Elaine Chin
On Leave Until 2/1/16
Paul Cascella
Associate Dean
Peg Hughes
Interim Chair CD&S
Lesley Seacrist
Executive Assistant to the Dean
New Department Staff

Diana Mendoza
CD&S

Mary Schaadt
Special Ed
Lurie SMART Technology

Sami Monsur
Lurie College
SJSU Technology

Jennifer Redd
Director
Academic Technology
Andy Feinstein
Provost & Vice President for Academic Affairs
Faculty Projects
Sabbatical Report

Nadia Sorkhabi

Child & Adolescent Development
Research Project

Brent Duckor

Secondary Education
Break
Grant Opportunities
College Grants Spring 2016

Lurie RSCAs

4 Research Projects
2 Curriculum Innovation Projects

Details Available Soon Under “Faculty Resources”
RSCA Grants Received F2015

Alison Briceño
Cara Maffini & Lisa Simpson
Ellen Middaugh
Vicki Park
Maureen Smith
Nadia Sorkhabi
RSCA Student Research Grants
Received F2015

Andy Golloher
Robin Love
Cara Maffini
Jean Novak
Lisa Simpson
US Department of Education Grant

Franklin-McKinley Mathematics Mathematics Initiative
$500,000/2-Year

Ferdi Rivera – Principal Investigator
LCOE
Margaret Bonanno
Brent Duckor
Patricia Swanson
Carrie Holmberg
Vicki Park

Math & Statistics
Joanne Rossi Becker
Cheryl Roddick

Santa Clara County Office of Ed
Hazel DeAusen
Reminder for External Grants

1. Review My Email Message (1/25/16)
2. Discuss With Chair (3 Weeks or More)
3. Narrative & Budget 2 Weeks (10 Working Days) for Dean’s Review
4. Applies to All External Grants
SJSU Grants

Gilles Muller
Associate Dean of Research
Office of Research
College Updates
SJSU Academic Senate

Dr. Ravisha Mathur
LCOE Senate Representative
Policy Ticklers
Dudley Moorhead
Leaps into the 20th Century
Lurie College Support Services
SAC Room in SH 446
HOW DO I HAVE ACCESS?

USE YOUR SJSU TOWER CARD TO SWIPE INTO THE ROOM.

PLEASE NOTE, THIS ROOM IS ONLY OPEN TO STUDENTS CURRENTLY REGISTERED IN THE LURIE COLLEGE OF EDUCATION.

THE ROOM WILL BE MONITORED FOR SAFETY AND SECURITY PURPOSES.

Hours of Operation:

Monday – Thursday
8:00 AM – 7:00 PM

Friday: Closed

In addition to group and individual studying, the SAC Room will provide students with writing and tech assistance during these times:

Writing Tutor:
Josh Speers
Email: Josh.Speers@gmail.com
Will be available until Wednesday, December 9, 2015.
Will be available by appointment until Thursday, December 17, 2015

Tech Assistance:
Monday - Thursday
3:00 PM – 7:00 PM and by appt.

Location: Sweeney Hall 446

Any additional questions please contact the Dean's Office (SH 103) at 408-924-3600 or at luriecollege@sjsu.edu
Collaboration Lab
SH447

Classes & Open Hours
28 Seats
4 media:scapes
The Collaboration Lab is Now OPEN in SH447!

WHAT IS MEDIA:SCAPE?
Media:Scape integrates technology and furniture to bring people, space and information together for greater collaboration and productivity

HOW DO I HAVE ACCESS?

~1~
To reserve a Media:Scape table, go to sjsu.edu/education/students and click on “Media:Scape Reservation Form”

~2~
Bring a printout or show your reservation email on your smart phone when checking in
AND your tower card to the lab at the appointed time

~3~
This room is only open to students currently registered in the Lurie College of Education
Note: ALL students must bring their Tower Cards

GENERAL INFORMATION

The Collaboration Lab has 4 Media:Scape tables for groups of 2-7 students

Tables are available by reservation only

HOURS OF OPERATION

Mondays: 1:30 PM – 4:15 PM
Thursdays: 9:00 AM – 11:45 AM

THE ROOM WILL BE MONITORED FOR SAFETY AND SECURITY PURPOSES

Additional Questions?
Please contact the Dean’s Office (SH 103) at 408-924-3600 or at luriecollege@sjsu.edu
Tutoring & Tech Assistance
SH446
Works In Progress

Student Success Center
Edthena
Digital Signs
Save the Date!

