



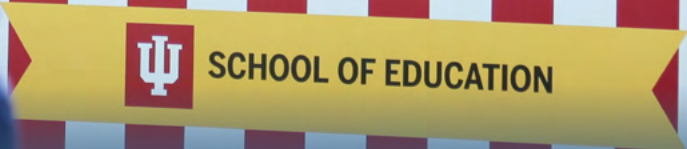
SCHOOL OF EDUCATION

ALUMNI MAGAZINE

SPRING 2022

Welcome Back Student Events

Page 8

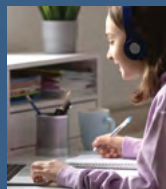


MARTHA DAWSON
portrait unveiled



Page 5

SPECIAL EDUCATION TEACHERS
support students during pandemic



Page 14

NATIONAL AWARD
for campus internationalization



Page 11



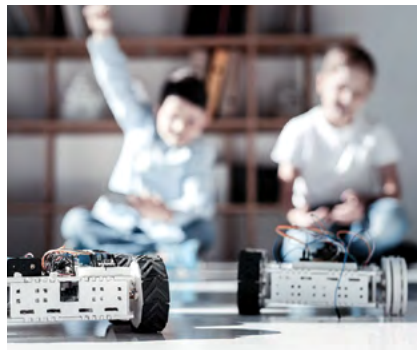
SCHOOL OF EDUCATION

ALUMNI MAGAZINE

Page 4



Page 15



Page 16



Page 21



Back page

- 5 ALUMNI SPOTLIGHT
- 7 STUDENT SPOTLIGHT
- 8 STUDENT WELCOME BACK EVENTS
- 10 AWARDS
- 12 NATIONAL RANKINGS
- 14 FEATURE
- 16 RESEARCH
- 19 NEWS BRIEFS
- 21 DONOR SPOTLIGHTS
- 24 IN MEMORIAM
- 25 CLASS NOTES

Anastasia Morrone
Dean

Mary Dwyer
Executive Director
of Development &
Alumni Relations

Kyla McEntire
Director of
Development

Katie Smock
Manager of Events &
Alumni Engagement

Scott Witzke
Director of Marketing
& Communications

Catherine Winkler
Communications
Manager

Marie Canning
Art Director

Samuel Mills
Web Developer

MISSION STATEMENT

The mission of the Indiana University School of Education is to improve teaching, learning and human development in a global, diverse, rapidly changing and increasingly technological society.



DEAN'S PERSPECTIVE



Greetings, everyone!

After an incredibly challenging year that showed the resiliency of our students, staff and faculty, this past fall marked the return of students to campus. Returning to some sense of normalcy, even with safety precautions still in place, brought new energy back into the building - and with it, a renewed sense of urgency for our mission here at the IU School of Education.

As the challenges remain for educators, we also remain steadfast in the vital work and research our faculty and students are doing and how the pandemic is affecting teachers and students through research projects focused on special education and virtual learning (page 14) and student exhaustion as they enter college (page 15).

We are working to reverse the trend of teacher shortages with the largest undergraduate enrollment ever this past fall, with the largest number of applicants since 2018, the most admissions since 2010, the highest beginner enrollments since 2013 and the most direct admits ever. These important records, in addition to our Transition to Teaching program that allows people with undergraduate degrees in other areas to use their skills and become a teacher, are important pieces to our response to the critical need for teachers.

There was also celebration last year, as Global Gateway for Teachers won the NAFSA 2021 Senator Paul Simon Spotlight Award for Campus

Internationalization (page 11). This is one of the highest honors for college programs focused on internationalization and is testament to the amazing work the Global Gateway team continues to do. This year the program will celebrate 50 years as a part of the IU School of Education.

If you have been able to visit our school recently, you'll have noticed banners up around the Wright building celebrating eight of our alumni (page 4). One of those, Martha Dawson, was also honored with a portrait unveiling last fall (page 5) - her portrait now hangs in the Indiana Memorial Union's East Lounge.

Thanks to the generosity of our donors, we are moving forward with an exciting renovation of the Education Library this year. The new space will reflect a modern, vibrant library that will meet the needs of our faculty, staff, and students. There are quiet study spaces, group work areas, space for book sharing, and a makerspace geared toward producing classroom materials. The stacks will be lower so that the beauty of the natural light can be seen throughout the space. And finally, there will be an experimental classroom space for our faculty and students to explore new and emerging instructional technologies and classroom spaces. We anticipate that the newly renovated space will be completed in early 2023. Also underway are plans for enhancements to the Atrium and the Lounge, located across from the Education Library. All of these projects are

intended to provide better spaces for the School of Education community to gather and collaborate.

We are welcoming the Center for Postsecondary Research (CPR) into the Education Building for the very first time with the move to be completed in late February. The CPR will be on the second floor along with the Center for Research on Learning & Technology (CRLT) and the school's R & D office.

We were thrilled to learn that the school recently jumped 14 points in the national US News & World Report ranking for Best Online Master's in Education programs with an overall ranking of 28th. We earned a number one ranking in Instructional Systems Technology, a ranking of 5th in both Special Education and Educational Leadership and Policy Studies, and 12th in Curriculum and Instruction. These rankings reflect the excellent ongoing quality of our online programs.

Finally, in Dean Emeritus Howard Mehlinger's book, *The Best That I Can Recall: A Reminiscence*, he described the history of the Wright Education Building, which will turn 30 years old in August. By then, the renovations on the first floor will be well underway, providing us with an opportunity to reflect on and celebrate the evolution of our building. I hope many of you will be able to join us for the celebration in August.

Anastasia Morrone

Dean

Banners honor IU School of Education Alumni

If you find yourself in Bloomington and take a stroll around the Wright Education Building, you've likely seen new banners adorning the light posts. These banners honor just a few of our late illustrious alumni who made important contributions to the world of education. We remember and honor them for their many accomplishments.

CORAZON BALDOS



Corazon Baldos was a professor in the College of Education and Commerce in the University of the East in Manila. She received her doctorate in educational psychology in 1956.

MARTHA BERNAL



Martha Bernal was the first person of Mexican descent to receive her Ph.D. in clinical psychology in the United States. After earning her doctorate, Bernal went on to a U.S. Public Health Service Postdoctoral Fellowship, and completed research training in human psychophysiology at the University of California, Los Angeles, Health Sciences Center.



MARK CARESS

Mark Caress was superintendent of Crawfordsville Community Schools from 1959 to 1965. During that time, he was also president of the Association of School Superintendents before working as a president of First National Bank for 25 years.



MARTHA DAWSON

Martha Dawson earned her master's and doctoral degrees from the IU School of Education. She returned to IU as a professor of education, the first African American woman to become a tenured member of the IU Bloomington faculty.



