic as an opportunity to address long-standing inequities in while improving—or resetting—educational policy and teacher education practice. The question remains: Why haven't researchers focused substantial energy on gathering stories from those who were students in teacher preparation programs during this unprecedented time?

With this question in mind, this session will highlight a literature review focused on the impact of the pandemic on teacher education in California. This review considers the contextual elements of the ongoing teacher shortage and the increased super-diversity of California's K-12 student population. Preliminary data from qualitative interviews will also be shared and discussed. Preliminary findings will also be discussed, as appropriate.



#LBLead24 | @CSULB_EDLD

SESSION I

10:20AM - 11:20AM | USU 3RD FLOOR

SPARK

USU 306

Lost in Translation: Middle School Math Teachers' Experiences Educating Students Identified as English Learners

Kristina Walshe, Ed.D. Student

Trend data indicate gaps in English learner (EL) outcomes in mathematics when compared to that of the general student population. According to statewide data from the California Assessment of Student Performance and Progress (CAASPP) (2022) for the 2021-2022 school year, only 9% of the EL K-12 student subgroup met or exceeded the grade level standards for math for all grade levels while 33% of all K-12 students met or exceeded standards for math. The problem is that schools and school districts are not currently meeting the math needs of EL students, especially in secondary school. English Learners are consistently being disregarded, unsupported and underfunded, compared to their English speaking peers (Gandara, 2003). Studies have shown that teachers can have a significant impact on the academic outcomes for all students, but especially those identified as ELs. Teachers can have a negative impact due to the implicit bias they carry with them, the deficit thinking they have about the students and their families and the lack of training teachers receive in supporting these diverse groups of students but they can also have a positive impact if they develop relationships with the students, engage in professional development and shift their thinking about these students. If this problem continues to go unaddressed, the problem will only get worse and the gap will widen even further and students will not receive the support they need in high school and beyond.



#LBLead24 | @CSULB_EDLD

The Needs and Experiences of K-12 Vietnamese Language Teachers

Pauline Dong, Ed.D. Student

Some of the largest populations of Vietnamese people in the U.S. currently live in California (Budiman, 2021; Carreira & Kagan, 2018; Dang et al., 2015). The Vietnamese American population took root in the U.S. as a direct consequence of the Việt Nam War in 1975, which forced a regime change in Việt Nam and caused the mass exodus of Vietnamese refugees escaping war, persecution, and political oppression in their homeland. Many Vietnamese people resettled in the U.S., and the post-war Vietnamese American community continues to grow. Vietnamese Americans still utilize the Vietnamese language significantly (Budiman, 2021). Despite the rich cultural and linguistic diversity in California's student population, one of the key challenges the Vietnamese American community faces is heritage language preservation.

This dissertation explores the needs and experiences of K-12 Vietnamese language teachers in California. The main goal of this research is to shed light on the levels of administrative, curricular, and community support accessible to Vietnamese language teachers as they aim to deliver high-quality instruction to K-12 Vietnamese language learners (VLLs). Well-supported teachers are vital to sustain heritage language preservation (Alfaro, 2019; Babino et al., 2018; Cervantes-Soon, 2014). As a multiple case study, this research will investigate the perspectives of teachers, parents, and community members connected to K-12 Vietnamese Dual Language Immersion (VDLI) pipelines in California to (1) explore their views on the needs and experiences of Vietnamese language teachers, and (2) examine the role of public engagement in the sustainment of Vietnamese language education in California.

Guardians of Integrity: Navigating Generative AI and Academic Integrity in Higher Education

Robert Moushon, Ed.D. Student

With enrollment in postsecondary institutions falling (National Student Clearinghouse Research Center, 2022) and student dissatisfaction with the higher education experience increasing (RNL, 2021), educational leaders need to evaluate the disconnect existing academic policies and practices may have with their constituents. During the same period of this academic decline, rapid expansion in artificial intelligence has led to the prevalence of generative AI. Applications like Open AI's ChatGPT chatbot or Midjourney's image tool respond to user prompts and create associated content. Higher education students could use generative AI to outline a complex science problem, produce a narrative solution for that answer, and check to ensure the paper adheres to grammar rules via online tools (Alam, 2021; Kung et al., 2023; O'Neil & Russell, 2019). As with previous innovations that assisted academics, such as the graphing calculator or the online search engine, higher education institutions must assess the potential impact these tools can have on their existing academic integrity policies.

This research study aims to investigate the implications of integrating generative AI tools into higher education, specifically focusing on their influence on scholarly activities. Through in-depth qualitative analysis, the research seeks to better understand the beneficial and detrimental effects of the emerging technology, the impact of faculty opposition or endorsement, and whether generative AI helps some students more than others.

SESSION II

11:25AM - 12:25AM | USU 3RD FLOOR

WORKSHOP

USU 303

Everyday Acts of Resistance - Black Feminist Epistemology

Daniel Esquivel, Ed.D. Student | Hilda Mapp, Ed.D. Student | Lupe Pasillas, Ed.D. Student

Investigate the transformative dynamic of Black Feminist Epistemology (BFE), a powerful framework elevating historically marginalized voices and challenging the status quo through everyday acts of resistance. Through this interactive session, participants will explore the historical roots and theoretical underpinnings of Black feminism and BFE. Intimate, small group discussions will provide participants space for critical reflection on the intersections of BFE in education by sharing professional experiences, overcoming adversity, and honoring successes. Explore the intersections of race, gender, and leadership to impact your respective spheres of influence in advancing equity and inclusion for the communities you serve.