Lurie College Spring Retreat
Friday, April 22
SJSU RSCA-Related Funding Opportunity Presentation

Office of Research
AVP Pamela C. Stacks
Associate Dean Gilles Muller
Role of Office of Research:
Here to help

- Not sure about RSCA related questions
- Serve as a Point of Contact for inquiries
- Serve as a Liaison with other campus units

- AVP of Research Pamela C. Stacks
  ADM 229, 4-2488, pamela.stacks@sjsu.edu

- Associate Dean of Research Gilles Muller
  IRC 212, 4-2632, gilles.muller@sjsu.edu
## Current Internal RSCA Related Funding Opportunities

<table>
<thead>
<tr>
<th>Program</th>
<th>Eligibility</th>
<th>Max Award Amount</th>
<th>Due Date</th>
<th>Spending period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016 RSCA-Infusion Program</td>
<td>Tenured and tenure-track faculty</td>
<td>$4,000</td>
<td>Feb 2 to Feb 5 to Office</td>
<td>Through May 31, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of Research</td>
<td></td>
</tr>
<tr>
<td>Emeritus and Retired Faculty (ERFA) RSCA award</td>
<td>Tenured and tenure-track faculty and lecturers with 6 or more years</td>
<td>$2,500</td>
<td>Feb 5 to Center</td>
<td>June 30, 2017</td>
</tr>
<tr>
<td></td>
<td>of continuous service at SJSU</td>
<td></td>
<td>for Faculty Development</td>
<td></td>
</tr>
<tr>
<td>Annual mini-RSCA proposals</td>
<td>All faculty currently employed at SJSU</td>
<td>$5,000</td>
<td>Mar 22 to Office of</td>
<td>Jul 1, 2016 – Jun 30, 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Research Grants</td>
<td>All Faculty connected with a student researcher</td>
<td>$1,000</td>
<td>Apr 8 to Center</td>
<td>Jul 1, 2016 – Jun 30, 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>for Faculty Development</td>
<td></td>
</tr>
</tbody>
</table>

Description available at [www.sjsu.edu/cfd/rsca/grants](http://www.sjsu.edu/cfd/rsca/grants)
### Spring 2016 RSCA-Infusion Program

| Application Categories | • Proposal Title  
|• Proposal Summary (≤ 250 words) describing RSCA project and fit with budget  
|• Proposal Statement (≤ 250 words) describing how the proposal fits into your overall RSCA trajectory and plans |
|---|---|
|Funding Categories (up to $4,000) | Choose One:  
|• International/Domestic Travel  
|• M.S./Undergraduate Student Assistant(s)  
|• Equipment & Supplies  
|• Miscellaneous (not to include any salary or release time, or the other 3 categories) |
|Spending Period | • Through May 31, 2016 |
|Eligibility | • Tenured and tenure-track faculty |
|Due Date | • February 02, 2016 to faculty College  
| |• February 05, 2016 to Office of Research |

Description available at [www.sjsu.edu/cfd/rsca/grants](http://www.sjsu.edu/cfd/rsca/grants)
### ERFA RSCA Award

#### Application Categories
- Cover Page with Abstract (≤ 100 words)
- One-Page Summary with (1) description of the proposed project and timeline and (2) an itemized budget and justification
- Current Curriculum Vitae

#### Funding Categories (up to $2,375)
- Combination of all Allowed:
  - International/Domestic Travel to present at conferences
  - M.S./Undergraduates Student Assistant(s)
  - Acquisition of equipment related to RSCA endeavors (not to include any salary or release time)