ELDER WATSON DIGGS

Elder Watson Diggs was the first African American to graduate from the IU School of Education. In 1910 when Diggs attended IU, he was one of the few African American students enrolled. Indianapolis Public School #42, where he served as a teacher and principal for 26 years, was renamed the Elder W. Diggs IPS School #42 in his honor after his death.



ANNA HYER

When **Anna Hyer** completed her Ed.D. in Audio-Visual Education from the IU School of Education in 1952, she was one of the first women to do so in the male-dominated audiovisual field. Prior to that, she was supervisor of film production at IU in 1949, the first woman in such a position.



MARIA MERCEDES MANOSALVA

Maria Mercedes Manosalva graduated from the IU School of Education with a B.A. in Education. Mercedes Manosalva was a member of the Spanish Club, the French Club, the Marquette Club and the Cosmopolitan Club while at IU.



H.A.R. TILAAH

H.A.R. Tilaar was professor emeritus at the State University of Jakarta and a highly-influential voice for education in Indonesia. He spent 23 years as an educational specialist for BAPPENAS, the Indonesian government's central planning agency, serving as deputy director for education and culture and assistant minister for human resource development.



Martha Dawson Portrait *Unveiled*

A portrait of **Martha Dawson** is now hanging in the East Lounge of the Indiana Memorial Union.

Martha Dawson earned her master's and doctoral degrees from the IU School of Education. She returned to IU as a professor of education, the first African

American woman to become a tenured member of the IU Bloomington faculty. While at IU, she directed and developed a multi-cultural program centered around working with other professors to address minority students' learning; the program focused on how to improve the curriculum

and the techniques being used in order to best support the students.

The portrait, painted by Dianna Porter, was possible through a generous gift from The Davee Foundation. Several of Dawson's family members were in attendance for the unveiling.



From left, Samia Wilson Bryd, Amaya Dawson, Imara Dawson and Sarita Wilson Griffin, family members of Martha Dawson

Eight Black female HESA graduates look to make higher education better for all



Underrepresentation in higher education faculty, experiences of Black female law students and college choice experiences of Black women are just three of many critical topics that eight soon-to-be graduates of the Higher Education and Student Affairs program have focused their research on. They join the legacy of the Great 8, a group of African American women who earned their Ph.D. degrees from the School of Education in 2016.

Whether exploring how collaborative learning in STEM classrooms can be more culturally relevant for Black students or providing space and support through a sista circle for Black Women Doctoral Students, the work done through their research will improve the experiences of Black students and faculty in higher education and beyond.

These graduates will go on to careers in research, student services and more, having helped build a legacy of making lives better through their work at the IU School of Education.



MEGAN COVINGTON

Ph.D. in Higher Education, Individualized Minor in Qualitative Inquiry Applied to African American Education

Dissertation

“I Don’t Need The Academy To Teach, I’m A Teacher In My Soul’: A Critical Exploration of the Influence of Black Women Graduate Instructors’ Experiences Teaching Race on Their Perspectives and Aspirations Towards Faculty Careers”



WENDE' FERGUSON

Ph.D. in Higher Education, Minor in History of Education

Dissertation

“A Different World: Understanding the Experiences of Black Female Law Students at a Predominantly White Institution”



KRYSTIE HERNDON

Ed.D. in Higher Education, Minor in Folklore

Dissertation

“‘There’s A Lot More Culture In My Life Than I Thought’: Studying Folklore as Part of an Undergraduate General Education”



ANGEL NATHAN

Ph.D. in Higher Education, Minors in Inquiry Methodology and Non-profit Management

Dissertation

“Know Your Role: The Positioning of Black Students Through Leaders’ Discourse in Higher Education”



DAJANA PALMER

Ph.D. in Higher Education, Minor in the Critical Studies of Black Women in Education

Dissertation

“I Got A Lot To Be Mad About: Sista Circles As a Counterspace for Black Women Doctoral Students”



CHRISTEN PRIDDIE

Ph.D. in Higher Education, Minor in Inquiry Methodology

Dissertation

“A Pathway Toward Cultural Relevance: A QuantCrit Analysis of Collaborative Learning Experiences for Black STEM Students Through An Anti-Blackness Lens”



SYDNEY RUCKER

Ph.D. in Higher Education, Minor in Public Management

Dissertation

“The Influence of Displacement and Disenfranchisement in Community-campus Partnership Development Between Community Centers in the Near Westside Of Indianapolis and Indiana University-Purdue University-Indianapolis (IUPUI)”



KEELEY WEBB COPRIDGE

Ph.D. in Higher Education, Minor in Urban Education

Dissertation

“I Am _____: Black College Women’s Use of Capital in Redefining their Narrative in the College Choice Process”



Evelyn Eggers finds life-changing work through service



Mission trips shouldn't be easy or comfortable. You should be just giving rather than expecting to receive.



Instead of picking up a hobby like sewing or painting during quarantine, School of Education student **Evelyn Eggers** moved to Ensenada, Mexico to volunteer for the organization Youth With a Mission: Homes of Hope.

Volunteering abroad in a Spanish-speaking community is a familiar path for Eggers. From the time she was 11, she has spent summers volunteering with her family at an orphanage in El Salvador.

“I had always grown up around the importance of loving and giving aid to those who are experiencing broken family systems,” says Eggers.

During her freshman semester of college in 2020 at the height of the COVID-19 pandemic, she decided to move back home and take classes online. After ending her

housing contract, a missionary friend in Mexico asked her to come back.

“I ran with the idea and ended up making a last-minute decision to move there,” she says. “When I moved back this past semester, I was volunteering 30 hours a week in the kitchen, building houses, teaching surf lessons, and feeding the homeless alongside my responsibilities of being a 19-credit hour student, participating in IU Student Government Congress, and going through sorority recruitment.”

Eggers encourages anyone contemplating a service trip to question the purpose behind the trip and think about who you would be helping.

“Mission trips shouldn't be easy

or comfortable. You should be just giving rather than expecting to receive. All my experiences through YWAM Ensenada--every outreach and mission in the community—has directly given residents in Ensenada the tools and resources to make lasting change in their lives.”

This story is courtesy of Mallory Kimes, Writing and Social Media Intern, IU Corps. It has been edited from its original version.



STUDENTS, WELCOME BACK EVENTS

After a tumultuous year spent mostly away from campus, students returned to IU in August and once again filled the Wright Education Building with vibrancy and excitement. Since their return, we've been able to enjoy meeting in person for classes, meetings and celebrations. From Ed-Fest to a reunion of Balfour scholars, student meet-and-greets and panel discussions, we are thankful for the hard work everyone has put in to help us make this return possible.



Meet & Greet



Balfour Reunion



Welcome Back Extravaganza & Ed-Fest





Left to right: Lily Albright, Janice Brown, Gene Jongsma, Lynda Wiest

Four alumni celebrated with *Distinguished Alumni* AWARDS

With decades of service to education as teachers, superintendents and faculty members, the IU School of Education is proud to recognize the many achievements of the four new honorees of this year's Distinguished Alumni Award.

