

School of Education

2021 Impact Report



Loyola Marymount University
School of Education

In Conversation: Dean Michelle D. Young, Ph.D.

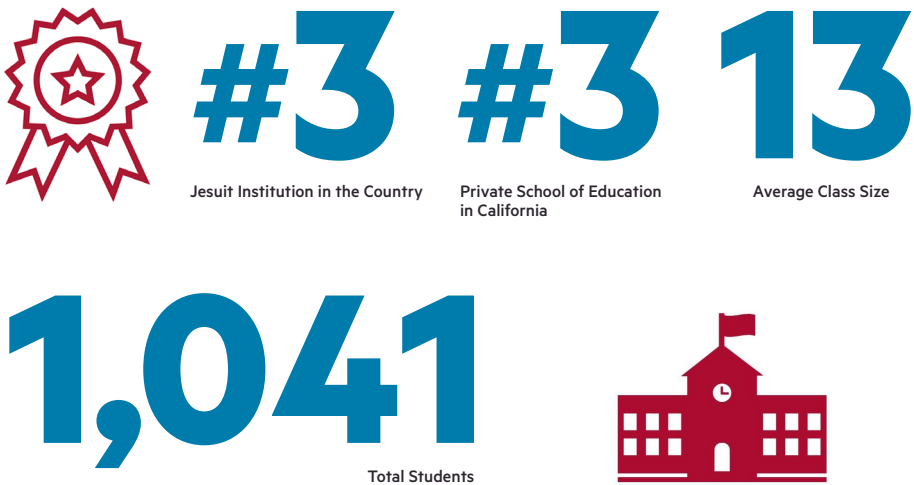


In the wake of the pandemic, what are key takeaways that you hope will stick within the field of education?

“Two things: First, we must actively confront and assuage the trauma that Covid-19 has caused. Our field was deeply affected by losses of life as well as the mad scramble to shift to teaching and learning online. It might feel like the peak of the crisis has abated, but in the aftermath, we’re seeing the ripple effects: burnout, anxiety, depression. We must meet people where they are, and give them the social and emotional supports they need to process all that has happened—students, teachers, school leaders, administrators.

Second, we must use this opportunity to reimagine schools and other educational communities as fully equitable spaces that benefit all students, their families, and the educators who serve them. Never before have education and educators been so front and center in our national conversation, and the deep inequities of our systems were laid bare during the pandemic. We can and must do better—our future depends on it.”

LMU SCHOOL OF EDUCATION BY THE NUMBERS



A LEADER AMONG LEADERS

Young earned new honors and roles from several professional organizations during her first year at SOE.

JULY 2020
Granted Emeritus status by the UCEA

AUGUST 2020
Named 2020 Impact Academy Fellow by Deans for Impact

NOVEMBER 2020
Winner of Jay D. Scribener Mentoring Award, UCEA

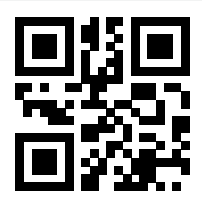
DECEMBER 2020
Winner of outstanding paper of the year, 2020 Emerald Literati Awards

FEBRUARY 2021
Appointed as board member for the executive committee, CADREI

APRIL 2021
Elected to serve on a leading executive committee, AERA

APRIL 2021
Named to Dean’s Council, Carnegie Project for the Education Doctorate

MAY 2021
Appointed chair of the new Education Deans and Directors Council for AICCU



Read the full conversation:
soe.lmu.edu/impact21



First Latina Superintendent in Santa Barbara Reflects on Leadership

Hilda Maldonado Ed.D. '21 became a first-time superintendent in Santa Barbara in July 2020, during the height of the Covid-19 pandemic. Last year’s challenges, she told us, are very different from 2021’s challenges for the majority Latina/o district of 20-plus schools and more than 1,600 staff. But clear, consistent communication has been key throughout. “We learned to organize and respond in teams to maintain a focus on equitable outcomes for all students,” she told us.



