TO A GREAT DEGREE

DOCTORATE IN EDUCATIONAL LEADERSHIP LAUNCHED

Visiting a mall recently, Arnold Danzig overheard another customer mention that she was a high school principal in the San José area. Sensing an opportunity, Danzig produced a business card identifying him as the director of the new doctoral program in Educational Leadership at San José State University and a professor of Educational Leadership in the Lurie College of Education.

Danzig, a veteran researcher who recently relocated to the Bay Area from Arizona State University, expects to be spreading the word as he recruits students for the university’s first independent doctoral program.

Working from his office on the fourth floor of Sweeney Hall, Danzig and a group of core faculty are finalizing a doctoral curriculum and moving the Ed.D. Program toward full accreditation in February. The first class of 15 Ed.D. candidates—primarily mid-career school administrators—should start classes next summer.

“The predominant group of people who will be attracted to the doctoral program will be current school administrators and education leaders who would like to advance knowledge in their professions,” Danzig says. “We’ll get other people who see themselves as stewards of the discipline of education. They’re not necessarily inter-
Leaders are not just people who occupy particular roles in schools. This issue of Impact highlights the numerous ways in which our alums, students and faculty lead others.

Connie Lurie, one of the College’s strongest supporters, was recently given an honorary doctorate by California State University for leading others in supporting many programs at San José State.

Humaira Khan, a recent graduate of our master’s in speech pathology program, models for other alumni the significant impact that giving back can have for other future students.

Students in our B-3 supported early childhood education program are not just completing B.A.s, but developing skills to lead others in their workplaces. And faculty continue to step up, whether in their own or other departments in the College, as department chairs. What lies at the heart of leadership is the commitment to serving the needs of others.

At a time when we seem to have lost sight of the notion of the public good, now more than ever, we need the kind of leadership exemplified by our alums, students and faculty.

FROM THE DEAN

Most people connect colleges of education with the preparation of teachers—and we’ve been doing that here for a very long time. Pictured at the top of this page and seen throughout this issue of Impact are members of the 1908 graduating class at what was then called the State Normal School at San José. However, we now are also responsible for preparing those who lead our schools—namely, principals and other administrators.

This coming year, the Lurie College of Education is preparing to launch its first independent doctoral program in educational leadership, a program designed to prepare people to effect system-level changes. They are individuals who will be poised to shape the future of schools in broad and deep ways.

In preparation for this challenge, we have hired Dr. Arnold Danzig, an experienced and highly regarded scholar, to lead this effort.

As you will read in the lead article, he brings fresh ideas and perspectives that align well with the Lurie College’s mission of promoting excellence and equity in schooling.

Our new Ed.D. program will give our graduates experience in looking at schooling from a global perspective. They will spend at least one summer in an intensive study abroad of another country’s school system. In a world where the connections between people are often just a technological click away, school leaders need to be aware of how teaching and learning are accomplished in other countries.

PAYING IT FORWARD

S T U D E N T S IN W E N D Y Q U A C H ’ S S P R I N G 2 0 1 3 A U G M E N T A T I V E A N D A L T E R N A T I V E C O M M U N I C A T I O N G R A D U A T E S E M I N A R were fascinated when they encountered an ingenious device at a vendor fair she organized one evening during the semester.

The MegaBee, an electronic handheld assisted writing tablet, allows people with brain damage, strokes, cerebral palsy, multiple sclerosis or impaired speaking ability to communicate with a caregiver while requiring very little training.

“All we really liked it,” remembers Humaira Khan, who graduated from the Lurie College in June with a master’s of arts in education with a concentration in speech pathology. The next week, Quach, an associate professor in the Communicative Disorders and Sciences (CDS) department, asked the class what they thought of the devices they had sampled.

“The majority of us said we liked the MegaBee,” Khan says. “She said, ‘I like it too. I want it for the clinic, but it is a thousand dollars.’”

That gave Khan, a married mother of three who recently started a job as a speech-language pathologist at Laurelwood Elementary School in the Santa Clara School District, an idea. She told Quach she would like to donate a MegaBee to the Kay Armstead Center for Communicative Disorders.

“We spend our money on so many trivial things,” Khan says. “This seemed like something more worthwhile.”

Quach demurred when Khan first mentioned the idea, because the semester was still underway. “I said, ‘Let’s talk about this after you graduate,’” Quach says. Khan renewed the offer after the class ended, and this time Quach took her up on it.