"We are thrilled to be able to honor these alumni in person," said Dean Anastasia Morrone. "Their work and years of dedication to improve education made a difference to so many students and builds upon their legacies at the IU School of Education."

**LILY ALBRIGHT - B.S.'00, M.S.'06
EXCELLENCE IN PREK-12
EDUCATION AWARD**

Lily Albright is principal at Unionville Elementary in Bloomington, Indiana. She earned her bachelor's in elementary education in 2000 and her master's in educational leadership in 2008. She has served for 20 years in the roles of teacher, assistant principal and principal. Under Albright's leadership, Unionville has received recognition including 2017 Outdoor Classroom of

the Year, IDOE Four Star School status, IDOE "A School" ratings, Professional Learning Community Model School designation and United States Department of Education (USDOE) National Blue Ribbon award.

**JANICE BROWN - Ed.D.'81
OUTSTANDING ALUMNI AWARD**

Janice Brown has served students in Kalamazoo, Michigan, for the past 25 years. With a doctorate from Indiana University, she served Kalamazoo Public Schools as executive director of curriculum, director of magnet programs, and superintendent. She went on to co-found The Kalamazoo Promise, an innovative, universal scholarship program guaranteeing college access for most Kalamazoo students.

**GENE JONGSMA - B.S.'64, Ed.D.'71
OUTSTANDING ALUMNI AWARD**

Gene Jongsma received his bachelor's in elementary education from Indiana University, his master's in curriculum and instruction from the University of

Chicago and his doctorate in reading education and research from Indiana University. Jongsma served on the faculties of the University of New Orleans, Southern Methodist University, McGill University and the University of Texas at San Antonio. He also held senior management positions with a large educational publisher.

**LYNDA R. WIEST - Ph.D. '96
EXCELLENCE IN HIGHER
EDUCATION AWARD**

Lynda Wiest is a professor in the College of Education and Human Development at the University of Nevada, Reno, where she has been a faculty member since 1996 and currently serves as chair of the Department of Educational Studies. Her work centers on mathematics education, educational equity and teacher education. During her career, Wiest has garnered \$1.2 million in funding to support her research, teaching and service commitments.



“Our program takes student teachers on a journey that requires stepping well beyond their comfort zones.”

— Laura L. Stachowski —
Director of Global Gateway for Teachers



An IU School of Education student teaching in New Zealand before the pandemic as part of the Global Gateway for Teachers.

IU earns national award for campus internationalization

IU earned the NAFSA 2021 Senator Paul Simon Spotlight Award for Campus Internationalization for its **Global Gateway for Teachers**. The program is housed at the IU School of Education in Bloomington and provides education students with intercultural immersion experiences, such as study abroad, while also helping them fulfill their student teaching requirements.

Students are required to spend at least eight weeks in their host school, engage with their placement community, and complete a service-learning project and structured reflections, all while adapting to a new culture. Participation requires a two-year commitment, beginning with a preparatory phase that includes monthly

classes, assignments and a workshop, and culminating in the student-teaching immersion experience.

“The intention of our program is to prepare IU teacher candidates for the real world in which they will be employed, where elementary and secondary classrooms are filled with culturally, racially and linguistically diverse pupils who come from myriad backgrounds,” said **Laura L. Stachowski**, director of Global Gateway for Teachers. “Our program takes student teachers on a journey that requires stepping well beyond their comfort zones in both school and community contexts. In the process, they set out on a trajectory of transformation.

“We strongly believe that there is no ‘end’ to the experience; instead, it continues to shape who they are, personally and professionally, as they move forward through their lives.”

Stachowski said the program’s continued success in preparing students for effective teaching in today’s dynamic and interconnected world reflects its strong relationship with its national and international partners. Global Gateway for Teachers includes a network of nearly 40 host country consultants who secure overseas school placements and 30 U.S. institutions that the program supports in arranging placements for their teacher candidates.



SCHOOL OF EDUCATION



**AWARDED
NAFSA 2021**
Senator Paul Simon
Spotlight Award for
Campus Internationalization



Research conducted in

160 School Corps

in over



2/3
of IN counties

1,035

GRADUATE STUDENTS



46

DEGREES

20

FIELDS

#1 Instructional Media Design

#5 Educational Administration

#5 Special Education

#12 Curriculum & Instruction

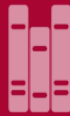


671

participants in DEI talks, workshops and training sessions.

22

EDITORS
AND ASSOCIATE EDITORS
of
EDUCATION JOURNALS



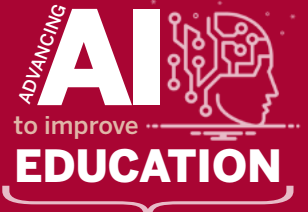
10



More than

70,500

ALUMNI



LEADING TWO NEW



National Artificial Intelligence Research Institution Grants

9 SPECIALTY GRADUATE PROGRAMS RANKED IN THE TOP **25**

#5 SECONDARY EDUCATION

#7 HIGHER EDUCATION & ADMINISTRATION

#8 ELEMENTARY EDUCATION

#8 STUDENT COUNSELING & PERSONAL SERVICES

#10 CURRICULUM & INSTRUCTION

#20 EDUCATION POLICY

#23 SPECIAL EDUCATION

#24 EDUCATIONAL ADMINISTRATION & SUPERVISION PROGRAM

#25 EDUCATIONAL PSYCHOLOGY

SOURCE: U.S. News and World Report

FACULTY/STAFF AWARDS



Left to right: Tyna Hunnicutt, Amara Stuehling, James Sturgeon

Three staff honored with recognition award

Three staff members at the IU School of Education have won the M. Jane Kaho Staff Recognition Award. The award is the highest honor given out annually to staff members in the school who demonstrate dedication above and beyond their job requirements.

We thank the winners and those nominated for their dedicated service to our students, faculty and staff – they all make the IU School of Education a better place to work and learn.

This year's winners are:

Tyna Hunnicutt - Co-Director of Clinical Experiences, Teacher Education

Amara Stuehling - Assistant Director of Global Gateway for Teachers, Teacher Education

James Sturgeon - Systems Administrator, Education Technology Services



Wong wins faculty mentor award

Joel Wong, Department Chair of Counseling and Education Psychology, has won the 2020-2021 Faculty Mentor Award from the University Graduate School.

“Many years ago, when I was deciding whether to accept an offer from IU or another university, I engaged in a writing exercise in which I wrote about and imagined what a typical day at IU would look like,” Wong said. “From this experiential activity, I concluded that IU

would likely be a place where I will have the opportunity to mentor outstanding graduate students. This has turned out to be true. Mentoring students has been one of my favorite and most meaningful activities at IU.”

