

A large, stylized, light red letter 'R' is centered in the background of the page. The text is overlaid on this graphic.

**2022  
Doctoral  
Commencement  
Ceremony**

**May 11th | 3:00 p.m.**

**USC** Rossier  
School of Education



## USC ROSSIER SCHOOL OF EDUCATION 2022 DOCTORAL COMMENCEMENT CEREMONY

Processional	<b>Flag and Banner Bearers</b> <b>Nicole Marissa Yates</b> <i>Doctor of Philosophy Candidate</i> <b>David Smith</b> <i>Doctor of Education, Educational Leadership Candidate</i>
Welcome	<b>Pedro A. Noguera</b> <i>Emery Stoops and Joyce King Stoops Dean Distinguished Professor of Education</i>
Presentation of Dissertation Awards	<b>Kathy Stowe</b> <i>Associate Dean for Academic Programs</i>
History of Academic Regalia	<b>Gale M. Sinatra</b> <i>Stephen H. Crocker Professor of Education Professor of Psychology</i>
Hooding of Doctoral Candidates	<b>Doctor of Philosophy</b> <b>Doctor of Education, Educational Leadership</b> <b>Doctor of Education, Global Executive</b> <b>Doctor of Education, Organizational Change and Leadership</b>
Concluding Remarks	<b>Pedro A. Noguera</b> <i>Emery Stoops and Joyce King Stoops Dean Distinguished Professor of Education</i>

A reception for graduates and guests will be held  
immediately following the ceremony on Pardee Way Lawn.

## 2021-2022 BOARD OF COUNCILORS

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## MESSAGE FROM THE DEAN



Today, at one of our first truly in-person commencement ceremonies since 2019, the USC Rossier School of Education salutes you, the members of the Class of 2022.

Despite a prolonged period of tumult and uncertainty in our country and the world, you have achieved a personal milestone that not only is cause for great celebration, but hope for the future.

We live in challenging times during which threats to our very survival as a species are real and loom large. For this reason, we must use the disruptions created by the pandemic as an opportunity for change. Rather than going back to “normal” we must creatively disrupt the status quo, so that we can find new ways to address the problems we face.

Education must be a resource that we utilize to create a more just, sustainable and equitable future. Every problem we face – climate change, war, inequality, and disease – can be thought of, at least in part, as an educational challenge; problems that require new ways of thinking to solve. The old ways of thinking have brought us to where we are now. This is why Nelson Mandela, who spent 27 years in prison before leading his nation in the process of dismantling decades of racial injustice, told us that “education is the most powerful weapon you can use to change the future.”

My hope is that with the knowledge and skills you have gained during your time at USC Rossier, you will be able to play a role in creating a better future. Through a career in education you may never get rich but you can make a difference. As classroom teachers, counselors, administrators and researchers, you can be innovators, who know how to find and follow the evidence on what works, build partnerships that multiply your efforts, and lead with empathy for all those we serve.

As your Dean I wish each of you the very best. All of us at USC Rossier pledge you our unwavering support as you take on the next challenges in your life and career.

Fight On!

**Pedro A. Noguera PhD**

*Emery Stoops and Joyce King Stoops Dean  
Distinguished Professor of Education*

## CONGRATULATIONS FROM YOUR GOVERNANCE COMMITTEE CHAIRS



*On behalf of the faculty at the USC Rossier School of Education, I want to congratulate the students who will receive their PhD degrees today. Fulfilling the academic requirements for a PhD demands great effort, dedication, and discipline—qualities that you have demonstrated as our students, researchers, and colleagues. We share with you the joys derived from learning and creating knowledge that fulfills the promise for equal educational opportunity and take pride in all that you have and will achieve.*

*We join you in celebrating this major accomplishment with your loved ones!*

### **Erika A. Patall**

*Associate Professor of Education  
Chair, PhD Governance Committee*



*Congratulations on reaching this important milestone! We know that you have worked hard to reach this day. You have accomplished a great deal here at USC Rossier, on your own, with us and with your peers. Now that you are at the end of this journey, you are at the beginning of the next one. We do not merely hope that you will take what you have learned here and use it to address historically entrenched inequities in your work places and to take on new challenges that will improve teaching and learning in K-12, higher education, and beyond. We expect you will do these things.*

*We believe in you. Be adventurous, courageous and change the world. And we will be with you as you move forward.*

### **David Cash**

*Professor of Clinical Education  
Chair, Educational Leadership Governance Committee*

## CONGRATULATIONS FROM YOUR GOVERNANCE COMMITTEE CHAIRS



*Congratulations graduates! On behalf of your faculty, I am honored to congratulate you on earning the title of Doctor of Education. Your perseverance, creativity, and dedication to educational excellence inspires everyone around you. You achieved this great distinction during a period of unprecedented dislocation in education, and despite great disruption to global travel. Throughout your 25 months in the program you enriched each other intellectually and encouraged one another through every stage of this journey. Today we celebrate your accomplishments. This degree attests to the depth of your knowledge as global educational leaders and your great promise as agents of positive change. We look forward to the innovations you will bring to communities around the world. Keep envisioning the brightest possible future, and **Fight On!***

### **Mark Power Robison**

*Professor of Clinical Education and History  
Chair, Global Executive EdD Governance Committee*