“No student has ever done that,” Quach says of the gift. “Because of her intent and her inherent generosity, she just wanted to make the donation. I’m very grateful.”

The MegaBee, which uses eye movement and blinking to select letters and spell out words, could be used in the clinic to help students become familiar with new technology and to help determine whether to recommend it to an insurance provider for a patient, Quach says.

Khan, who grew up the daughter of highly educated parents in Multan, Pakistan, says the contribution was just a token of the gratitude she feels toward the CDS faculty for their support during her years-long effort to earn her degree, and she points out that generosity is highly valued in her Muslim faith.

Khan moved to the U.S. 20 years ago with an undergraduate degree (she later returned to Pakistan to earn her master’s in English literature). She and her husband, a manager at Cisco Systems, moved from southern California to Cupertino in 2005 with their two daughters. After spending time as a stay-at-home mom, Khan was looking for a new career, at one point considering interior design.

“A cousin of mine who is a special ed teacher told me about speech pathology, so that is how I got interested,” she says, adding that her mother, a recently retired high school principal, also instilled a love of education.

She started her coursework in 2006, but after her first semester had to take a two-year break because she had gotten pregnant with their third daughter. “I wasn’t sure I was going to come back,” she says.

She credits her family and the faculty with encouraging her while she returned to school part-time and helping her to navigate unusual challenges, like getting her Pakistani college transcripts accepted.

“They really helped, when I was leaving and when I was coming back,” she says. “I’m very fond of all the professors.”

Connie Lurie College of Education San José State University

Co-E Director, Lurie College of Education

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COMMUNICATION DISORDERS & SCIENCES

HUMAIRA KHAN’S GIFT TO THE DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES

Co-E Director, Lurie College of Education

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Communicative Disorders & Sciences
The leadership courses will focus on leadership principles, education policy, culture and diversity. The organizational behavior component "asks people to look inward and develop their own capacities," Danzig says.

The context of education curriculum asks students to focus on the political, social, economic and global contexts in which education occurs, with instruction delivered by faculty from across the university.

The research block will include research methods and seminars where students actively imagine what an educational system should be. It will also shape the students' final research project, consisting of case studies of workplace programs and policies in the districts where they work.

During the second summer students will spend about 17 days abroad learning about schools and leadership innovations. The trip is meant to be a life-changing experience. China, Vietnam or Spanish-speaking countries are being considered for the first visit.

“You’re getting students out of their comfort levels,” Danzig says. “You’re getting them to understand, perhaps, how some of the children in the schools that they lead feel when they come to school.”

Danzig led similar overseas study trips while at Arizona State, where he was director of the doctoral program in educational leadership. Earlier in his career, he taught at Northern Arizona University and Colorado State University. He also directed the Arizona Department of Education’s educational policy center for three years.

Much of his research has centered on “learner-centered leadership”—or what might be called a human-centered approach to leadership, Danzig says. The San José State opportunity was a chance to further that work, he says.

Amy Strage, a professor of Child and Adolescent Development who also works in the university’s Center for Faculty Development, chaired the search for the new Ed.D. program director.

Although California State University campuses traditionally did not grant doctoral degrees, that changed with 2003 legislation permitting “practical doctorate” programs aimed at working professionals. The first steps toward creating an Ed.D. program at San José State came in 2008 when Susan Meyers, then-dean of the Lurie College, convened a group of university faculty to discuss a doctoral degree path, Strage says.

There were “stops and starts” in the ensuing years as funding for a program was allocated and then withdrawn. “It had a difficult time getting off the ground,” Strage says.

When Danzig was hired for the director’s position, “It was completely clear to all of us as soon as we had the opportunity to meet him in person and review his materials that he was the perfect fit,” Strage says.

“Three legs” make for an effective educator: knowledge base, pedagogy and disposition, Strage says. “I look at Arnie and I think, ‘Home run!’” she says. “He’s done this. He knows this. He has such deep and broad expertise. He seems so comfortable talking with community players, whether it’s principals, business folks or ordinary citizens. We’re so fortunate.”

FACULTY DEVELOPMENT

While fashioning a curriculum for the new program, the faculty will need to develop a “doctoral culture,” that approaches research problems with greater rigor than is typical of a master’s or baccalaureate program, Strage says.