As a mentor, Wong adopts two approaches – a holistic one and a strength-based one, discussing many aspects of his advisees’ lives while highlighting and helping them discover their strengths.



New study examines how special education teachers supported students during pandemic

While the COVID-19 pandemic disrupted education, students with disabilities were particularly affected. A new study from IU School of Education researchers investigates how educators modified individualized education programs (IEP) and adapted interventions to provide support to autistic students.

Assistant Professor **Sarah Hurwitz, Blaine Garman-McClaine**, Ph.D. student in special education and **Kane Carlock**, Ph.D. student in school psychology, surveyed teachers from 40 different school districts across Indiana. Originally, the team was concerned about how the pandemic was affecting services that kids with learning

and other disabilities are legally entitled to receive and wanted to know how teachers were getting those services to kids under such challenging circumstances.

Teachers reported to the team that last year was one of the hardest years they've ever had teaching – but they also rose to the challenge. From creating separate sets of materials that sometimes were hand-delivered to coming up with individual contingency learning plans in the event schools went virtual, teachers came up with new options while finding a renewed sense of communication and collaboration with parents. But there was a cost: improving social goals are often part of

the individual education plans of students with autism, but those goals weren't as achievable in a virtual setting or even when students went back to the classroom because of social distancing.

Ultimately, the outcome of the study was the resiliency of teachers in the face of such unprecedented challenges.

“These teachers had to figure it out on the fly,” Hurwitz added. “They really stepped up and worked really hard to figure out the best way to deliver services given the situation. They were asked to do a lot. These teachers did amazing stuff.”



Students entering college are exhausted, but eager for a campus experience, survey results find

Most students entering college in fall 2021 had a disrupted high school experience. COVID-induced distance learning challenged students academically, technologically and psychologically, and the pandemic required some to take on new responsibilities at home while managing unfamiliar expectations to finish high school. Following a distressing senior year, these students will soon enter college.

Results from the Beginning College Survey of Student Engagement (BCSSE), administered by the **Center for Postsecondary Research**, offer insight into entering students' high school experiences and their expectations for the coming year.

Entering students experienced a variety of learning environments during their senior year of high school. About 60% had a combination of in-person and online instruction, while 26% took classes entirely online and 14% entirely

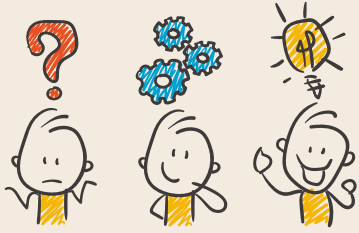
in person. However, results varied by racial/ethnic identity, with about half of Black or African American, Hispanic or Latina/o, and Asian students experiencing entirely online instruction



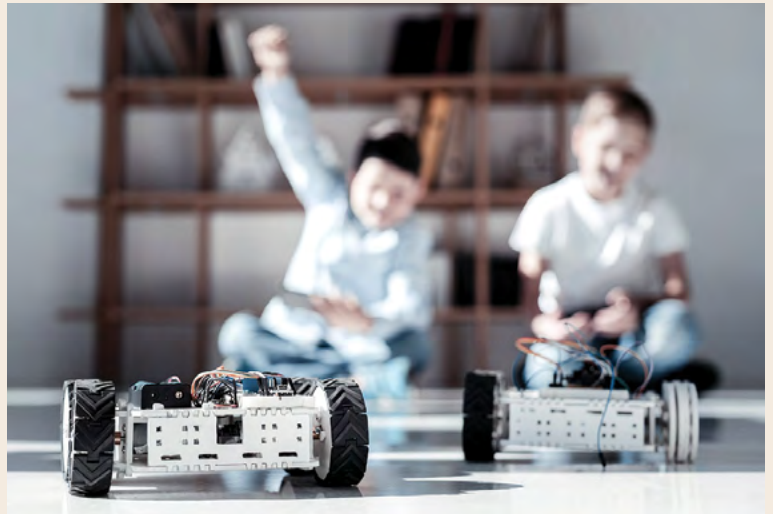
(47%, 51%, and 49% respectively). The substantial difference between the overall result and among racial identity groups suggests the need to provide resources to diverse groups of students.

The majority of entering students across racial/ethnic identity groups were optimistic (ranging from 80% to 89%) about their first year of college, and most (76%) did not believe that COVID-19 interfered much with their college plans. However, very recent data show a drop in student optimism; the percentage of those who were “very optimistic” dropped from 58% in May to just 45% in August. Regardless of whether this decline is influenced by the spread of the Delta variant or reflects normal worries near the start of the school year, it shows that students may need assurance about their institutions' plans for ensuring health and safety, and they need to have realistic expectations for the quality of their college experience.

The toll of the pandemic on students' mental health is of great concern. More than half (53%) had substantial (“very much” or “quite a bit”) increases in levels of depression, hopelessness and loneliness due to COVID.



Expanding computer science to early childhood education



Computer science education in early childhood is in high demand – but without enough teachers to tackle the problem. A new project from IU School of Education faculty will help change that.

The project, “Implementing Mixed Reality for Inclusive and Embodied Learning Experience for Young Children,” will introduce children to computational

thinking, which involves breaking down complex problems into manageable pieces, identifying steps and sequences to solve the problem and generalizing a solution to solve similar problems.

Kyunghbin Kwon, Associate Professor of Instructional Systems Technology and principal investigator of the project, imagined that kids could communicate

with a robot using symbols to find a path, as virtual objects were overlaid on a classroom floor, which became the main motive of the project. The project team includes IST Professor **Thomas Brush** and **Mehmet Dalkilic**, Professor of Computer Science with the Luddy School of Informatics, Computing and Engineering, along with Northern Illinois University colleagues **Yanghee Kim** and **Jaejun Hwang**.



How governing boards at colleges help—and hinder—DEI efforts

While governing boards across colleges can help improve efforts in diversity, equity and inclusion, these many boards’ current efforts are scattershot, according to researchers.

Demetri Morgan, an Assistant Professor in the School of Education at Loyola University Chicago and an alumnus of the Higher Education and Student Affairs program, said he was intrigued by Associate Professor **Lucy LePeau’s** research

on presidential councils of diversity and their role in advancing DEI work.

LePeau and Morgan, along with **Felecia Commodore**, Assistant Professor at Old Dominion University, spent over two years analyzing 22 boards across colleges and universities and noted the state of boards was pretty scattershot and driven largely by individual board member’s interests and commitment without many systematic approaches.

To help governing boards improve, the team created a matrix to use as a way to look at boards’ current engagement with DEI and reflect if they are content with their approach or aspire to do something different. The matrix is based on the findings from the study, along with the team’s own thinking about the transformative potential of boards partnering with internal and external stakeholders to making lasting and sustained change.