#### Spending Period
- Through June 30, 2017

#### Eligibility
- Tenured and tenure-track faculty
- Lecturer with 6 or more years of continuous service at SJSU

#### Due Date
- February 05, 2016 to Center for Faculty Development

Description available at [www.sjsu.edu/cfd/rsca/grants](http://www.sjsu.edu/cfd/rsca/grants)
# Annual Mini-RSCA Program

| Application Categories | • Cover Page with Project Title and Abstract (≤ 100 words)  
|                        | • Budget Form  
|                        | • Proposal Narrative (≤ 3 pages) addressing (1) statement of need/problem and likely contribution to the discipline, (2) description of the scope of the work and methodology, (3) plan for dissemination and/or seeking of external funding, (4) brief budget justification, and (5) references/works cited (as appropriate) |
| Funding Categories (up to $5,000) | Choose One:  
|                                | • 0.2 Release Time (either Fall 2016 or Spring 2017)  
|                                | • $5,000 Salary Award (either July 2016 or June 2017)  
|                                | • ≤ $5,000 in RSCA-Related Expenses (e.g., international/domestic travel, M.S./undergraduate student assistants, equipment, and/or supplies) |
| Spending Period | • July 01, 2016 – June 30, 2017 |
| Eligibility | • All faculty currently employed at SJSU |
| Due Date | • March 22, 2016 to Office of Research |

Description available at [www.sjsu.edu/cfd/rsca/grants](http://www.sjsu.edu/cfd/rsca/grants)
## Undergraduate Research Grants

### Application Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Information and Faculty Information</td>
<td></td>
</tr>
<tr>
<td>Project Information: title and project timeline</td>
<td></td>
</tr>
<tr>
<td>RSCA goals of the project envisaged (≤ ½ page): to be completed by the student and faculty mentor</td>
<td></td>
</tr>
<tr>
<td>Enumeration of the general activities the student will perform as part of his/her participation (≤ ½ page)</td>
<td></td>
</tr>
<tr>
<td>Budget Form</td>
<td></td>
</tr>
<tr>
<td>Budget Justification (≤ ½ page)</td>
<td></td>
</tr>
</tbody>
</table>

### Funding Categories (up to $1,000)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combination of All Allowed:</td>
<td></td>
</tr>
<tr>
<td>Student Assistant</td>
<td></td>
</tr>
<tr>
<td>Supplies, software, equipment, and materials</td>
<td></td>
</tr>
<tr>
<td>Student Travel related to the project</td>
<td></td>
</tr>
<tr>
<td>Expenses related to data collection and analysis</td>
<td></td>
</tr>
<tr>
<td>Other project related expenses (not be used to faculty compensation or travel, or to purchase food or gift cards)</td>
<td></td>
</tr>
</tbody>
</table>

### Spending Period

- July 01, 2016 – June 30, 2017

### Eligibility

- All faculty connected with a student researcher

### Due Date

- April 08, 2016 to Center for Faculty Development

Description available at [www.sjsu.edu/cfd/rsca/grants](http://www.sjsu.edu/cfd/rsca/grants)
Thank You!

- Any comments/questions please contact us at pamela.stacks@sjsu.edu (ADM 229, 4-2488) or gilles.muller@sjsu.edu (IRC 212, 4-2632)
Sabbatical Semester
Fall 2015

Nadia Sorkhabi, Ph.D.
Associate Professor: Child & Adolescent Development
Research Associate: Institute of Human Development
University of California, Berkeley
Research Interests

- Cultural Variations in Parenting Styles and Practices
- Moral Reasoning
- Adolescents and Young Adults’ Conceptions of Post-Secondary Education
Publications


- *Should all fathers be involved? Vilification of parents who maltreat children*
- *Continuity between normative and maladaptive parenting*
- *Importance of co-parenting to child development*
Publications Continued


- Parental Racial/Ethnic/Cultural Socialization

- Educator Stereotypes

- Is parent-child conflict an adaptive mechanism for developmental change?
- Depends on the individual child
- Adaptive when: (a) low in frequency and intensity, (b) resolved by compromise, (c) parent willing to accept child’s valid but opposing viewpoint, (d) conflict is a true disagreement about a given reality not about parental coercion or lack of engagement
Publications Continued


- **Utilizing Professor as Resource**
  - Submit assignment draft early for feedback
  - See professor after assignment has been returned
Strage & Sorkhabi Continued

How do you usually interpret constructive feedback that is negative?