“With the doctoral program you’re talking about a real boutique approach—a small cohort, relatively small classes and tens of individual mentoring and attention as students are working through their culminating projects,” she says.

PUBLIC INTELLECTUALS

Rebeca Burciaga, an assistant professor in Educational Leadership and a core doctoral program faculty member, says Danzig asked her to design her “dream class” on leadership culture and diversity. Burciaga will ask her students to examine how their own experiences in educational settings, particularly with respect to race, class and gender, have shaped them as leaders.

“I feel very fortunate,” she says. “It is the kind of opportunity that I didn’t think that I’d have so early in my career. Knowing that, I’m pretty mindful about taking it as seriously as the students would.”

The new program will graduate “public intellectuals” ready to play a leadership role in educating Silicon Valley children. Burciaga says. “This is a really good time to work with individuals who are already familiar with the area and find ways of addressing what we need in the field.”

Burciaga expects her master’s students will be highly motivated professionals. “That’s the kind of student we’re looking for,” she says. “It’s not just about an increase in their pay. It’s how you help shape the future of education in this region.”

Lisa Oliver, interim chair in the Educational Leadership department and another core faculty member, says it’s a given that the doctoral students will have demanding full-time jobs. “We expect that all 25 will graduate,” she says. “We are focusing on making this so that it’s not overwhelming—that it’s functional and doable.”

The proposed curriculum and syllabi must be approved at the college and university level before being submitted to the Western Association of Schools and Colleges for accreditation. “I really hope that everything goes according to plan,” Oliver says. “We will graduate some really excellent practitioners when we get it in place.”

The Ed.D. program has also drawn interest from Lurie College faculty members outside of Educational Leadership.

EDUCATIONAL LEADERS

Michael Kimbarow, chair of the Commnicative Disorders and Sciences department, hopes to develop a course centered around equity issues related to disability. “What would an educational leader need to know if they were running a district or a school on how to best integrate their operation with the services that are designed for children with disabilities?” Kimbarow asks.

The prospect of teaching doctoral students “gives me some opportunity for professional growth and excitement,” Kimbarow says. “I’d love to be able to step out of the box and challenge myself to create a curriculum, a course or part of a course that would be worthy of doctoral-level pedagogy.”

Core faculty member Brent Duckor, an assistant professor in Secondary Education, believes the Ed.D. graduates will make important contributions to the community.

“Are we excited about a model that sees leadership preparation as learning to make connections, leverage resources and create solutions with other leaders in public education?” Duckor says.

Outsiders have embraced the new program as well. John Porter, superintendent of the 10,000-student Franklin-Mckinley School District, says the greater San José area has long needed a doctorate level program.

“I feel very fortunate,” she says. “It is the kind of opportunity that I didn’t think that I’d have so early in my career.”

—Rebeca Burciaga
W hen 27 newly minted B.A.s in Child and Adolescent Development celebrated their graduation in 2010 with a special ceremony, surrounded by family and friends, it was the end of a demanding chapter in their lives. They had all spent four years juggling full-time jobs in preschools with year-round evening classes through a collaborative program between the Lurie College of Education and the E-3 Institute.

Their diplomas marked personal milestones but were also proof of a concept hatched in the college’s Child and Adolescent Development (ChAD) department—that experienced preschool teachers could complete a nontraditional baccalaureate and improve their teaching while keeping their classroom jobs.

“This was a once around the block to see if we could do it,” ChAD Chair Toni Campbell said. The answer, embodied in all those caps and gowns, was yes.

Last summer another 24 working students, who will become the second graduating class, started their course work. Like the 2010 graduates, this group will receive free tuition, fees and books and take courses taught by San José State University faculty. Classes are taught off campus and start at 4 p.m. to accommodate work schedules.

BACK-TO-SCHOOL CHALLENGES

This time around, E-3, a Santa Clara County not-for-profit dedicated to better outcomes for the county’s youngest children, is using federal “Race to the Top” funding that expires in December 2015, so there is a tighter timetable.

Students now take two classes a week—not one—in 12-week blocks with the expectation they will complete their B.A.s in two years instead of four.

On the first day of Assistant Professor Emily Slusser’s Development of Communicative Competence class in September, the room was filled with women who had rushed from their jobs as teachers and directors at home-based child care centers, large for-profit childcare chains or smaller non-profit centers.