Project to improve undergraduate STEM education

Over the next four years, a new project will provide real-time support to undergraduate STEM students and instructors by using natural language processing to analyze student explanations of STEM phenomena.

Gamze Ozogul, Associate Professor in Instructional Systems Technology, is the principal investigator of the project, which received \$400,000 from the National Science Foundation.

Ozogul said the project will advance understanding of how to improve undergraduate STEM education by providing real-time formative feedback to each individual student and real-time summaries to instructors so they can

quickly adapt their instruction to the current needs of their students. Using a tool called ExplainIt, the project aims to increase engagement in large explanation-



Gamze Ozogul

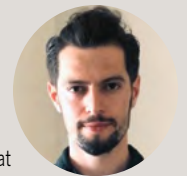
rich classrooms and will provide formative feedback directly to students and instructors. ExplainIt will make real-time formative feedback available and

accessible to all students, as feedback has been recognized as an effective tool for student learning.

“The project will produce significant theoretical and practical advances in undergraduate STEM education,” Ozogul added. “It will lead to a deeper understanding of how students learn with explanation-based classroom response systems, including the learning gains and improvements in student engagement. It will also lead to a set of effective instructional support principles for explanation-rich classroom interactions that will be broadly applicable in multiple STEM disciplines and in diverse institutional settings.”



Research shows competition from school vouchers may be limited in the short term



Yusuf Canbolat

As expansion of Indiana’s school voucher program continues, voucher proponents argue that school choice improves efficiency and elevates the neediest students. But new research from doctoral student **Yusuf Canbolat** looks at how competition induced by school vouchers affects academic achievement in public schools – and found the competitive effect may be limited in the short term and depend on the voucher design.

Canbolat, a doctoral candidate in Educational Leadership and Policy Studies,

became interested in school choice during his experiences with the centralized school system in Turkey, where he spent most of his educational and professional life. Since he began to study education policy, he wondered about the extent to which parental choice, school autonomy and competition, the three pillars of current debates on school choice, can remedy the weakness of school systems to improve educational equity and quality.

Indiana in particular is an important case for studying school choice. The state has

the largest and one of the most established vouchers programs in the U.S. in a time when large-scale choice programs are becoming more broad: about fifteen states created or expanded school vouchers or education saving accounts for students during the pandemic. Understanding school choice in states like Indiana or countries like Chile and Sweden where vouchers are almost universal gives a valuable perspective about the future of other school systems that plan to expand school choice, Canbolat explains.

NEWS

BRIEFS



Darnell named Director of Hudson & Holland Scholars Program

Carl Darnell, Assistant Dean for Diversity, Equity and Inclusion, has been appointed Director of the Hudson & Holland Scholars Program at Indiana University.

The Hudson & Holland Scholars Program (HHSP) is a scholarship and academic support program for high-achieving underrepresented minorities. It's the largest merit-based scholarship program at IU with over 2,100 students currently enrolled. Originally, the program started as two separate entities, the

Minority Achievers Program (MAP) and the Mathematics and Science Scholarship (MASS) Program, until 2004 when they were joined and renamed in recognition of Herman Hudson and James Holland. As director, Darnell wants to honor the original spirit of the Hudson & Holland Scholars Program. He will retain his role at the School of Education and will expand the work he's already doing there to benefit all students, not just those within the school or the program.



Leadership Education Advisory Board formed

Top education professionals from around Indiana will help form the next generation of educational leadership through a new advisory board.

The Leadership Education Advisory Board (LEAB) supports the Educational Leadership Program at the IU School of Education in maintaining a high-quality curriculum that is relevant to the needs of K-12 education practitioners, according to **Chad Lochmiller**, Educational Leadership and Policy Studies Department Chair. Board members provide regular feedback and strategic counsel to program faculty on curriculum and assessments that align to the National Educational Leadership Preparation (NELP) Program Standards. Members also review the expectations for interns who are completing the required field experience to ensure that they are prepared for their leadership roles.



McCullough wins Counseling Psychology graduate student award

Keiko McCullough, doctoral student in Counseling Psychology, has won the Council of Counseling Psychology Training Programs 2021 Outstanding Graduate Student Award. This national award, which recognizes excellence in research and service contributions, is arguably the most prestigious student award in the field of counseling psychology. McCullough said they were thrilled when they found out they won the award: "I knew that this award was highly competitive. I also felt gratitude to my advisor, Dr. Joel Wong, who encouraged me to apply and is always such a strong supporter of his advisees, and to our training program at IU for putting me in the position to receive this prestigious award."



Newest Armstrong cohort announced

Fourteen teachers from around Indiana have been named Armstrong Teacher Educators for 2021-22.

The Armstrong award recognizes educator excellence and provides financial support for top Indiana educators to work with current IU faculty and undergraduates in the classroom and early field experiences. From panel discussions to classroom observation and collaboration with School of Education faculty, Armstrong teachers are part of the critical work of training the next generation of teachers.



Andresen receives emerging scholar award

John Andresen, a doctoral student in special education at the IU School of Education, has been recognized with an award for his leadership and commitment toward advancing the field of integrated employment.

The Got Mike Emerging Scholar/Educational Leadership Award from the Association of People Supporting Employment First (APSE) honors contributions to the advancement of integrated employment and the ongoing educational advancement of professionals interested in the field. The award was named for Michael McAllister, an advocate regarding employment for all people and a dedicated APSE friend. The award presentation took place on June 18 last year during the Annual Member Meeting at APSE's National Virtual Conference.

Case challenge competition helps prepare innovative, creative lessons

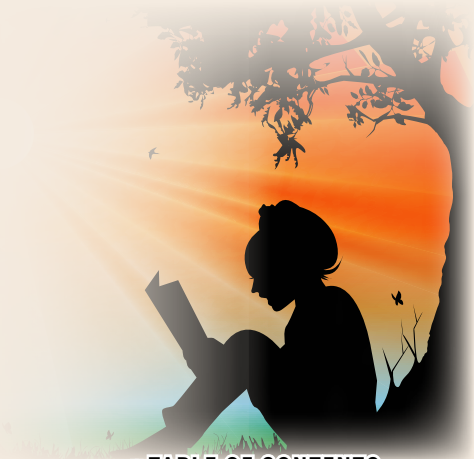
How can Indiana school districts offer fun, innovative and creative instruction that motivates students while closing achievement gaps and accelerating students' learning?

School of Education students spent a Saturday in April last year answering

that question via the **Case Challenge: Mind the Gap Mystery**, a team competition that had them review a case ahead of time and then prepare and present recommendations to a panel of judges. Recommendations from the teams may be implemented in school

districts around the state this summer.

Ultimately, the goal was to challenge future teachers to prepare creative and innovative programming for a summer learning program while closing the achievement gap and accelerating student learning.