• Don’t think about it
• I assume the professor didn’t understand me and misjudged my abilities
• Professor wants to blame me instead of improve his/her teaching
• I try to understand the professor’s viewpoint and try to improve myself
Completed Manuscripts


Studies Underway


- Sorkhabi, N., Jabagchourian, J., Quach, W., & Strage, A. (in progress). Latino fifth graders reports of their parents’ parenting styles and their communication patterns with their peers.
Department of Counselor Education 17 Year Community Achievement Project

GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs

College of Education Spring Forum January 27, 2016

Brent Duckor, Ph.D.
Xiaolu Hu, Ph.D.
Lorri Capizzi, Ed.D. Candidate
Dolores D. Mena, Ph.D.
Cara Maffini, Ph.D.
Edgar Martinez, M.A. Candidate

SJSU SAN JOSE STATE UNIVERSITY
What is GEAR UP?

GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs (Funded by U.S. Dept. of Education)

- Purpose is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education
- Provides services at high-poverty middle and high schools (at least 50% eligible free & reduced lunch)
- Serves an entire cohort of students from 7th – 12th grades for 6 years
Why GEAR UP?

- Responding to the call of closing the student achievement gap

- National reform – Counselor Education Program Transformation
  - Education orientation
  - Community partnership
  - Transforming the role of the counselor to advocate for student achievement success through collaboration

- Fierce advocates for high academic achievement for all students – particularly those of color or living in poverty
SJSU GEAR UP Program/Service Model

**Components**

- **GEAR UP Staff:** Site coordinators, counselors/coaches, parent liaisons, tutors
- **GEAR UP Services**
- **GEAR UP Partnerships**

**Activities**

- Academic, career, and personal counseling & planning; SAPs
- Academic support services; afterschool and summer school programs; tutoring; credit recovery; AP classes; SAT Prep; GPA monitoring
- College visits/field trips
- Parent workshops & meetings; FAPs

**Outcomes**

- Increase student motivation & engagement in school
- Increase # of students who:
  - graduate from high school
  - are UC/CSU eligible
  - apply & attend college
- Increase students' awareness of colleges & universities
- Increase students' motivation to attend college; increase number of parents attending workshops
- Increase parents' knowledge of college & Financial Aid
Within the 2008-2014 cohort, we served over **3,100** students and their families in San Jose (ESUHSD & SJUSD)

- **92%** of GEAR UP students graduated from high school
- **87%** of GEAR UP students applied to college
  - **43%** applied to 4-year colleges/universities (33% were accepted)
  - **44%** applied to 2-year colleges
NCOs are part of the national GEAR UP conversation

- Both GEAR UP and CCSS acknowledge the importance that non-cognitive outcomes play in students’ academic development and future college and career success and are prioritizing NCO’s in federal standards and initiatives (e.g., GPRA measures) related to college and career readiness.

- GU program increases students’ preparation for college and career success through social capital, by strengthening relationships between GU staff and students. to provide students with academic support and access to resources, and by developing students’ non-cognitive outcomes (e.g., goal-setting, study skills, metacognitive strategies, interpersonal skills, meaningfulness, connectedness, and empowerment).