SESSION II

11:25AM - 12:25AM | USU 3RD FLOOR

WORKSHOP

USU 304

Universal Design for Learning and Artificial Intelligence in the Digital Era: Fostering Autonomous Learning and Social Justice

Dr. Fabián Rojas-Ramirez Ed.D. Alum | Dr. Silvia Saborio-Taylor

The ultimate goal of this workshop is to explore how UDL and AI, when integrated seamlessly, have the potential to transform educational systems into inclusive environments that foster autonomous learning, ultimately contributing to the cause of social justice. The symbiosis of these two powerful forces has the capacity to disrupt educational norms, challenge systemic inequities, and set a new standard for educational practices in the Digital Era. This workshop delves into the practical applications, challenges, and best practices of incorporating UDL and AI in educational settings, providing insights and guidance for educators, policymakers, and researchers invested in advancing the cause of inclusive education and social justice in the contemporary digital age.



#LBLead24 | @CSULB_EDLD

SESSION II

11:25AM - 12:25AM | USU 3RD FLOOR

WORKSHOP

USU 305

“Who Are They After This Week?” Supporting Faculty During Targeted Harassment By the Public

Dr. Nina M. Flores, EDLD Faculty

Voicemails from strangers reciting your home address. Emails that reference your children’s names. Receiving so much harassment you can’t open your inbox for weeks without cringing. Leaving a tenured position and moving for safety. These are examples faculty shared with me during interviews about their experiences being targets of harassment by the public for their teaching, research, or personal identities. Targeted harassment is when people engage in aggressive, organized campaigns meant to silence professors or censor their curriculum (Ferber, 2018). During these incidents, the overwhelming emails, social media comments, doxing (release of personal information – home address, children’s schools), and threats of rape and death contribute to silencing, self-censorship, and lack of safety, all of which prohibit faculty from fully engaging in academia, the profession, and with the public (Doerfler, 2021). This workshop is designed to think proactively so we’re ready with responses that champion our values and support our faculty.

SESSION II

11:25AM - 12:25AM | USU 3RD FLOOR

WORKSHOP

USU 307

Race, Racism, and Free Speech

Jason Lu, Ed.D. student

The ongoing Israel-Gaza conflict has consumed many professionals’ lives in colleges and universities. Every day, practitioners struggle with the boundaries of free speech and balancing external influences while all trying to support students. This session aims to delve into the nuances and challenges faced by individuals who are facing these challenges since October 7, 2023. In this session, we will discuss the history of campus activism, free speech, and culture and policies. Participants will look at case studies to consider how to approach this in their practice.



#LBLead24 | @CSULB_EDLD

SESSION II

11:25AM - 12:25AM | USU 3RD FLOOR

SPARK

USU 306

Missing Authors

Autumn Oyemade, Teaching Credential student

Our evolution into the modern society that we now consist of has brought us many advancements industrially, economically, technologically, and socially. However, even so, we in our modern age still hold on to ideals of the past, mostly unconsciously. As we are ushered into a new generation, we still see the same lack of diverse authors in English classrooms, despite the acknowledgment of many teachers that they should be teaching about more authors of color. My research hopes to expand upon the theory that including authors of color in a high school English curriculum is beneficial to both students, teachers, and families, by providing representation, stories, and voices to people who have been silenced.

SESSION II

11:25AM - 12:25AM | USU 3RD FLOOR

SPARK

USU 306

The Shortage of African-American Male Educators in Underserved Communities

Bobby Rodgers, Ed.D. student

Brown v. The Board of Education (1954) significantly changed American educational history. Under the previous legal structure of “separate but equal” established by *Plessy v. Ferguson* (1896), public schooling for underserved communities of color had an abundance of African-American male educators. The *Brown* ruling racially integrated both student and educator ranks; however, White resistance to having African-American educators in the integrated schools led to numerous African-American educators being illegally dismissed, fired, and replaced. Thus, paradoxically, the integration mandated by *Brown* led to a shortage of African-American male educators which continues to the present. Currently, no more than 2% of all educators in public schools are African-American males. Of that number, 1.3% service the middle and upper grades, while the remaining percentage are located in the primary grade levels. In addition, studies have shown that 82% of public educators are female, and of that percentage, 75% are White and middle class. Thus, it is possible for students in communities of color to spend their compulsory educational experience never having encountered an African-American male educator.

The purpose of this study is to examine the problem of the shortage of African-American male teachers to identify explanations for the current predicament and provide possible solutions and policies that might work. To this end, the framework of Critical Race Theory offers a lens through which to view, from various distances and perspectives, the systemic racism that persists in American education.



#LBLead24 | @CSULB_EDLD

SESSION II

11:25AM - 12:25AM | USU 3RD FLOOR

POSTER

USU 306

Faculty Change Agents for Diversity at California Community Colleges

Erica Brenes, Ed.D. student

Research shows that faculty change agents for diversity (FCA-D) are a strategic source of meaningful change at California Community Colleges (CCC) yet many faculty are resistant to lead. Either because they are unaware of how to begin, unable to introduce changemaking into already overburdened schedule, or afraid of the looming consequences, faculty struggle to lead. Dismantling systems of oppression is difficult and the CCC often quiets and suppresses faculty agency, but faculty-led change is possible.



#LBLead24 | @CSULB_EDLD



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, Johnathon Davis, Leslie Saito, Erica Brenes,
Janelle Harmon, Dr. Noemi Villegas, and Dr. Vanessa
Monterosa

Racial Equity Committee:

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

Staff:

Kimberly Word, Emily Choi, Aidan Nguyen, Lauren
Brooks and Ashley Anguiano

For more information on our faculty and programs,
please visit:

WWW.CSULB.EDU/EDLD



CALIFORNIA STATE UNIVERSITY

LONG BEACH

Educational Leadership



#LBLead24 | @CSULB_EDLD