Mixed-Reality Technology Boosts Educator Training

SOE has adopted the use of mixed-reality simulations in several classes during the current academic year. This technology allows future educators to rehearse their skills by immersing them in virtual educational environments, featuring life-like avatars of students, principals, parents, and teachers. Through simulated lessons, classroom experiences, leadership scenarios, and counseling what-ifs, our students can hone their expertise and receive real-time feedback from peers and instructors that is designed to strengthen and deepen their practice as teachers, school leaders, and mental health professionals.

SHORT STORIES

Bilingual Education Conference Has Biggest-Ever Reach During Pandemic: The annual *Jornada Pedagógica Internacional*, held entirely in Spanish and offered by SOE’s renowned Center for Equity for English Learners (CEEL), drew more than 200 attendees in February 2021—including educators from 25 school districts across the country and VIPs from the Mexican and Spanish Consulates.



Online Program Creates Leadership Pipeline in Rural Dioceses: SOE’s online certificate program in Catholic school administration, offered in partnership with Chicago-based Catholic Extension, has helped train principals and other faith-filled leaders in more than 35 remote and rural dioceses. Since the program’s inception nearly a decade ago, its alumni have consistently risen in the ranks of Catholic school leadership.



Educational Technology Experts Step Up Assistance Efforts: The pandemic increased the already-strong demand among Catholic and other schools for the services of SOE’s Innovation in Digital Education and Leadership (iDEAL) Institute. To date, 97 percent of the institutions it has supported are in underserved areas, underscoring the university’s commitment to providing an equitable and just education for all.

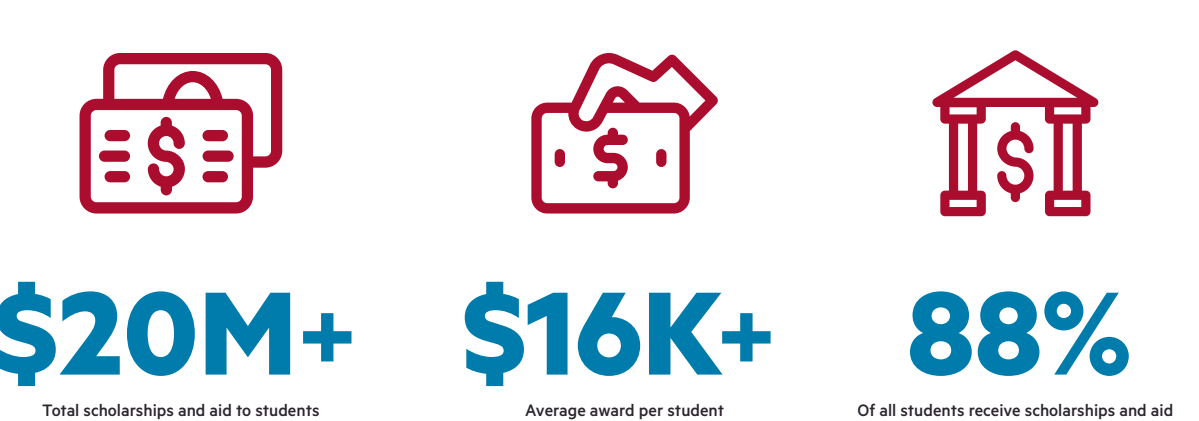


Alumni Vote to Vaccinate L.A. Students

On September 9, 2021, the Los Angeles Unified School District's Board of Education—three of whose seven members are alumni of LMU SOE—voted unanimously to mandate the Covid-19 vaccine for eligible students. LAUSD is the nation's second-largest school district, with a diverse population of more than 650,000 students. “This decision protects school communities and demonstrates the human-centered values we take pride in as a community,” said dean Michelle D. Young. Left to right: Kelly Gonez M.A. '13; Nick Melvoin M.A. '10; Tanya Ortiz Franklin M.A. '07.