Some students had associate degrees in childhood development and others had never completed a degree, but they represented nearly 300 years of collective preschool teaching experience. Lurie College faculty members John Jabagchourian and Terry O’Donnell-Johnson had already led the women through a challenging summer block of courses that covered developing literacy and contextual influences on cognitive development.

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The students are motivated, he says, but also worried about juggling the course load with their jobs and families.

“It’s tough,” he said. “It’s quite a sacrifice they have to make.”

Many students are older and have been out of an academic setting for decades. Writing a paper or using a computer can be a challenge.

Tish Garcia, 49, a former graphic artist who runs a small home-based preschool, found those first months to be “grueling.”

“It’s hard,” she said. “I wanted to even give up at first. I almost did give up. But my daughter said, ‘You’d better not quit.’”

Her daughter, Katrina Najera, 28, has an A.A. degree in child development and works for her mother. She decided to enroll in the program despite raising her own 6-year-old.

Attaining a bachelor’s degree is a matter of pride for both mother and daughter.

“Sometimes in this business, people consider you a babysitter,” Garcia said. “Now at least I can say I have my bachelor’s in child development. I’m not just a babysitter.”

MORE EDUCATION IS BETTER

Although this sense of personal satisfaction is important, the program’s primary goals are to prepare preschool teachers for a future in which a B.A. will most likely be a job requirement and to provide better outcomes in the classroom for preschool-age children.

There were historically no educational requirements for early care and education workers, but the national goal is for all preschool teachers to have a B.A. Some programs that receive state and federal subsidies are already moving in that direction.

“There’s a whole body of research that demonstrates that people who are better educated do a better job with kids,” Campbell says.

Jabagchourian hopes each graduate will be a more effective teacher, but they will also need to become leaders in their workplaces who will spread their knowledge.

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“I’ve been in the business a long time,” Barsuglia said. “I’ve worked with a lot of children. I’m pretty comfortable with helping them develop their language skills and their writing skills. But being able to help parents understand in a professional way what we’re teaching their children—math, language and social skills, would be nice. This will help bring me to another level.”

It’s a measure of the program’s importance that it is directed by Campbell, the department chair. The department teaches 75 to 85 sections and counts some 700 majors, but Campbell has an obvious place in her heart for those couple dozen E-3 students.

“In a way, it’s a little gem,” she said. “It’s opening a door to people who most likely could not have this.”

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“Tish Garcia (right) obtaining a B.A. is a matter of pride.”
FULLY FURNISHED

ROOM RENOVATION AIDS STUDENT COLLABORATION

Leisl-anne Bain was perched on a bar stool in the corner of the new study room in Sweeney Hall, high-lighting a reading for her afternoon class in secondary school assessments.

For Bain, who is pursuing a secondary education teaching credential and is student teaching at Verba Buena High School near the San José State University campus, Sweeney Hall’s new “Study and Collaboration” room (or SAC room) opened just in time.

With several hours between the end of her student teaching day and her 4 p.m. class, Bain was looking for a quiet, comfortable place to relax and study without having to drive home to Mountain View or find a spot in a coffee shop. She discovered the SAC room, which opened at the beginning of the fall semester, and it was an ideal fit.

“For me, this room opened up at the perfect time,” Bain said. “It’s beautiful. It’s comfortable.”

USER-FRIENDLY DECOR

As part of the school’s commitment to building renovation and improving technology, Associate Dean Mary McVey re-purposed an old computer lab, brightening the walls and creating a new space that acknowledges the needs of commuter students and is in touch with how students use technology today.

“It was an awful looking room,” McVey said, and in the era of personal laptops and tablets, often empty. “We wanted a space where students could pleasantly use their own tools.”

Room 446 now has two long modern roomy coffee tables. Solo studiers or teams of two can make use of bar seating for nine, with plenty of outlets for recharging phones and laptops, that spans a sunny window.

It is open from 1 p.m. to 5 p.m. Monday through Thursday, peak classroom and study hours, and can be used by students pursuing majors or minors in education with a swipe of their ID card. iPad tablets are available for use in the room, as well as a copier and scanner. A student monitor is available to help with tech issues.

Early in the semester, the room was already being used by seven or nine students daily. While Bain read in one corner, students with open laptops quietly occupied other spots.

Bain, a former electrical engineer who is training for a second career as a math teacher, said she plans to make the SAC room part of her schedule at least two days a week. “It’s a nice spot because it’s comfortable and private,” she said.