IU School of Education receives \$1.3 million for global, diversity programs

A gift to the IU School of Education will support Global Gateway for Teachers and diversity, equity and inclusion programs within the school.

Gene (B.S.'64, Ed.D.'71) and **Kathy Jongsmas**, who studied and taught at IU (1969-1971), have designated \$1.3 million from their estate to establish the Jongsmas Family School of Education Future Fund to give students Global Gateway for Teachers cross-cultural experiences, as well as support the Office of Diversity, Equity and Inclusion.

"Gene and Kathy Jongsmas's incredible gift promises a bright future for the Global Gateway for Teachers, strengthening our program's visibility as a national leader in

overseas student teaching and ensuring that our student teachers will be able to continue engaging in the international immersion experiences that profoundly shape who they are, professionally and personally," said Laura Stachowski, Director of Global Gateway for Teachers.

"The work of the Office of Diversity, Equity and Inclusion at the IU School of Education is critical, and this gift will help us increase our programming and reach out to underrepresented students," said Carl Darnell, Assistant Dean for Diversity, Equity and Inclusion. "We are excited for the opportunities this gift will provide to students who seek the chance to thrive in higher education."

Gene and Kathy hope their gift will support positive change to public education.

"We believe that Global Gateway students who complete an international experience will learn to appreciate and value cultures other than their own. Our wish is that they will become 'citizens of the world' and view their own country through a global lens. As future educators, we hope they will impart the understanding they gain to the students they teach. We also hope that bright, motivated, but underrepresented students will recognize their potential and grow more confident in reaching their goals and dreams."



Jim and Marj Whitehead *An IU Love Story*



James “Jim” Whitehead was born in Anderson, Indiana, in 1924. He always had a deep faith and a passion for helping others, which encouraged him to join the Army in the beginning of WWII. Through the GI Bill, he pursued his college education, including earning his B.S., M.S. and Ed.D. from the IU School of Education. He spent his career working in various administrative roles at Texas Tech University, IU and the University of Houston. Jim fell in love with Marjorie while at IU and married

her while he was in graduate school.

Marjorie Pattison “Marj” Whitehead was born in Marion, Indiana, in 1929. She earned her B.S. from the School of Education. Marj helped found the IU Little 500 Bike Race, the IU Gamma Phi Beta sorority and the Mortar Board at Texas Tech University, in addition to designing and directing one of the first child daycare centers open 24 hours, 7 days a week, 365 days a year, in the nation. Over 400 infants and children were enrolled, and it became an exemplar

for others to reference. On top of all this, she was an active member in the Lake Travis United Methodist Church and a Stephen Minister. Her greatest passion was children, as she was a devoted mother of five and teacher to countless others. She battled cancer later in life and sadly passed away on May 22, 2006, at the age of 77. Jim’s love for his wife and education led him to fund a scholarship and a fellowship in her honor at the IU School of Education as his legacy before he died on August 28, 2021.

Ted Hasselbring endows chair in special education technology



Ted Hasselbring with Dean Stacy Morrone

School of Education distinguished alumnus **Ted Hasselbring**, B.S. '71, M.A. '73, Ed.D. '79, is a professor emeritus of special education at Peabody College of Vanderbilt University. For over thirty-five years, Hasselbring conducted research on the use of technology for enhancing learning in students with mild disabilities and those who are at-risk of school failure and served as co-director of the Learning Technology Center, where he conducted research on using technology to provide focused intervention in reading and mathematics. His research resulted in several widely used computer-intervention programs, the most notable being READ 180, a program that has helped millions of students learn to read with confidence, ability and passion.

In 2000, Hasselbring left Vanderbilt and

joined the faculty of the University of Kentucky as the William T. Brian Professor and Endowed Chair in Special Education Technology. While at Kentucky he also served as the executive director of the National Assistive Technology Research Institute. In 2006, Hasselbring returned to Vanderbilt to resume his research and development activities in computer intervention.

As a way to show his deep appreciation for the education he received at the IU School of Education and his support for education technology, he endowed the Dr. Ted S. Hasselbring Chair in Special Education Technology. ***Thank you, Ted!*** Your generosity will impact the special education field for years to come.

Nancy Lawhorn



Nancy Lawhorn



James "Jack" Lawhorn

Nancy Kay Boyd Lawhorn attended Indiana University and earned her bachelor's in education in 1969 and her master's in education in 1974. Her time at IU was split between the Bloomington campus and the Indianapolis extension. Her passion for teaching began in her childhood when she assisted a classmate with a learning disability, and she spent her entire career teaching grade school students with special needs.

Lawhorn has a natural gift for teaching and made it her life's mission. Both children and adults alike looked to her

for guidance and understanding, and she enriched lives through deed and word, always with a sense of compassion. She used the skills she learned through her education as a foundation for her life, enabling her to build a strong family which included a community of friends. Lawhorn combined this with a steadfast Christian faith to create a home rich in love and kindness. She continually modeled a strong commitment to family and selfless service to the community and routinely gave of herself to better the lives of those around her. No matter the circumstances Lawhorn would find the

positive in a situation and try to guide others to do the same.

Lawhorn is thankful for the education she received at IU and recognizes the impact this had on her college experience and the continued effect on her life. As a way to express her gratitude, she established two endowed funds, the Nancy Kay Boyd Lawhorn Global Gateway for Teachers Scholarship at the School of Education and the James "Jack" Lawhorn Memorial Scholarship at the Kelly School of Business in honor of her late husband.

Thank you, Nancy!

Harbans S. Bhola



Harbans Bhola, right, with his wife, Joginder K. Bhola

Harbans S. Bhola, a former professor at the IU School of Education, died April 4, 2021. Bhola was born in Lahore, Punjab, India. From childhood, Bhola was encouraged to lead a life of scholarship, and did so through his many degrees, a commitment to lifelong learning, and his professional career. Despite working and raising a family, he earned several degrees, including an Ed.S. in Education from the IU School of Education.

In addition to Bhola's impressive academic success, he had an equally notable teaching career. He first started teaching at the Ministry of Education in Delhi, India and then became the Deputy Director for the Literacy House. He was soon selected as a Senior Advisor to the UNDP/UNESCO Pilot Project on Work-Oriented Adult Literacy, in Tanzania, East Africa. In this role, he helped train future teachers, develop and launch

literacy programs and wrote literacy primers translated in other languages. After two years of helping develop an integral literacy program in Africa, he was invited to become a professor at the IU School of Education. He helped the school establish a graduate emphasis area in innovation and diffusion in education as well as in adult education and policy studies through the courses he taught.

Over the span of his career, he spoke at countless international conferences, evaluated mass literacy campaigns in several countries, published over 186 papers and authored numerous books. He never lost his passionate commitment to adult education and his belief that literacy is both a right and necessity. To honor his immense contribution to the education field, his family established the Professor Harbans S. Bhola Fellowship in his memory.