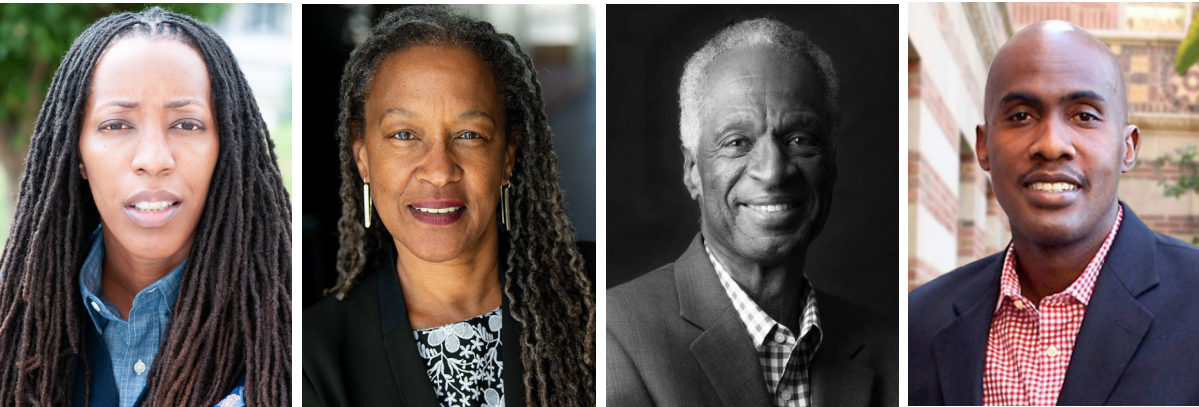


SCHOLARSHIPS AND AID



Guests Lecturers Focus on Anti-Racism

In spring 2021, LMU SOE drew hundreds of attendees via Zoom to hear four renowned speakers discuss strategies for dismantling anti-Black racism. The online events were organized by the school's Diversity Action Committee and Center for Catholic Education. Left to right: Dr. Howard Fuller, civil rights and education activist; Lecia Brooks '78, Southern Poverty Law Center; Dr. Bettina Love, University of Georgia, Dr. Tyrone Howard, UCLA.



CENTERS AND PARTNERS



RESEARCH, GRANTS AND AWARDS



IN THE MEDIA

- “This is not the time to use traditional means to recruit teachers and leaders. [Increasing diversity] needs to be an all-hands-on-deck recruitment strategy.”

— **Michelle D. Young**, dean, “How the Pandemic Is Already Changing Principal-Prep Programs,” *Education Week*, June 4, 2021
- “The upcoming Olympics—from a mental health perspective—represent the most challenging environment in which athletes from across the globe will be asked to compete.”

— **Willam Parham**, professor of counseling, “Olympians are Crying Out About Their Mental Health Challenges. We Should Listen,” *The Washington Post*, June 19, 2021
- “Churches and schools decide all the time what to emphasize and what their values are. People who practice a religion don’t follow every rule that has been written.”

— **Emily Fisher**, professor of school psychology, “Suburban Catholic School Conflicts Over Gender Pronouns, Same-Sex marriage Highlight Tension Between Church and Flock,” *Chicago Tribune*, September 30, 2021

- “The primary purpose [of threats of electoral violence] is to intimidate and prevent [voters of color] from making their voices heard through the voting process.”

— **William Pérez**, professor of educational leadership and associate dean of diversity, equity, and inclusion, “Latino immigrants who have survived electoral violence are anxious about Nov. 3rd,” *Los Angeles Times*, October 28, 2020
- “[The Supreme Court’s decision] leaves a lot of room for how they are going to define and regulate off-campus speech. Leaving precise descriptions to future cases is not very helpful.”