While Bain was studying alone—the “study” component of the SAC room’s name—Professor John Jabagchourian, who sits on the Lurie College faculty committee, said he also envisions the room will live up to the “collaboration” part of its title.

Jabagchourian and other professors often assign team projects and the SAC room will offer a convenient and spacious place for groups of students, many of whom live off campus, to work together.

“As time goes by and students get used to the space, we hope they’ll use it to work together,” he said.

FACULTY NEWS

NEW APPOINTMENTS

INTERIM CHAIR AND LIASON

Lisa Oliver has worn multiple hats since agreeing to serve as interim chair of the Educational Leadership department in the Lurie College of Education. An associate professor in Counselor Education, Oliver will also serve as liaison and core faculty for the new doctoral program in Educational Leadership.

The Educational Leadership department was overseen last year by Carol Reade, a College of Business professor with a background in industrial relations who was on temporary loan to the Lurie College. Oliver says, “Regardless of the department you’re in, it means focusing on the faculty and students,” she says.

Oliver’s research has focused on multicultural education, community engagement and globalization of higher education. She also has extensive experience working with administrators in San José-area schools, which she believes will serve her well as the Educational Leadership chair.

Oliver, who is in her 12th year in the college, earned her Ph.D. at Stanford University in counseling psychology. She sees her role as a department chair primarily in terms of using her organizational skills to support faculty and students alike.

Faculty should “feel like their voices are being heard—that they’re being validated,” she says, while students need clear direction about what is expected of them and how to access needed services.

While juggling her multiple responsibilities, Oliver looks forward to helping to rebuild the Educational Leadership program. “I try to make sense of things and make things systematic,” she says. “As a chair, you need to see the big picture and make sure all those pieces are in place.”

Department Chair

Having already served a five-year term as head of the Communicative Disorders and Sciences department in the Lurie College, Professor Michael Kimbarow is returning to familiar territory following his recent election as the department’s chair.

The last stint ended a year ago, when Professor Jane McCullough assumed the department chair position. She relinquished the post because she preferred to spend more time teaching, he says.

“I was glad to have the year off,” says Kimbarow, who has also held leadership roles at the Council of Academic Programs in Communicative Disorders and the Academy of Neurologic Communication Disorders and Sciences, which comprises about 300 scholars who specialize in stroke, traumatic brain injury, dementia and other neurologically-based disorders.

Kimbarow is focusing on a second edition of Cognitive Communication Disorders, a popular textbook that grew out of a course he has taught for some time.

continued on page 10

DEPARTMENT CHAIR

By Chery Doranah, Alumni Board Secretary

Your Alumni Board of Directors supports the alumni, students, faculty and staff of the Lurie College of Education and San José State University. We like to refer to ourselves as Classics: the ones who never go out of style and seem ageless, like a 1960s Corvette.

Since 1996, our little board has raised thousands of dollars for projects to honor and enhance the teaching profession.

We renovated the Santa Ana One-Room Schoolhouse, a small 19th-century building, which was moved to History San José on Senter Road in 1998. The board has also given more than $20,000 in scholarships to worthy SJSU students and $10,000 in grants to our talented faculty.

We have also supported summer sessions for student teachers, erected “The Educators” sculpture in the quad, put signage on Sweeney Hall, welcomed returning students to school, hosted receptions for the Dean, held tailgates for Santa Clara Valley Outstanding Teachers and much more.

We will host a wine-tasting fundraiser at the Joseph George Tasting Room in San José on Dec 6. We hope you’ll join us.

The five board officers are: Bob Lowry (president), Leah Gilmore (president-elect), Cherie Donahue (secretary), Bob Pedretti (treasurer) and Peggy Anastasia (past-president).

Other board members include Dede Bene, Patty Brick, Gerry Chartrand, Barbara Conant, Judy Demko, Sally Dub- bin, Dee Felicetta, Gayle Kliut, Marla Lenz, Elba Malonda-Colon, Pat Smith, Luke Levers, Robin Love, Lisa Oliver and Marcella McCollum.

If you would like to get involved, please contact us by calling the Dean’s office at 408-924-3600 or via the SJSU alumni website: sju.edu/alumni. And be sure to check us out in the next issue of Impact. We want to hear from College of Education graduates! Submit your alumni updates to sju.edu/education/alumni/updates.
Training new speech-language pathologists and working with people who have speech and language problems is important because it meets a “primal need”—the need to communicate, he says.