Pat Chase's gifts expand the IU School of Education children's literature collection



Pat Chase, M.S.'65, grew up in Crosby, Minnesota. She credits her mother with instilling in her a love of reading. After high school, Pat attended a two-year college majoring in psychology and enlisted in the military. Pat served in the Air Force as a stenographer and then as a recruiter for women. While based in Detroit, she met her husband, Clint, who was an Air Force officer.

Once married, Clint's first faculty position with Idaho State College led Pat to teach her first class of 48 students. When Clint was recruited to serve on Miami University's faculty, Pat worked in the library resource center where her love for libraries continued

to grow. Arriving at IU where Clint taught in the Higher Education program, Pat pursued her master's in education. Pat was eventually hired as a reading teacher in Monroe County Public Schools. She taught for more than 20 years and spent time in all the elementary schools throughout the county.

Wishing to leave a legacy and help instill in children the same love of reading that she felt as a child, Pat has made several gifts to the IU School of Education to purchase children's literature. Her impact on our teacher candidates and literacy education will be felt in perpetuity. *Thank you, Pat!*

In Memoriam



Sandy Strain at her retirement party in 2016

SANDY STRAIN
1942-2021

Sandy Strain, a longtime former employee of the IU School of Education, died on June 28. During her 52 years at the School of Education, Strain worked as a file clerk, secretary and for 30 years, an administrative assistant for Educational Leadership and Policy Studies. In 1982 Strain became the first person in the School of Education to have a computer. Her first assignment was typing the

Annual Report for the dean of the school - a process that involved a lot of trial and error.

Upon her retirement in 2016, Strain commented that she cherishes all her friendships at the School of Education - and her relationships with the students she helped: "I'm very student oriented... students come first in my life."



DOROTHY GABEL
1936-2020

Dorothy Gabel, Professor Emerita of Science Education, died on October 30, 2020.

She served as President of Hoosier Association of Science Teachers, Inc. (HASTI), was the Research Division Director of the National Science Teachers Association and was President of School Science and Mathematics Association, among other major organizations for science educators. She was also the recipient of NARST's Award for Outstanding Research emphasizing Classroom Applications four times. She received the *Journal of Research in Science Teaching* for outstanding research paper twice, as well as the Distinguished Contributions

through Research Award in 2007.

While at IU, her procurement of external funding led to the development of Q200 Introduction to Scientific Inquiry, which was the first science content course offered in the School of Education, and to the design of Saturday Science, which enabled preservice teachers and graduate students to use best practices to teach science to children at IU. Both programs still exist today and are a testament to her work as they continue to support IU students and the local community.

Remembrance from Professor Valarie Akerson



Class Notes

IU School of Education alumni are consistently making headlines and advances in their fields. These are just some of the many updates from the last year. To submit your own news, visit go.iu.edu/3sQk

1950s

Robert W. Price (M.S.'59) spent his career teaching history at the high school and college levels. He has retired twice as a professor and chair of the history department, the first time from Chicago State University and ten years later from Eastern University in Pennsylvania.

1960s

William Irwin (M.S.'63), director emeritus of financial aid at Lock Haven University, received the Lifetime Achievement Award from the National Association of Student Financial Aid Administrators (NASFAA). He has served as a member of the Congressional Advisory Committee on Federal Student Aid as well as national chair of NASFAA.

1970s

Jerry Bobilya (M.S.'70, Ph.D.'73) was a graduate of the School of Education's original University School (1960) on the corner of 3rd Street and Jordan Avenue in Bloomington. As his career in education unfolded, Jerry was elected or appointed to the IU Alumni Chapter boards in Columbus, then ultimately as president of those in Milwaukee, Wisconsin; Greenville, South Carolina; and Asheville/Western North Carolina. Jerry has since been honored by the IU Alumni Association after 47 years of dedication to IU alumni and was recognized with the President's Award. Shortly thereafter, he was awarded the IU Bicentennial Medal. Bobilya is grateful to IU for meeting the love of his life, for his career, and so much more.

Patricia Boardman (B.S.'70, M.S.'75) wrote a book entitled *Facets, Reflections of Life in Poetry*. The retired English teacher spent her career at Taylor High School, located in Center, Indiana, a small town on the outskirts of Kokomo.

Tom Martz (B.S.'72) joined Husson University's Alumni Hall of Fame, being recognized for his distinguished contributions to his profession. He was formerly the president and CEO of the IU Alumni Association.

Andrea Mihajlovits (B.S.'71, M.S.'78) and **Alexander Mihajlovits** (Public Health B.S.'71) celebrated their 50th wedding anniversary on August 14, 2021. The couple met in 1969 at IU while working on their degrees in education. Andrea retired in 2008 after teaching two years at North Knox School Corporation and 22 years at Southwest Dubois County School Corporation at the elementary level. Al retired in 2016 after teaching one year in Fulton N.Y. and 43 years at Southwest Dubois County School Corporation.

1980s

Brady Barr's (B.S.'87) most recent book, *Whatever Happened to the Classroom Turtle? How Animals Spark Student Engagement and a Love of Learning*, earned a bronze medal in the 25th Annual Independent Publisher Book Awards in the Education I – Workbook/Resources category.

Dena Cushenberry (B.S.'81, M.S.'90, Ed.S.'09, Ed.D.'12) wrote a new book entitled *Vertigo: Transforming Teaching and Learning in Public Education*, which focuses on the de-stabilization of public education and how to develop and support teachers in turbulent times. The book is available on Amazon.

Ron Russo (B.S.'83) was named head coach of Thomas More University's men's and women's track & field. He previously served as an assistant for the past three years while also serving as head men's and women's cross-country coach.

1990s

Judy Edwards (M.S.'90) wrote a book entitled *Scream on Tenth Street: The Murder of Doris Louise Edwards* about her sister's death. Now retired, Judy has been a teacher, a technology trainer and a newspaper journalist. She has written several books about history and religion, and she is a contributor to the "Dictionary of Unitarian and Universalist Biography."



Class Notes

Doug Feldmann (Ph.D.'99) is a professor in the College of Education at Northern Kentucky University and the author of twelve books. His latest book was released in 2020, a biography of former Chicago Bears player and Illinois Supreme Court Justice Bob Thomas, entitled *A View from Two Benches* (Cornell University Press). More information is available at dougfeldmannbooks.com.

Joyce Hertko (Ph.D.'96) was named chief operating officer of The Regenstrief Institute. She joined the Institute in 2019 as chief of staff and has served as interim COO since last year. She previously held the role of director of community outreach and engagement with Indiana University Health and president/CEO of the Ruth Lilly Health Education Center.

Julie Jensen (M.S.'99) was named vice president of product design and experience at Knox Financial. Previously, Jensen held head of UX roles at Frost Bank, Capital One, and Amazon. She also served as principal UX manager for Microsoft, where she established the usability engineering process for Microsoft cloud services and Office 365.