— **Martha McCarthy**, presidential professor of education law, “Educators Look for Guideposts in Supreme Court Ruling on Student Free Speech,” *Education Week*, June 23, 2021
- “Wellness days for principals, like sick days, drive home the message that school systems value mental and social-emotional health.”

— **Maia Niguel Hoskin**, visiting assistant professor and program chair of counseling, “Principals Need Social-Emotional Support, Too,” *Education Week*, September 14, 2021

SHORT STORIES

Retiring Scholar and Activist Antonia Darder Looks Back on Her Career:

When asked what her greatest legacy was, Darder said, “First, my role as a mentor. Approximately 98% of my students graduated—predominantly doctoral students, the majority of whom were African-American, Latino or Latina, LGBT, and working-class white students. They found their own voices and brought their own wisdom and passion to bear. Second, my willingness to ask hard questions about economic, cultural, and racialized inequalities. I never worried about what impact this would have on my career, even though there were many efforts to silence my work and the issues I was raising.



Upward Bound Graduates Inspired to Return to LMU to Become Educators:

Fatima Galvez M.A. '20 and Josh Polanco M.A. '22 are two alumni of the federally funded college preparatory program that LMU has overseen at the Westchester Enriched Sciences Magnet High School in L.A. since 2007. Both of them say their positive experiences with the Upward Bound staff and community spurred them to become educators themselves. Galvez is currently in her second year as a bilingual elementary school teacher in Los Angeles, and Polanco is currently in training in SOE's Teach for America partnership program.



Read more:
[soe.lmu.edu/
impact21](https://soe.lmu.edu/impact21)



SOE and LAUSD Partner to Improve Outcomes for Black Students

SOE is teaming up with the L.A. Unified School District to administer the Leadership and Equity Academy for Principals (LEAP Academy), a two-year program for more than 50 schools that are receiving financial support from the district to boost outcomes for Black students. The LEAP Academy includes five modules covering culturally responsive leadership; accountability and progress monitoring; development of teacher capacity and leadership; networking and strategic partnerships; and the creation of a healthy school culture and climate.



SOE Launches Principals of Color Program

More than 60 percent of public-school students in California are Black or Latinx, but only 20 percent of administrators reflect these demographics. To boost representation, SOE teamed up with the Diversity in Leadership Institute to create a fellowship program for aspiring principals of color. Eighteen fellows began the program this fall.



Tutoring Program for Black Scholars Stems Learning Losses

Last summer, SOE co-founded the Cultivating Young Black Excellence program in partnership with the Los Angeles Urban League and local parent advocacy group Speak UP. The program matched Black tutors and mentors from LMU with Black K-12 students in L.A. to close the academic achievement gap that widened during the pandemic. The result: 70 percent of participants met or exceeded their academic goals, and the program is continuing throughout the academic year.

Community/Faith-Based Preparation Program Celebrates 20 Years of Service

For two decades, the Partnership in Los Angeles Catholic Education (PLACE) Corps has brought faith- and service-driven college graduates into the teaching profession. Candidates earn an M.A. and a California preliminary teaching credential while living in spiritual community with fellow cohort members and teaching in under-resourced Catholic schools in the Los Angeles area. To date, PLACE Corps has trained more than 500 educators, who have taught more than 60,000 students at more than 100 partner schools.



Distinguished Professor Earns Congressional Honors

In November 2021 Dr. Linda Tillman, distinguished visiting professor at SOE and a renowned scholar on diversity, equity, and inclusion (DEI) issues in education, received Congressional recognition from Joyce Beatty of Ohio, who is chair of the Congressional Black Caucus. She is also the inaugural recipient of a new award named for her by the University Council for Educational Administration. The Linda C. Tillman Award for Courageous Contributions to Diversity, Equity, and Social Justice celebrates her career and significant contributions to diversity within the field of educational leadership.



STRENGTH IN DIVERSITY

We're proud that our student and faculty populations closely mirror one another—and reflect the demographics of California and beyond.