Kimbarow taught at the State University of New York at New Paltz, then left teaching to work for 12 years in clinical leadership jobs in Cleveland and Detroit before returning to academia at San José State.

“What I love about academia is that there’s just always something new,” he says. “There has never been a day that I have ever regretted the choice I made way back when to be a speech-language pathologist.”

“I always talk about crossing cultural boundaries, and that’s one of them,” laughs Park, newly arrived as an assistant professor in the Educational Leadership department in the Lurie College.

Park has taught in elementary and middle school, but she has spent much of her career as a researcher—most recently at the University of California, San Diego—focusing on teachers and school leaders, make sense of educational reform.

In San Diego, she co-directed the multi-campus project, Pathways to Post-secondary Success: Maximizing Opportunities for Youth in Poverty, which looked at the supports and barriers for low-income students pursuing postsecondary education degrees.

“Hearing what students have to say about their experiences is essential to understanding their educational pathways and developing effective support programs,” Park says. “Financial difficulties, lack of available classes, transportation problems and a lack of available child care are obstacles to many low-income students’ success. However, caring educators and high-quality instruction can make a critical difference in their engagement and retention in college,” she adds.

She is arriving at the Lurie College during the Spring semester, as the college launches its new Doctorate in Educational Leadership program. She is helping to craft the curriculum in research and the education policy. “It’s exciting to be part of a core faculty of this exciting program.”

ASSISTANT PROFESSOR

Sumer Seiki received three degrees from the University of California, Davis—bachelor’s and master’s degrees in plant biology, and a Ph.D. in education science. The San Francisco native might have been teaching college botany or working in plant research today if not for some time spent time in elementary school classrooms where in college, which prompted her turn toward science education.

“I realized I deeply care about children,” Seiki says, and that she could mold two passions into one career. She received her teaching credential from California State University, Sacramento’s, Bilingual Multicultural Teacher Education Program.

Seiki comes to San José State University as an assistant professor of teacher education, science content. She teaches science methods for elementary school teachers and supervises 12 student teachers in K-5 classrooms in three school districts.

Seiki applied to SJSU because of her interest in first-generation college students, non-traditional students and bilingual and multi-cultural education. “So many students are bilingual, even students that are second or third generation,” she says. “In San José it’s so natural that diversity is just a part of life here. It’s not like that everywhere.”

Building a framework for cultural and language diversity in the classroom, Seiki says, expands a teacher’s toolkit. “It’s important for teachers to be able to work with communities and schools and families,” Seiki says.

She is returning home to California from Illinois Wesleyan University in Bloomington, Ill., where she served as assistant professor in the Political Science department.

“People are comfortable with that,” he says. “I speak from a deep-seated commitment to understanding the challenges that educators face in leading schools and to fostering a profession that serves the public good.”


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FACULTY SERVICE


Maureen Smith, Benita Shank and Nancy Markowitz presented “Embedding the Social Emotional Dimension of Teaching and Learning in Pre-service Teacher Education through Course/Field Experiences” at the California Council on Teacher Education in San Diego (October 2012).

Ronda Quantz (with T. Montolo) published a chapter in “Making Our Students Stand Out: Dilemmas and Solutions” in “Taking a Careful Look at the Issues of Diversity in Higher Education,” by N. Johnson City, Tenn. (June 2013).
A LIFE OF GENEROSITY
CONNIE L. LURIE’S LEGACY OF SUPPORT

Connie L. Lurie’s Spring 2013 commencement speech last May 25 was short and to the point—just the way she likes it—and it exemplified her extraordinary record of commitment to San José State University.

Lurie, who graduated in 1964 with a bachelor’s degree in elementary education and psychology, taught school for six years. Married to developer Robert Lurie, a former owner of the San Francisco Giants, she made a $10 million gift that led to renaming the college of education in her honor in 2007.

Lurie established a program that aids former foster youths at SJSU, endowed the Lurie Author-in-Residence program and supported SJSU’s first comprehensive fundraising campaign. She has also backed the construction of the Bill Walsh Center, a new football facility.

“I had a wonderful experience being a student,” Lurie says. “I hope students feel the same today. It is important to support the organizations that you have a commitment and passion for, and I certainly do for SJSU.”