- The continuous and systematic monitoring and assessment of both academic and non-cognitive outcomes will lead to increased college and career readiness for GU students.
Chicago Consortium report says

<table>
<thead>
<tr>
<th>Academic Behaviors</th>
<th>Attendance, Completing Work, Organization, Participation, Studying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Perseverance</td>
<td>Grit, Tenacity, Delayed Gratification, Self-Discipline, Self-Control</td>
</tr>
<tr>
<td>Academic Mindsets</td>
<td>Belonging, Self-Efficacy, Goal Orientation, Value</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>Study Skills, Metacognitive Strategies, Self-Regulated Learning, Goal Setting</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Interpersonal Skills, Empathy, Cooperation, Assertion, Responsibility</td>
</tr>
</tbody>
</table>
Our Mission:
Connecting with and Empowering students to make Meaningful choices in their lives
Learning from and listening to our students helped us to consider alternative NCO framing.
ARE YOU CONNECTED?

* Connectedness
- Theories
  - Social capital (Coleman, 1988);
  - Social Membership (Wehlage, 1989);
  - Social Bonding Theory (Hirschi, 1969)
- Existing measures
  - Psychological Sense of Membership Survey (PSSM; Goodenow, 1993)
  - School Attachment (Mouton, Hawkins, McPherson, & Copley, 1996)
  - School Bond (Jenkins, 1997)
  - School Connection (Brown & Evans, 2002)
IS THIS MEANINGFUL FOR YOU?

* Meaningfulness
  - Theories
    • Meaning (Frankl, 1963)
    • Purpose (Damon, 2009)
  - Existing measures
    • MLQ (Steger, Frazier, Osishi, Kaler, 2006)
    • Life Regard Index (LRI; Battista & Almond, 1973)
    • Purpose in Life Test (PIL; Crumbaugh & Maholick, 1964)
CAN YOU MAKE A DIFFERENCE?

* Empowerment
  - Theories
    - Empowerment (Block, 1987)
    - Meaningfulness, Competence, Impact, Choice (Thomas & Velthouse, 1990)
  - Existing measures
    - Job Empowerment Scale (Schultz & Shulman, 1993)
    - Learner Empowerment Measure (Frvmier, Shulman, & Houser, 1996)
    - Learner Empowerment Scale (Martin & Cavanus, 2003)
NCOs informing Counselor Education Training Models like Ours

- The San Jose State Counselor Education training model is designed to build capacity in the field

- New counselors-in-training gain experience by providing services to GEAR UP students

- The SJSU GEAR UP program employs humanistic therapies that focus on self-development, growth, and responsibility

- The program centers on building social capital and resiliency

- Counselors work with students to recognize their strengths, potential, self-worth, creative abilities, and the choices available to them in the “here and now”
Mapping a route... development so that growth matters!

NCO 2.0
Towards a Progress Map

Year 1-2
Self

Year 2-
Summer
Peers

Year 3-6
Community
Counselors & Other adults

Larger Society:
Work and College

World

Not yet connected
NCOs Informing Stakeholders

- Students
- Administrators
- Counselors
- Parents
- Teachers
- Community Members

GEAR UP Program
A focus on NCOs connects to our local SJSU mission and values

1. It leads to better engagement with and care for children.

2. It honors the work of program delivery and the service of our counselors.

3. It focuses our program staff on the development of NCO skills for ALL learners who are developing OVER TIME.

4. It sparks more curiosity about student responses and hence the socio-emotional and cognitive components of teaching and learning.

5. It adds another layer of information for the professional staff who seek to provide meaningful feedback to students in our program.
Our collaboration so far

<table>
<thead>
<tr>
<th>Conferences &amp; Workshops</th>
<th>Papers in preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ACT sponsored evaluation workshops</td>
<td>• Capizzi, L., Mena, D., <strong>Duckor, B.</strong>, Huie Hofstetter, C., &amp; Hu, X. How GEAR-UP supports college enrollment and success: A 'Whole-Person' counseling approach.</td>
</tr>
<tr>
<td>• California Education Research Association (CERA)</td>
<td></td>
</tr>
<tr>
<td>• IOMW conference</td>
<td>• Mena, D. D., Hu, X., &amp; Capizzi, L.. Striving for educational success: A study of undocumented high school students' experience with GEAR UP.</td>
</tr>
</tbody>
</table>
Thank You