*My warmest congratulations to our graduating OCL students! Your hard work and perseverance have brought you to these final steps on your EdD journey. I'm sure the path hasn't always seemed clear or easy, but I don't know that any worthwhile journey ever is. My sincere hope is that you take some time to reflect on how you've changed in the last three years and think consciously about the road ahead. In many ways, the culmination of your doctoral program isn't an end, but a continuation of the change you wish to bring about as a practitioner. Above all, I hope that you enjoy the day with those who have encouraged you. I express my thanks to them for their investment and support of your endeavors, and I sincerely thank you for personally enriching my own practice with your perspectives.*

### **Kim Hirabayashi**

*Professor of Clinical Education  
Chair, Organizational Change and Leadership Governance Committee*

2022 DISSERTATION OF DISTINCTION  
*Doctor of Philosophy*

TASMINDA KAUR DHALIWAL

*No Place Like Home: A Three-Paper Dissertation on K-12 Student  
Homelessness & Housing Affordability*

Researchers have acknowledged for some time that housing matters a great deal for students' performance in schools. I present three dissertation papers that examine how issues related to housing affordability impact students and whether current policy solutions create conditions that promote student learning. In the first paper, my co-authors and I examine the school and neighborhood contexts of homeless students in the Los Angeles Unified School District (LAUSD). To do so, we use a combination of descriptive analyses and geospatial techniques. In the second study, I examine whether schools and neighborhoods moderate the relationship between homelessness and academic and behavioral outcomes using a restricted state administrative dataset from Michigan and a fixed-effects model. In the third study, I examine the effects of the federal government's largest affordable housing program, the Low-Income Housing Tax Credit (LIHTC) program, on student homelessness, mobility, and attendance. I leverage a discontinuity in the LIHTC funding formula and administrative educational data from Michigan, along with publicly available data, to estimate the causal effects of this program. Jointly, these studies elevate our understanding of how housing affordability impacts students by focusing on symptoms of housing affordability, student homelessness, and a housing solution, LIHTC.

Dissertation Chairs: Julie Marsh (University of Southern California) and Katharine Strunk (Michigan State University)

*Dr. Tasminda Kaur Dhaliwal is an assistant professor of education policy at Michigan State University.*

2022 DISSERTATION OF DISTINCTION  
*Doctor of Education, Educational Leadership*

CHRISTINE HENNING

*The Factors Supporting or Inhibiting Teachers of Color to Accept and Stay in an International School in Southeast Asia*

Diversity in education recruitment may be described as moving away from a homogeneous group of educators sharing a common race, background, or other attributes. This researcher asserts that diversity in an educational context is merely a word without a receiving environment and culture that welcomes uniquely individual educators, exercises equal, respectful and fair practices, and empowers and appreciates individual identities and expressions, or what may be defined as equity and inclusion. There is a growing concern about the diversity gap in education, commonly referred to as the demographic difference between students and teachers. There is also a large body of research that examines the factors that may influence the decisions of Teachers of Color (TOC) to accept and stay in teaching roles in the United States. There are, however, limited studies that examine these factors in an international Preschool-Grade 12 (P12) school context. Some studies have focused on recruiting and retaining teachers in international schools. However, research that explores the intersection of TOC and their perceptions of teaching in international schools is limited. For this reason, this qualitative study sought to explore the lived experiences of TOC in a P12 international school in Southeast Asia referred to as Innovative American Academy (IAA). This study was guided by the following research question: (1) What factors do TOC perceive as supporting or inhibiting their choice to accept and stay in teaching roles at IAA? Data from this study were gleaned from seventeen semi-structured interviews with a sample of TOC who joined IAA between July 2017 and July 2021. By analyzing the data collected through interviews, seven themes emerged that have been generally classed as (1) induction/mentorship (2) organization conditions (3) leadership support (4) organization culture (5) racial climate (6) other factors, including location, and (7) emerging themes, including culturally responsive practices.

Dissertation Chair: Lawrence O. Picus

*Dr. Christine Henning is the Executive Director of Human Resources, Singapore American School.*



2022 DISSERTATION OF DISTINCTION  
*Doctor of Education,*  
*Organizational Change and Leadership*

ANGELA IN-HE BROCKELSBY  
*Building Capital: Supporting Students of Color in  
STEM Degree Attainment*

Due to institutional and systemic barriers, few BIPOC students transfer from community colleges to four-year institutions with aspirations to attain a STEM degree. This descriptive case study utilizes Yosso's (2005) community cultural wealth framework, Funds of Knowledge (Kiyama & Rios Aguilar, 2018a; Moll et al., 1992; Rios-Aguilar et al., 2011), and the role institutional agents (Bensimon et al., 2019; Stanton-Salazar, 2011) play during and after the transfer and transition process for community college students pursuing STEM degree attainment at a four-year institution. This study examined 14 students' experiences through interviews and document analysis of how they overcame the transfer and transition process and what types of capital, tools, and strategies helped them past those barriers towards STEM degree attainment.

Dissertation Chair: Patricia Tobey

*Dr. Angela Brockelsby serves as associate vice provost for Enrollment Management and Services (EMAS) at North Carolina State University.*



**Rossier School of Education**  
**University of Southern California**  
3470 Trousdale Parkway  
Waite Phillips Hall  
Los Angeles, CA 90089