Kelli Marshall (B.S.'91) was named senior vice president of schools at The Mind Trust. She previously served as chief academic officer for GEO Academies and is the founder of Tindley Collegiate Academy.

Paola Sztajn (Ph.D.'95) was named interim dean of the College of Education at North Carolina State University. She is also a professor in the Department of Teacher Education and Learning Sciences. Previously, she was a special assistant for faculty research and development with the Office of the Provost and the university's Office of Research and Innovation. She's the former associate dean for research and innovation in the College of Education and the former head of the Department of Teacher Education and Learning Sciences.

Mike Tyler (Ph.D.'94) was named associate provost of graduate and online education at Valparaiso University. He most recently served as dean of graduate and professional studies and professor of counseling at McDaniel College in Westminster, Maryland.

2000s

Alana Anderson (M.S.'08) is the new assistant dean for diversity, equity, and inclusion in the Schwarzman College of Computing at the Massachusetts Institute of Technology. She was formerly the director of programs for diversity and inclusion in the Office of the Provost at Boston University.

Meredith Critchfield (B.S.'04) was named dean of the College of Education at Grand Canyon University. As dean, Critchfield leads one of the largest teacher preparation programs in the country.

Chris Finley (M.S.'02, Ed.S.'21) was named principal of Tri-North Middle School in Bloomington, Indiana. He formerly served as principal at Childs Elementary and Marlin Elementary, and as assistant principal at Clear Creek Elementary, all within the Monroe County Community School Corporation. He is a current member of the IU School of Education Alumni Board of Directors.

Jessica Gendron (M.S.'06), President and CEO of The Center for Leadership Excellence, was recognized in the 2021 Class of Forty Under 40 from the Indianapolis Business Journal.

Joseph Heidt (M.S.'00) was named chancellor of Ancilla College of Marian University. He most recently served as an executive consultant for Shepherd Insurance and previously as president and chief executive officer of Providence Cristo Rey High School in Indianapolis.

Lora Hoover (M.S.'04) was appointed president and chief executive officer of Girls, Inc. of Greater Indianapolis by the board of directors. She previously held the role of director of development at the Kiwanis Children's Fund.

Kim Howard (B.S.'09, Ph.D.'18) has written a picture book entitled *Grace and Box*, published by Feiwel & Friends, an imprint of Macmillan. This is her debut picture book. More information about the book can be found at us.macmillan.com.

John McKnight (M.S.'04) was appointed dean of Haverford College. He was previously the dean of institutional equity and inclusion at Connecticut College, a position he held since 2016.

Matt Miller (B.S.'09) was selected as the new head football coach at Shenandoah High School in Middletown, Indiana. He formerly served as an assistant football coach at Bloomington North High School in Indiana under long-time Head Coach Scott Bless.

Robert Taylor (Ed.D.'03) was named executive director of the Indiana Association of Public School Superintendents. He has more than 32 years in public education administration and was superintendent of schools for the Lebanon Community School Corp. for 13 years.

Class Notes

2010s

Ryan Cowden (B.S.'17) was named a Rising 30 honoree by Conexus Indiana for demonstrating career success and commitment to the future of manufacturing and logistics. 30 honorees under the age of 30 are selected each year and celebrated for their extraordinary talent and innovative thinking early in their career.

Michelle Fry (Ph.D.'13) was named South Carolina state director of the Department of Disabilities and Special Needs. She will lead the agency that plans, develops, oversees, and funds services for South Carolinians with severe, lifelong intellectual disabilities, autism, traumatic brain injury, and spinal cord injury and the conditions related to each of these four disabilities. She previously served as general counsel to the Indiana State Board of Education, the Indiana Charter School Board, and the Indiana Department of Education.

Braxton Hiser (B.S.'19) was crowned Miss Indiana 2021 at the Star Bank Performing Arts Center at Zionsville High School in June. She is a 3rd grade teacher with M.S.D. Washington Township School Corporation.

Sabrina Jones (B.S.'18) joined Teach for America upon graduating from IU and served as a teacher in Miami, Florida for three years where she was recognized as Rookie Teacher of the Year. She was also awarded the Dr. Rosalie Messina Simari Scholarship, which she used to pursue her Master's degree. This past summer, Jones was the Leadership for Educational Equity Fellow at the Southern Education Foundation. She is now teaching 5th grade in Atlanta, Georgia.

Konnie McCollum (M.S.'13) was awarded the Outstanding Administrator of the Year Award by the National Coalition on Adult Basic Education. Konnie directs an adult education program for 12 southern Indiana counties, many of which are rural. In addition to adult basic education courses geared toward completion of the High School Equivalency Diploma, her organization's focus includes offender re-entry education and career training, family literacy projects, English Language Learning, adult career pathway planning and occupational skills training, workplace education, and integrated education and training programs.

Jarod Wilson (M.S.'10) joined Foster Success as the senior director of education and workforce readiness. In this new role, he will focus on helping to bridge the gap between education and workforce readiness so that those who have experienced foster care obtain the skills, credentials, and experiences they need to reach their education and employment goals. He previously served as director of postsecondary outreach and career transitions at the Indiana Commission for Higher Education.

2020s

Roy Y. Chan (Ph.D.'20) joined Lee University's Helen DeVos College of Education as an assistant professor of education in July 2021. He also serves as the inaugural director of the Doctor of Education (Ed.D.) program at Lee. Previously Dr. Chan was named director of TRIO Student Support Services, and before that, he served as special projects coordinator in the 21st Century Scholars Program at Indiana University, Bloomington.

School of Education alumni are truly

amazing

We want to CELEBRATE our alumni and all their contributions to the profession by featuring them on our website and social media.

Please update your information and let us know what you're up to! You may be featured in an upcoming **Alumni Spotlight** or in **Class Notes**.





Visit go.iu.edu/3pVc
to keep in touch.





Find the latest stories, videos and information:

School of Education, Bloomington: education.indiana.edu

-  facebook.com/IUSchoolofEd
-  twitter.com/IUSchoolofEd
-  YouTube.com/iuschoolofeducation
-  instagram.com/IUEdAlum



Kids ready to make things at the Washington County Family YMCA.



Kids at Bloomington Boys and Girls Club use the laser cutting tool in their lesson



Children at Bloomington Boys and Girls Club use 3D printing as a way to make a teaching tool

Since March, the **Uplands Maker Mobile** has been busy traveling around southern Indiana bringing STEM learning to children and adults alike. Filled with materials like paper, wood and fabric, Maker Education Specialist Andrew Woodard works with schools and other groups to develop a project that is meaningful, collaborative in its development with the site and an authentic challenge using maker tactics and design thinking. Each project lasts one to seven days, with a goal of giving participants practical knowledge they can use now and in the future.